

# INSPECTION REPORT

## CHRISTCHURCH C OF E SCHOOL

Spitalfields, London

LEA area: Tower Hamlets

Unique reference number: 100944

Headteacher: Mrs J Hammill

Lead inspector: Mr J Donnelly

Dates of inspection: 4<sup>th</sup> - 6<sup>th</sup> October 2004

Inspection number: 266616

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 175

School address: 47a Brick Lane  
Spitalfields  
London  
Postcode: E1 6PU

Telephone number: (020) 7247 0792  
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Appropriate authority: The governing body  
Name of chair of governors: Mrs J McLachlan

Date of previous inspection: 17<sup>th</sup> May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Christchurch Church of England School caters for pupils aged three to 11. It is a one form entry school and with 175 pupils on roll is close to the average size for primary schools. It is situated in the Spitalfields area in inner London, close to the Aldgate. The area is one of unfavourable social and economic circumstances for a significant number of pupils. Attainment on entry to the school is very low. The school has similar numbers of boys and girls on roll. There are many countries of origin represented in the school. All pupils come from a range of ethnic backgrounds, including Bangladeshi, Indian, African and Spanish. All pupils have English as an additional language and 107 are at the early stage of English language acquisition, which is very high in comparison with all schools nationally. The majority of pupils speak Sylhetti as their mother tongue. The number of pupils eligible for free school meals is very high. At 20 per cent so too is the number of pupils entering and leaving the school other than at the normal times. 10.5 per cent of the pupils are designated as having special educational needs, which is below the national average. A few pupils have statements of special educational need. During the week of the inspection, a new headteacher had been in post for just four weeks. The school had been without a permanent headteacher for over 12 months.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	J Donnelly	Lead inspector	Areas of learning for children in the Foundation Stage Science Information and communication technology Physical education
9092	R Elam	Lay inspector	
20603	A Coyle	Team inspector	English Geography History Provision for pupils with special educational needs
19861	K Trikha	Team inspector	Mathematics Art and design Design and technology Music Provision for pupils with English as an additional language

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## REPORT CONTENTS

Page

**PART A: SUMMARY OF THE REPORT**

**4 - 6**

**PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

**STANDARDS ACHIEVED BY PUPILS**

**7 - 10**

Standards achieved in areas of learning and subjects

Pupils' attitudes, values and other personal qualities

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**10 - 15**

Teaching and learning

The curriculum

Care, guidance and support

Partnership with parents, other schools and the community

**LEADERSHIP AND MANAGEMENT**

**15 - 16**

**PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

**17 - 26**

**AREAS OF LEARNING IN THE FOUNDATION STAGE**

**SUBJECTS IN KEY STAGES 1 AND 2**

**PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

**27**

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides an acceptable standard of education but has some serious weaknesses. Standards are low and the pupils do not do as well as they should. The teaching and the pupils' behaviour are satisfactory. There are shortcomings in the quality of leadership and management, although the leadership has improved recently under the new headteacher. The school gives unsatisfactory value for money.

#### The school's main strengths and weaknesses are:

- A significant number of the older pupils underachieve; standards are well below average in English, mathematics and science.
- Provision is good overall in both the Nursery and Reception and all children in these classes achieve well.
- Leadership and management have not effectively addressed the issue of the pupils' underachievement in Years 3 to 6.
- More talented pupils with English as an additional language (EAL) do not achieve as well as they should and the assessment procedures to identify their needs are not rigorous enough.
- Attendance has steadily improved since the last inspection.
- The pupils have good attitudes to learning.
- The provision for pupils' social and moral development leads to good relationships around the school.
- Provision for pupils with Special Educational Needs (SEN) and EAL is unsatisfactory.
- The involvement of a range of organisations and people in the community extends experiences for pupils' personal, social and academic development.
- There are weaknesses in the monitoring of pupils' academic and personal development and the guidance they receive.
- Pupils from a range of different cultures mix well together and the level of racial harmony is good.

The school's effectiveness has declined since the last inspection in 1999. Weaknesses in aspects of leadership and management identified at that time still remain. The pupils' standards have fallen. Recently, the leadership and management have halted the decline but this has not yet had an impact on the results in the national tests. The new headteacher has examined carefully all aspects of the school's work and has drawn up suitable action plans to show how the many weaknesses will be addressed. Good progress has been made in information and communication technology (ICT).

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	E	E
mathematics	D	E	E*	E*

science	E*	E	E*	E*
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*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is unsatisfactory overall** but it is good in the Nursery and Reception classes, and satisfactory in Years 1 and 2. The pupils' attainment on entry to the school is very low. Standards attained at the end of Year 2 in the 2003 national tests were well below the national average in reading, writing and mathematics. In comparison to similar schools, standards were above average in reading and writing, but well below in mathematics. Standards in the pupils' work and in lessons are below national average. Standards attained at the end of Year 6 in the 2003 national tests were well below average in English mathematics and science, in comparison to all schools nationally and other similar schools. Of the pupils in Year 6 in 2003, only 20 per cent were in the school four years earlier in Year 2. This is very high mobility. Results in the unpublished national tests in 2004 indicate that standards are now beginning to improve at the end of Key Stage 2. The pupils who join the school during Years 2-6 often speak little English at home. These pupils achieve satisfactorily from a very low starting point.

Many pupils do not achieve as well as they should in Years 3-6. Some of this underachievement is a result of the high turnover of teachers they have experienced. Pupils at an advanced stage of learning English can communicate effectively. However, they need continued support in understanding technical language associated with subjects of the National Curriculum.

Pupils' attitudes to school are good and their behaviour overall is satisfactory, although the behaviour of a few pupils in some lessons limits learning. **The pupils' spiritual, moral, social and cultural development is good.** Relationships are good: there is good racial harmony among the pupils. Attendance is good and punctuality is satisfactory.

## QUALITY OF EDUCATION

**The quality of education provided is satisfactory. Teaching and learning are satisfactory.** Where teaching is good, teachers identify a language focus in their planning and pupils' understanding of key concepts is checked regularly. During lessons, satisfactory use is made of the time spent by teaching assistants in class when they translate instructions in home language to ensure pupils understand the teacher or hear pupils read. The majority of teaching assistants work hard but they need more training in supporting the pupils' learning in specific subjects. The targeting of groups of pupils who need additional language and curriculum support across the key stages is unsatisfactory and is limited to pupils new to English. The school's commitment to inclusion is unsatisfactory. The provision for more talented pupils and those at early stages of learning English does not enable them to achieve as well as they should. Assessment procedures do not identify precisely enough the language needs of all pupils, causing a considerable barrier to learning.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are unsatisfactory overall**, despite the strong leadership now being demonstrated by the newly-appointed headteacher. Governance is unsatisfactory overall but the governors are now very clear about the direction the school

must take. With the exception of the annual report to parents, they ensure that statutory requirements are met. Due to the high turnover of staff, the leadership and management of key subjects and of English as an additional language are unsatisfactory.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are happy with the school. They are pleased that their children are cared for and that the staff expect them to work hard. A few have concerns about unacceptable behaviour, which the inspectors agree can occasionally limit learning. Parents are also concerned about the high turnover of staff last year, though the school has now ensured that permanent staff are in post. Pupils are pleased with their school and enjoy the lessons. They feel very safe and that adults are readily available to help them if things go wrong.

## **IMPROVEMENTS NEEDED**

### **The most important things the school should do to improve are:**

- raise standards in English, mathematics and science;
- ensure all teachers and teaching assistants use effective strategies for supporting pupils with English as additional language;
- ensure pupils at various levels of learning English achieve as well as they should by ensuring assessment procedures identify the language needs of all pupils and influence the planning of what they do next;
- improve leadership and management at all levels;

### **and, to meet statutory requirements:**

- provide the required details in the annual report to parents.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils' achievement overall during their time at school is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Pupils' achievement is satisfactory at the end of Year 2 and unsatisfactory at the end of Year 6.
- The more talented pupils who learn English as an additional language do not achieve as they should in English, mathematics and science by the end of Year 6.
- Standards in the national tests at the end of Year 6 in English and mathematics have declined over the past four years and in 2003, were well below the national average.
- Current standards of work in Year 6 are below those expected in English, mathematics and science.
- In Years 1 and 2, pupils achieve satisfactorily in reading, writing and mathematics, but many do not attain the average standard in the national tests because their starting points are very low.

- In the Nursery and Reception classes, all children achieve well, given their very low levels of attainment on entry, but overall they are not on track to reach the expected standards by the start of Year 1.
- The provision that the school makes for pupils who speak English as an additional language and those with special educational needs is unsatisfactory.

## Commentary

1. Attainment on entry to the Nursery is well below average overall. Children achieve well in the Nursery and in Reception class, but due to their very low starting points, they enter Year 1 with well below average attainment, mainly as a result of the high number of them learning English as an additional language.
2. Standards attained at the end of Year 2 in the 2003 national tests were well below the national average in reading, writing and mathematics. In comparison to similar schools, standards were above average in reading and writing, but well below in mathematics. Standards in the pupils' work and in lessons are below national average. Standards attained at the end of Year 6 in the 2003 national tests were well below average in English, mathematics and science. In comparison to similar schools, standards were well below average. Of the pupils in Year 6 in 2003, only 20 per cent of pupils were in the school four years earlier in Year 2. This is very high mobility. Results in the unpublished national tests in 2004 indicate that standards are now beginning to improve at the end of Key Stage 2. Those pupils who join the school during Years 2-6 are often pupils with little spoken English at home. These pupils achieve satisfactorily from a very low starting point.
3. Too many pupils do not achieve as they should in Years 3-6. In particular, the more able pupils in Years 5 and 6 underachieve. Some of this underachievement is a result of a high turnover of teachers they have had. Pupils at an advanced stage of learning English can communicate effectively. However, they need continued support in understanding technical language associated with subjects of the National Curriculum. Assessment procedures do not identify precisely enough the language needs of all pupils, causing a considerable barrier to learning.

### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	14.3 (13.4)	15.7 (15.8)
writing	13.3 (11.6)	14.6 (14.4)
mathematics	13.2 (13.7)	16.3 (16.5)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	25.4 (24.7)	26.8 (27.0)
mathematics	23.2 (25.6)	26.8 (26.7)
science	23.5 (26.2)	28.6 (28.3)

4. Standards are very low amongst pupils with special educational needs and their achievement is unsatisfactory. They make some progress in English and mathematics when they receive helpful support from class teachers. However, most pupils do not build effectively on their knowledge and understanding because weak literacy and numeracy skills hold them back significantly.
5. The provision and achievement for pupils who have English as an additional language is unsatisfactory. Pupils make satisfactory progress in conversational English as they move through the school, but their level of achievement is not as good as it should be because the teaching does not take into account the language needs of all pupils. As a result, pupils have a limited understanding of the vocabulary of different subjects and do not achieve as well as they should.
6. Standards have fallen sharply since the last inspection. Although the 2004 results showed some improvement, these were still well below the national average and in comparison with similar schools. The school's performance has not improved in line with other schools nationally.

### **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Overall, pupils' attitudes to school are **good** and their behaviour is **satisfactory**. Their attendance is **good** and punctuality is **satisfactory**. The provision for the spiritual, moral, social and cultural development of pupils is **good** overall.

#### **Main strengths and weaknesses**

- The majority of pupils are interested in their work and enjoy being at school. This shows an improvement on the findings at the time of the last inspection.
- The level of attendance has steadily improved since the last inspection.
- The provision for social and moral development contributes to the good relationships around the school.
- Children in the Nursery and Reception classes have good attitudes to their learning and demonstrate good enthusiasm for school.

#### **Commentary**

7. Pupils' social development is good. The school provides good opportunities for pupils to interact with classmates in group work, in paired discussions and in monitor tasks within each class. The school council enables pupils of all ages to work together. Their awareness of the wider world is enhanced with, for example, the business people coming in to hear them read, trips out and inter-school sports matches. Pupils' relationships with their peers and with adults have maintained the good level at the time of the last inspection and contribute to the quality of work in lessons and to the progress they make.
8. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are satisfactory. School assemblies help pupils to a sense of belonging to a whole-school community and, each week, to celebrate the contributions and achievements of others. Circle time helps pupils to start to

appreciate their own worth and to raise their self-esteem. The pupils from a range of different cultures mix well with each other and racial harmony is one of the strengths of the school. Pupils show they can act responsibly when carrying out tasks in the classroom and when moving around the school.

9. The provision for cultural development is satisfactory. As at the time of the last inspection, its strength lies in the fact that many subjects provide pupils with a fuller understanding of the world around them. Pupils are starting to appreciate the western cultural background from Nursery rhymes and work on, for example, the Greeks and Tudors in history, and European artists and composers. The study of world faiths in religious education helps them to appreciate others' practices and beliefs. Art and design and music help to develop aesthetic awareness. Their own cultures are recognised in the class work. The school builds upon the area around where they live through studying maps of the nearby roads in geography and in discussions on the previous uses of the local mosque in history. Muslim designs come into art and design lessons. One registration period was taken in Bengali. But the pupils' awareness of the extent to which the school values their Sylheti language can be confusing because of mixed messages from teachers about the extent to which they can use it in the school.
10. The pupils' interest in school life is good. Parents confirm what their children told the inspectors: the majority of pupils enjoy their work and want to do well - as they say, "The lessons are exciting". The pupils generally listen attentively, follow instructions, settle quickly to the tasks given and maintain their interest even when not being directly supported by adults in the classroom. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into many of the lessons. Nevertheless, pupils tend to be passive and wait for guidance rather than being prepared to use their own initiative and in some lessons, especially in the upper end of the school, they lose interest and concentration.
11. Pupils' moral development is good. The great majority of pupils behave well in the classroom, at play and lunch times. They are open, well mannered, polite to adults and to each other, welcoming to visitors and courteous. However, in a few of the lessons, the inconsistent management of the pupils limits the learning taking place. The teachers follow the school's policy in correcting wrong behaviour and, where necessary, giving out yellow cards. However, the teachers do not always ensure that pupils are given clear guidelines about their expectations with regard to behaviour. The result is that several pupils, particularly in the upper end of the school, continue to call out in lessons rather than putting their hands up. A few parents expressed concern about behaviour but the pupils confirm that any bullying or aggression is rare and dealt with quickly and effectively if it does occur. Last year, there were no exclusions.
12. Pupils with special educational needs usually show willing attitudes to learning and most pupils behave satisfactorily in lessons. However, the attitudes and behaviour of a few in the junior classes are unsatisfactory, especially in the withdrawal groups, and this places constraints on learning.
13. Most pupils from ethnic minority groups, including asylum seekers, show a positive attitude and take a full part in lessons. They grow in confidence, for example, when in

circle time teachers help them talk about their strengths, and pupils learn that people have different talents. However, their participation is diminished when they are withdrawn from their classes to learn English and when the lessons do not take into account their varying competence in English.

## Attendance

14. The table below shows the attendance figures for the school. The level of attendance has improved still further in the last school year when it was close to 95 per cent. This is due to the efforts of the school and, in particular, to the support of the education welfare service and the East London Mosque, both of which have followed up those families whose children have especially low levels of attendance. Unauthorised absences are higher than that of schools generally around the country. A few pupils are late in the mornings but usually by only a few minutes.

### *Attendance in the latest complete reporting year 2002-2003 (%)*

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.8
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is satisfactory overall.** Teaching and learning are satisfactory but the curriculum is unsatisfactory. The pupils are satisfactorily cared for and the school has a satisfactory partnership with parents.

### Teaching and learning

Overall teaching and learning are **satisfactory**. Assessment is **unsatisfactory** overall.

#### Main strengths and weaknesses

- Teaching is good overall in the Nursery and Reception classes.
- Teaching and learning in the lessons observed in Years 3-6 are satisfactory, but as a result of unsatisfactory teaching and learning over time, older pupils have not made the progress they should have.
- Strategies for teaching pupils with EAL and SEN are underdeveloped.
- Classroom assistants are not fully trained in the teaching of EAL.
- Expectations are not high enough for pupils who have English as an additional language.

#### Commentary

15. Teaching and learning are satisfactory overall. Teaching in the Nursery and Reception classes is good. Because of this, children enjoy learning and start to acquire basic skills of literacy, numeracy and personal and social development effectively.

← Formatted: Bullets and Numbering

16. The teaching of English and literacy skills in the lessons observed was satisfactory overall, often good in Years 2 and 4 but satisfactory in Years 3, 5 and 6. The teaching of mathematics, especially numeracy skills, is of a similar quality. When teaching other subjects, teachers effectively develop the pupils' speaking and listening skills. Teachers in Years 1 and 2 give particular attention to early reading and writing skills. Teachers show enjoyment in and enthusiasm for their work, and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of literacy to pupils with special educational needs is unsatisfactory and as result the pupils underachieve. The school is not effective in meeting the needs of all pupils.
17. Where teaching and learning are successful, teachers plan their teaching to a common format, which includes precise lesson objectives and activities well chosen to achieve the lesson's purpose. The teachers' clear explanations ensure pupils are equally clear about not only what they have to do, but also why they are doing it. For example, one teacher in Year 2 made effective use of the final ten minutes in a lesson, when pupils explained to each other what they had been doing and what they had learned as a result. Constant repetition and review of learning objectives ensure that effective learning takes place.
18. Through their skilled use of questions, teachers challenge pupils' thinking, never accepting less than a thoughtful and considered response. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do.
19. The teaching of information and communication technology (ICT) is sound and has improved since the school was previously inspected. Of particular value is the teaching of basic ICT skills in the purpose-built ICT suite.

**SUMMARY OF TEACHING OBSERVED DURING THE INSPECTION IN 24 LESSONS**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	8	12	2	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

20. Teaching and learning for pupils with special educational needs is unsatisfactory overall but satisfactory in Years 1 and 2, especially when there is individual support for pupils with specific learning difficulties. However, it is unsatisfactory in Years 3 to 6 and in the withdrawal groups. Teaching is inconsistent because pupils with behavioural needs are not always sufficiently guided and, on their individual education plans, they do not have enough specific targets that relate to behaviour. The teachers often provide modified versions of the tasks set which are right for the pupils' needs. They take care to involve the pupils in answering questions and demonstrating in the lessons so that they enjoy playing an important role in their classmates' learning. However, too often commercial worksheets are used in lessons, which are not differentiated, and as a result, this slows the pace of learning. This is a weakness.
21. The quality of teaching received by pupils who have English as an additional language is inconsistent overall. Those pupils who are in the early stages of learning English are not given enough specialist support within classes by the additional staff. The class

teachers are well aware of the needs of their pupils who speak English as an additional language yet do not always explain the key subject vocabulary well and too often do not present work with a strong visual content and this results in pupils' underachievement. Teachers have a positive attitude to the diversity of languages presented in the school.

22. The teachers assess pupils' attainment every half term in mathematics, English, science and ICT. They set targets for the pupils in English and mathematics and the information is used to group pupils and to set work appropriate to their needs. But they do not assess their pupils' progress and attainment well and do not successfully use this information effectively enough to plan next steps in learning. The assessment of pupils' academic capabilities is insecure and teachers do not refer closely enough to pupils' targets during lessons to help drive up standards. In the other subjects, the assessment systems are informal and do not give a clear enough view of what pupils can and cannot do.

## **THE CURRICULUM**

The curriculum is **unsatisfactory** overall.

### **Main strengths and weaknesses**

- Provision for pupils with EAL and SEN is unsatisfactory.
- Provision in the Nursery and Reception class is good.
- The curriculum is not fully relevant to all of the pupils' needs.
- The school makes good use of opportunities to reflect, build on and promote the very rich cultural heritage of pupils.

### **Commentary**

23. The curriculum for children in the Nursery and Reception classes is good. The curriculum for pupils in Years 1 to 6 is unsatisfactory. This represents a decline since the last inspection. The pupils experience the full range of the National Curriculum, together with religious education and personal and social education. There is an insufficient focus in the curriculum on speaking and listening, which is crucial for the pupils, many of whom speak English as an additional language and a large minority of whom are early language learners. There is limited strategic planning in English and mathematics and this restricts developments in improving teaching and raising the pupils' standards. There has been an appropriate emphasis placed on the development of ICT.
24. The curricular provision for pupils with special educational needs has not been improved enough since the previous inspection and is currently unsatisfactory. The Code of Practice is in place and the developments in English have led to the appropriate implementation of additional literacy programmes. However, there are shortcomings in the procedures for identifying and supporting pupils' needs to ensure

they have equal access to the curriculum. In addition, the small room available for withdrawal groups does little to help raise pupils' self-esteem because it is uninspiring and cramped, and there is a lack of finished work on the walls to celebrate pupils' achievements.

25. The overall commitment of the school towards inclusion is unsatisfactory. Programmes such as the Early Literacy Strategy are effective in ensuring curriculum access. However, some pupils miss out on important learning in classes as they are withdrawn from various subjects. For example, pupils are withdrawn from English and geography and the content of the support they receive is often unrelated to the main lesson. This excludes them from lessons and leads to discontinuity. It also leads to unsatisfactory progress in these subjects.
26. Drugs awareness, citizenship, sex and relationships education are being addressed effectively through a well thought out personal and social development programme. The school regards the personal, social and health education programme as a vital element in nurturing the pupils' social and personal development and their self-esteem. The provision for personal, social and health education within the curriculum is good. The school council meets regularly and enables pupils to have a real voice in their school and elected members from each class to take on responsibility. By the time they reach Year 6, pupils have grown in self-confidence and maturity.
27. The school makes good use of opportunities to reflect, build on and promote the very rich cultural heritage of pupils attending the school, for example, through curriculum enhancement and extra-curricular activities. They get good opportunities to gain confidence about their cultures through assemblies, music, history, geography, art and design, and celebrations such as Black History Month. There are many notices, signs and books in other languages to show that the school values other cultures and languages.
28. The good range of extra activities, including trips and visits as well as visitors to the school, enhances and broadens the curriculum. Examples of these are seen in visits to concerts and performances and visiting theatre companies. The school has hosted poets and artists in residence and this has inspired high quality work from pupils in art and design and story writing in English. Boys and girls, in mixed teams, play a range of sports including netball and take part enthusiastically in dance.
29. The match of teachers and support staff to meet the demands of the curriculum is satisfactory. Over half the teachers are new to the school this term and are suitably qualified and deployed effectively. The number of teaching assistants has increased and they work well with support staff for pupils with English as an additional language and classroom teachers in efficient teaching teams. Most of the building is well cared for and displays provide an attractive learning environment. The level of resources is satisfactory and is improving, particularly in the area of ICT, where resources are now good.

## Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **satisfactory** overall but the provision of support, advice and guidance based on monitoring is **unsatisfactory**.

## **Main strengths and weaknesses**

- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- The monitoring of pupils' academic progress through the school is insufficiently developed.

## **Commentary**

30. Staff show good concern for the needs of the pupils and provide good role models to encourage development. Parents are pleased with the level of support in the school, generally seeing it as a caring community where staff are approachable if there are any problems. Pupils consider that they are supported well by the staff and know to whom they would go if they needed help. The school council and circle times provide them with the opportunity to influence what happens in the school. On coming into school after breaks, the teachers were seen to give the pupils a few minutes to talk about any problems that may have occurred in the playground.
31. The older pupils are aware of the standards they working at and what they need to do in order to reach the next level. Nevertheless, and especially in the upper school, the information from assessment is not well used to guide pupils with special educational needs or those with limited understanding of the English language. The support and guidance for pupils with special educational needs are currently unsatisfactory. Although pupils in Years 1 and 2 are suitably assisted by staff to help them learn, the older junior pupils are not provided with enough help during lessons and they do not receive sufficient individual attention during small group sessions. There are not enough teaching assistants to give in-class support for all year groups, but the provision is being improved by the new headteacher to help teachers manage pupils' learning more consistently.
32. The systems to monitor pupils' personal development are informal, though the staff generally have a good understanding of pupils' personal qualities. The pupils' self-esteem is raised effectively by the use of praise and the award of house points. The pupils have tasks in the classroom helping to develop their self-confidence, as seen by even the youngest happily taking the registers back to the office.
33. Various health and safety risk assessments are in place for subject areas and for visits out. The premises manager and the headteacher frequently check the school building for any hazards. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology. The school follows the local procedures for child protection and staff have received appropriate guidance on how to deal with any concerns that may arise. The arrangements for first aid are good with several trained staff, records kept of treatment and parents contacted if children have bumped their heads.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Links with parents are **satisfactory** overall. Links with the local community are **good** and with other schools are **satisfactory**.

### **Main strengths and weaknesses**

- Parents are supportive of what the school provides.
- The annual pupils' reports provide good information on their progress.
- The involvement of a range of organisations and people in the community extends opportunities for pupils' personal, social and academic development.

### **Commentary**

34. As at the time of the last inspection, parents are pleased with what the school provides. Their children like school, the staff expect their children to work hard and encourage them. The parents consider that the staff are approachable and that they are well informed about their children's progress. Some parents expressed an understandable concern about the high turnover of staff last year, but the governors and senior staff have since worked hard to appoint permanent staff. The concern by some parents about the behaviour of some pupils is supported by the inspectors.
35. The school sends home regular news and other letters about general matters. Each term, each class outlines what is to be taught and summarises the targets set for each child. Many documents are not translated as the main home language is spoken rather than written. But most of the support staff are bilingual and regularly act as interpreters. The school consequently holds general meetings each term to explain various issues and the staff formally meet the parents individually twice a year. In addition, the teachers come to the school entrance at the end of the day to chat to parents. This is also an opportunity for staff to remind parents of any forthcoming meetings. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. The annual reports on pupil progress in the summer term generally have a good summary of what the children know and can do in each subject. The parents of pupils with special educational needs are included appropriately in termly reviews and they are consulted regularly.
36. Parents' involvement with the school makes a satisfactory contribution to its work and to the achievement of the pupils. The good attendance shows that the great majority of parents ensure their children come to school. Pupils state that their parents either help them with their homework or encourage them to do it. Most of the parents come to the consultation evenings and some 30 or 40 come to the general meetings. Fifteen or so parents come to the school-run classes covering English and computing. Nevertheless, the school has no structured approach to seeking the views of the parents, though there are opportunities to obtain their comments at the various meetings. In addition, the school has not yet been able to obtain funding from various government initiatives such as 'Surestart' to help develop the links with parents.
37. The school recognises the benefits to be gained from using a variety of local organisations to work with the pupils. Employers in the City of London send their staff each week to work with the pupils, hearing them read. The government-funded City Learning Centre is successfully extending pupils' understanding and use of video and

other technology. An artist in residence uses art and design to support other subjects such as history and geography. And, of course, the pupils visit the adjoining church and the vicar takes an assembly most weeks. In addition, the pupils benefit from different trips out and a variety of other visitors. The links with a local Nursery school smooth children's arrival into the Reception class. Contacts at the secondary level also help to smooth the transfer of pupils at the end of Year 6.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **unsatisfactory** overall. The new headteacher is beginning to provide good clear direction for the school but the high turnover of staff and lack of strategic planning in the past has had an adverse impact on provision. There are shortcomings in the governance of the school.

### **Main strengths and weaknesses**

- The headteacher has a good sense of purpose and vision for improving the school.
- There has been no senior management team and as a result, the leadership of key subjects is unsatisfactory.
- Issues from the previous inspection have not been adequately dealt with.
- The very high turnover of staff has slowed the pace of learning for too many pupils.
- Provision for special educational needs is unsatisfactory.
- The provision for English as an additional language is not managed effectively.
- Governors have not acted as critical friends or provided sufficient strategic direction for the school.

### **Commentary**

38. The very recently-appointed headteacher has already begun to provide good, clear direction for colleagues. She has identified many areas for improvement, written an appropriate school development plan, and is beginning to guide changes and steer developments. For example, she is aware that the current provision for special educational needs is unsatisfactory and she has used her considerable experience of managing this aspect in previous schools to help her make some basic improvements quickly. Her growing commitment to the school is beginning to show in the way she provides suitable guidance to less experienced colleagues, several of whom have not been in post long enough to initiate change, although they have written suitable action plans to improve their subjects. The leadership and management of the Nursery and Reception classes are good.
39. There has been no effective senior management team in the past to help manage the school and this is a serious weakness that has held back improvement. This is not the case now but it is too early to judge its effectiveness. During the recent years of staffing instability, the school has struggled to recruit and retain permanent teachers. This has led to a high turnover of staff and a heavy workload for the deputy headteacher, who was acting headteacher last term. Consequently, the core subjects of English, mathematics and science have not been led effectively and, as a result, standards have declined since the school was last inspected in 1999. Provision in many subjects has not been monitored closely enough because of a shortage of

experienced staff and this has led to unsatisfactory improvement overall since the previous inspection.

40. The school's commitment to inclusion is unsatisfactory because the provision for different groups of pupils is too variable. Pupils are valued and encouraged to take part in activities, but those who learn English as an additional language are not appropriately guided or supported to reach their full potential. The provision for these pupils has not been managed effectively and is unsatisfactory. As a result, many junior pupils are underachieving and the most capable in Years 5 and 6 do not attain as well as they could.
41. The leadership and management of special educational needs are unsatisfactory. Until recently, the co-ordinator had only been employed for one day per week and, thus, had a limited amount of time to maintain the school's documentation. However, the new headteacher has considerable experience of managing this aspect in previous schools and has already liaised with the co-ordinator and staff to identify areas for urgent improvement, including the requirement for better procedures to help pinpoint pupils' needs and keep track of achievement.
42. Governors are pastorally supportive of the school and a few visit frequently. They hold regular meetings and receive reports from the headteacher, and have recently devised a framework for subject leaders to give presentations to the governing body. They are beginning to take an active part in the management of the school and recognise the need for improvement, especially in the low standards attained in English. However, they have not provided enough strategic direction over the intervening years nor acted as critical friends to hold the school accountable and halt the decline since the previous inspection. This is unsatisfactory governance that is too reliant upon the headteacher and lacks a sense of urgency to make improvements quickly for the pupils who are currently in the school. Except for the annual report to parents, the governors ensure that the school meets statutory requirements.
43. Financial management is insecure and the school provides unsatisfactory value for money. The recommendations of the audit conducted in November 2003, which identified the school as having poor systems of financial control, have still not been fully implemented. In addition, funds have not been spent wisely enough for pupils with special educational needs and those with English as an additional language to ensure sufficient deployment and training of the additional support staff. Given the present position of falling numbers of pupils on roll and the budgetary implications that may impact upon staffing and class sizes as a result, the governors are not acting quickly enough to monitor and rectify the situation.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	850,000	Balance from previous year	11,000
Total expenditure	838,000	Balance carried forward to the next year	12,000
Expenditure per pupil	2,900		



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision is good overall. In both Nursery and Reception, all children achieve well. This is despite the fact that attainment on entry to the school is very low in communication, language and literacy, mathematical development and knowledge and understanding of the world, well below in creative development, and below in personal, social and emotional development and physical development. All children achieve well in all areas. Resources are good and are well used to enrich the curriculum. Teachers and teaching assistants work very well as a team and contribute equally to good provision and quality of learning. The quality of teaching in all areas is good. Teaching is well planned and assessment is used well to determine next steps in learning. Teachers explain subject-related vocabulary and concepts well and question children to ensure that they have understood. This supports learning for the majority of children whose mother tongue is not English. Information for parents is good. Overall, the strengths in the provision have been maintained since the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children behave very well and are keen to learn.
- The routines and the praise children receive help them feel secure and confident.
- Resources are used well to make learning interesting.

#### **Commentary**

44. Most children are unlikely to meet the expected levels by the end of the Reception Year, despite the fact that teaching is good and children make good progress. They are encouraged to be independent and are regularly given opportunities to select their own activities. The children are encouraged to share resources and discuss their ideas. They respond well to the very good adult role models who promote their moral and social development. This area of development is emphasised consistently throughout all the children's learning and is well planned for. The quality of provision and standards achieved have been maintained since the last inspection.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- Teaching of key skills is good.
- Children are not given enough opportunities to practise their oral skills.

## Commentary

45. The quality of teaching and learning is good and children achieve well. Teachers' planning addresses the needs of different capabilities well. Attention is given to modelling language, using props and explaining vocabulary to ensure that children understand the tasks and activities. For example, when making cakes, the teacher ensured that the children knew the names of ingredients. This supports children who are learning English as an additional language. However, this is not consistently practised. When children join the Nursery, they have very low vocabulary skills. There is insufficient emphasis placed on asking children to repeat vocabulary and use words and phrases to answer and not to always accept gestures and nods. More able children in Reception class are developing a good knowledge of letter names and their sounds. They are beginning to read from memory but have not got the vocabulary to use picture clues to tell the story or link initial letter sounds to whole words. However, the majority are still at the early stages of developing phonic skills. Most children are beginning to copy their names and the more able can write from memory. Children do not get enough adult support to develop their communication skills through the use of role-play areas. Most children are well below the levels expected for their age and unlikely to reach the expected levels by the end of Reception.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Good quality teaching ensures that practical activities support children's mathematical development effectively.

## Commentary

46. The quality of teaching and learning is good and children achieve well. Children learn a number of rhymes and songs that extend their knowledge of numbers. For example, children sing songs such as 'Five little ducks' and count and learn to recognise digits from 1 to 5. Many children in Reception can count to 10 and some can recognise numbers to five. Cooking activities allow children to apply concepts of measuring weight and volume. Most children in the Reception class can name simple two-dimensional shapes. Children who speak English as an additional language are also very well supported by the teaching assistants. Staff assess children's progress well and use the information to plan next steps in learning. Most children are well below the levels expected for their age and are unlikely to reach the expected levels by the end of the Reception Year.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Good teaching ensures that resources are used well to engage children's interest in their learning in knowledge and understanding of the world.

### **Commentary**

47. The quality of teaching and learning is good and as a result children's achievement is good. Children learn about a variety of materials when using construction toys, sand, water, clay and play-dough. Children learn to cook and improve their scientific knowledge as to the changes that occur when ingredients are mixed. However, because of lack of vocabulary skills, they are not yet able to express what they have learnt. They understand that animals need water and food. There is a range of activities and children are encouraged to select tools, techniques and resources. In assemblies and through song, children learn about the cultures of others. Children operate the cassette player to listen to a story. When using the computer, they confidently use the mouse to click and drag objects. They learn about the past through talking and looking at the pictures of themselves when they were young. Most children are well below the levels expected for their age and they are unlikely to reach the expected levels by the end of the Reception year.

### **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

#### **Main strengths and weaknesses**

- Children move with control and confidence.
- There is limited outdoor space.

### **Commentary**

48. The quality of teaching and learning are good overall and children's achievement is good. In Nursery, children use the climbing apparatus and wheeled toys with confidence, negotiating space safely. In Reception, children learn to use the space appropriately in their jumping, hopping and running activities. They ride the wheeled toys confidently. However, children do not have opportunities to talk about the effect of exercise on their heart rate. Children in Nursery learn to master a good range of tools, for example, paint brushes, sticky tape dispensers, dough cutters, scissors and felt tips. In Reception, most hold these correctly and are beginning to learn to write accurately with a pencil. Children are likely to attain the levels expected for their age by the end of Reception.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

#### **Main strengths and weaknesses**

- The curriculum provides a wide variety of opportunities to use a range of materials and media with increasing control.

### **Commentary**

49. The quality of teaching and learning is good overall and children's achievement is good. Children are introduced to a range of media in Nursery and Reception, for example, painting, dance and singing. Children play musical instruments and develop their appreciation of different sounds. They sing songs and rhymes. Children play in their home area and set tables for meals. Children's vocabulary is well below the levels expected for their age and this hinders the development of role-play. Most children's attainment is below the levels expected for their age and is unlikely to reach the expected levels when they leave the Reception class.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Standards are well below the nationally expected levels throughout the school.
- Teaching, learning and assessment are unsatisfactory over time in Years 3 to 6.
- Leadership and management are unsatisfactory, but the new subject leader has made a good start and already identified areas for urgent attention.
- Language and literacy skills are not used well enough across the curriculum, and the resources are unsatisfactory.

#### **Commentary**

50. Standards have declined since the previous inspection. They were well below average at the end of Year 2 and Year 6 in the national tests last year. Considering pupils' limited skills in speaking English as an additional language and low attainment on entry to the school, they achieve satisfactorily by the time they reach the end of Year 2. However, achievement is unsatisfactory by the time pupils leave at the end of Year 6, where standards are still well below the nationally expected levels. The achievement of boys and girls with special educational needs, and those from different ethnic minorities and the most capable, is similarly low.
51. Speaking and listening skills are weak and pupils lack confidence in using the English language when talking to adults and each other. Lessons sometimes involve discussions in pairs or with the whole class and pupils are encouraged to make contributions and share ideas with their classmates. However, pupils are generally too passive. All pupils learn English as an additional language and many struggle with speaking skills, often preferring to use their home language instead. This has an adverse effect on learning and restricts progress because some members of staff do not insist on the use of English during lessons.
52. Standards of reading and writing are well below the nationally expected levels by the time pupils are in Year 2 and in Year 6. This is due to the lack of basic literacy skills and uneven progress over the last few years. Infant pupils have a reasonable

knowledge of letter sounds and the spelling of basic nouns and 'bossy' verbs in stories such as 'The Raft Ride' and 'Grandma's Surprise'. However, they struggle with alphabetical order and do not have enough dual language books to help them get off to a swift start in reading. By the time they reach the junior classes, pupils in Years 3 and 4 are beginning to recognise familiar words and establish meaning in simple texts, such as stories and poems. However, they often lack fluency and struggle to find information for themselves in fiction and non-fiction books. The lack of a school library and an insufficient supply of books exacerbate this. By Years 5 and 6, pupils have many gaps in their knowledge and are not able to conduct research effectively or follow it up by writing instructions or narratives. They often produce work of a poor standard that is untidy and spelt incorrectly. These features are leading to significant underachievement amongst the majority.

53. Teaching and learning, over time in Years 3 to 6, is unsatisfactory. Teaching and learning in the lessons observed were satisfactory overall. Teaching and learning are satisfactory in Years 1 and 2, and often good, but they are only satisfactory overall in Years 3 to 6. There is not enough good teaching in the school to help lift standards. Planning is too variable and it does not take enough account of pupils' capabilities in order to match work suitably to their needs. This leads to a lack of progress and insufficient challenge, especially for the oldest junior pupils and the most capable who have significant weaknesses in their knowledge and understanding of the subject. The school places an appropriate emphasis on literacy and pupils have daily lessons that include time spent on handwriting and reading. For example, pupils in Years 5 and 6 enjoy texts such as Shakespeare's 'Midsummer Night's Dream' and 'Toad of Toad Hall'. Learning support staff contribute appropriately in whole-class lessons where they are available to offer support and guidance to pupils with special educational needs, whilst bilingual support staff aid the learning of pupils who have significant difficulties with the English language. However, the introductions to lessons are frequently too long whilst the plenary sessions are too brief or non-existent. Pupils do not make sufficient progress in the withdrawal groups because learning is not structured carefully enough and the poor behaviour of a few disrupts lessons when squabbling breaks out. In addition, the basic skills of spelling and grammar are not taught systematically. Assessment is unsatisfactory because learning is not checked sufficiently and the information gained is not used rigorously enough to help teachers plan future work.
54. Leadership and management are unsatisfactory, and have deteriorated since the previous inspection. However, the recently-appointed subject leader, who had only been in post for four weeks at the time of the inspection, has made a good start in identifying what needs to be done to improve provision. She has already noted the need for better resources, tighter assessment procedures and more focus on writing skills. She has also put together a clear action plan to help guide developments. This bodes well for the future and is a strength upon which to build.

### **Language and literacy across the curriculum**

55. Pupils do not use language and literacy skills sufficiently in other subjects. Some increased daily opportunities for speaking and listening activities have helped pupils to focus on contributing during discussions and this is having a useful impact on learning. However, literacy skills are not developed consistently across subjects other

than English; for example, pupils do not have enough opportunities to use their reading and writing skills to conduct independent research, record information or use computers in subjects such as science and history.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards have fallen since the last inspection, although 2004 results show some improvement.
- Initiatives to raise standards are beginning to take effect in Years 1 and 2.
- Pupils achieve less than they should at the upper end of the school.
- Leadership and management of the subject are unsatisfactory.

### **Commentary**

56. At the time of the last inspection, standards in mathematics were found to be average. The subject was well taught and pupils made good progress. This is no longer the case. Standards at the end of Year 6 in the 2003 national tests are well below average.
57. The results of national assessments confirm that standards have been falling since the last inspection. The unvalidated national test results in 2004 of pupils in Year 2 are still below the national average but the results of pupils in Year 6 show a significant improvement since 2003. Inspection evidence shows that the school has sound plans to sustain the results of Year 6 pupils but, because of high staff turnover and pupils leaving and joining school mid year, these have not yet had a full impact across the school.
58. In Year 6, the higher-attaining pupils know their tables up to ten. They know and can do straightforward calculations. They recognise the equivalence of simple fractions and can convert these to decimal fractions. They can express fractions as percentages. However, there is a wide range of ability and English as an additional language learners who are developing their understanding of English sometimes struggle with the work set for the class, because they do not understand the vocabulary of mathematics. In some instances, a lack of confidence means they do not take as full a part in class discussions as they could. When translated into their home language these pupils often work out the right answers. In the upper end of the school, tasks set are narrowly defined and require little original thinking. In Year 2, pupils can mentally add and subtract numbers up to ten. They use mathematical symbols such as equals signs correctly, and enjoy investigating which ribbon is longer than a metre.
59. Teaching and learning overall are satisfactory. Whilst there are some strengths in individual mathematics lessons and teaching assistant support to boost attainment of selected groups is very effective and promotes equality of opportunity, the quality of teaching varies. In Years 1 and 2 it ranges from satisfactory to good while in the upper end of the school it ranges from unsatisfactory to good. Where teaching is

good, teachers have an in-depth understanding of the language demands made on English as an additional language learners and use practical strategies to teach abstract terms making it easier for them to retain new concepts. All pupils are engaged because there is a distinction between the work set for different ability levels in the class. In Years 5 and 6, where teaching is unsatisfactory, time is not used effectively and teachers have low expectations of pupils. Although teachers have satisfactory subject knowledge, they are sometimes unable to overcome pupils' barriers to learning, mainly because the lessons make heavy language demands on pupils who are developing English as an additional language.

60. Marking of work is inconsistent throughout the school. Some work is well marked, giving pupils a clear sense of how to improve, but some marked work shows errors in writing. This is inconsistent with the school's efforts to raise literacy levels. While there is some use of computers and the interactive whiteboard to teach mathematical concepts such as fractions, the possibilities of this technology for data handling have not yet been fully explored.
61. The leadership and management of the subject since September 2004, is satisfactory. The new co-ordinator has an action plan to monitor teaching and learning and the impact of intervention programmes such as Springboard to raise the achievement of pupils. Resources for the subject are satisfactory and readily available.

### **Mathematics across the curriculum**

62. Scrutiny of work shows that teachers do not develop mathematical skills often enough across the curriculum.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are well below the expected levels throughout the school.
- Teaching, learning and assessment are unsatisfactory overall in Years 3 to 6.
- Leadership and management are unsatisfactory, but the new subject leader has made a good start and already identified areas for urgent attention.
- There is insufficient focus on subject-specific vocabulary for pupils who are learning English as an additional language.

### **Commentary**

63. Standards have declined since the previous inspection. They were well below average at the ends of Year 2 and Year 6 in the national tests in 2003. Considering pupils' limited skills in speaking English as an additional language and low attainment on entry to the school, they achieve satisfactorily by the time they reach the end of Year 2. However, achievement is unsatisfactory by the time pupils leave at the end of Year 6, where standards are still well below the nationally expected levels. The achievement of boys and girls with special educational needs, and those from different ethnic minorities and the most capable, is similarly low. One reason is the

very high turnover of staff in Years 3-6 and the consequent discontinuity in pupils' learning.

64. Speaking and listening skills are weak and pupils lack confidence in using the English language when talking to adults and each other. Lessons sometimes involve discussions in pairs or with the whole class and pupils are encouraged to make contributions and share ideas with their classmates. However, pupils are generally too passive. All pupils learn English as an additional language and many struggle with speaking skills, often preferring to use their home language instead. This has an adverse effect on learning and restricts progress because some members of staff do not insist on the use of English during lessons.
65. Teaching and learning are satisfactory overall. Teaching and learning are satisfactory in Years 1 and 2, and occasionally good, but they are unsatisfactory overall in Years 3 to 6. There is not enough good teaching in the school to help lift standards. Planning is too variable and it does not take enough account of pupils' capabilities in order to match work suitably to their needs. This leads to a lack of progress and insufficient challenge, especially for the oldest junior pupils and the most capable who have significant weaknesses in their knowledge and understanding of the subject. Learning support staff contribute appropriately in whole-class lessons where they are available to offer support and guidance to pupils with special educational needs, whilst bilingual support staff aid the learning of pupils who have significant difficulties with the English language. However, the introductions to lessons are frequently too long whilst the plenary sessions are too brief or non-existent. Assessment is unsatisfactory because learning is not checked sufficiently and the information gained is not used rigorously enough to help teachers plan future work.
66. Leadership and management are unsatisfactory, and have deteriorated since the previous inspection. However, the recently-appointed subject leader, who had only been in post for four weeks at the time of the inspection, has made a good start in identifying what needs to be done to improve provision. She has already noted the need for better resources, tighter assessment procedures and more focus on writing skills. She has also put together a clear action plan to help guide developments. This bodes well for the future and is a strength upon which to build.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved and are in line with national expectations at Year 2 and Year 6.
- Improved development in planning and organisation has enabled teachers to develop the full breadth of pupils' ICT skills and understanding.
- Achievement is satisfactory overall.
- Satisfactory teaching, new equipment and improved facilities have enhanced the overall development of ICT.
- The use of ICT in subject areas is developing well but there remains some inconsistency.

## Commentary

67. Standards of attainment of pupils throughout the school are in line with national averages, as they were at the last inspection. However, there has been an improvement in the provision since the last inspection. The sound management and organisation of the subject has improved the provision and ensured support and guidance has been given to colleagues to enable them to gain confidence and improve their skills.
68. Pupils' learning and achievement are satisfactory throughout the school. Pupils with special educational needs and those with English as an additional language achieve satisfactorily and make progress towards targets in their individual education plans.
69. Only one lesson was seen in Years 1 and 2 but from pupils' work, teachers' planning, reports of pupils' work and discussion with pupils and teachers, it is clear that younger pupils learn effectively and build up their skills well in ICT and make progress.
70. Pupils in Year 2 use a paint program to support their work in literacy. Their skills in using the mouse are good and higher-attaining pupils use the keyboard to write sentences about their work. Teaching encourages discussion and pair-work so that pupils are able to explain clearly the functions of different parts of the program and their advantages. Pupils' work shows they can use simple editing techniques in word processing programs, for example, cut and paste, and they use the mouse skilfully to put words in the right order and to assemble sentences. Higher-attaining pupils produce simple, beautifully-presented stories, making very good use of different fonts, sizes and colour.
71. At the end of Year 6, pupils have developed and extended their learning and achievement is sound overall. They have a clear understanding about which everyday items incorporate a microchip and about how ICT can be used to improve our everyday lives. Year 5 pupils interrogate databases using search and sort facilities and they recognise the powerful advantages of using ICT to find, select and organise information quickly and accurately. All pupils enjoy ICT and older pupils are enthusiastic users of the Internet and web sites to support their work.
72. Teaching and learning are satisfactory. Lessons are well planned. They build securely on what pupils already know and the learning objectives are shared with pupils. As a result, pupils are well motivated and keen to learn and their behaviour is good. Lessons in the computer suite are generally well organised and managed and, consequently, resources are well used.
73. The co-ordinator manages the subject effectively and is aware of the areas of strength and weakness in the subject. The development plan for ICT is clear and highly appropriate. The computer suite is attractive, well organised with interesting displays of pupils' work and informative and useful posters. It is well resourced. The quality and number of computers in the school is now good. The range of software available to support work across the curriculum is satisfactory and developing. The school is aware that more training is needed in ICT for staff, particularly as new resources become available, for example, the interactive whiteboards and broadband.

## Information and communication technology across the curriculum

74. The use of ICT in subject areas is satisfactory, and is developing well. Teachers use ICT to support pupils' learning; in mathematics, for example, in databases and producing graphs; in art and design, in the exploration of art packages; in design and technology, in simple modelling and designing sandwiches; and in English, in the presentation of work. The school recognises that more needs to be done in mapping ICT across the curriculum, developing cross-curricular links and in developing teachers' web site knowledge.

## HUMANITIES

### Geography and History

75. Only one **geography** lesson was observed in an infant class it is therefore not possible to form an overall judgement on provision. The coverage of the programmes of study is satisfactory. Pupils in the infant classes are familiar with their local environment and have observed similarities and differences between nearby streets. Junior pupils cover appropriate topics and their work makes sound reference to developing mapping skills and the identification of local features, such as the nearby mosque, with the help of an artist-in-residence. They enjoy conducting noise surveys and are able to describe some of the processes involved in recycling waste. Pupils in Years 5 and 6 are given suitable opportunities to learn about other countries in the world, such as India, and good use is made of pupils' first-hand experiences when studying the physical and human features of comparative locations like Chembakoli and London.
76. One **history** lesson was observed in a junior class and it is therefore not possible to make an overall judgement on provision. Pupils in the infant and junior classes cover suitable topics throughout the year. In Years 5 and 6, they find out about London during World War Two and discover how their local area of Brick Lane was affected by the events. They know that many children were evacuated from the city and that food was rationed for several years. They write about characters such as Anne Frank and try to empathise with how she might have felt during her exile. However, some of the work at this level is of low quality and is poorly presented because basic literacy skills are not taught well enough across the school. A few links with geography, art and design and literacy have aided learning in studies such as Drake's voyage in his ship 'The Golden Hinde', but generally there are insufficient opportunities for extended writing and research, or using computers and books.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Work was sampled in art and design, design and technology, music and physical education and no overall judgement about provision in these subjects can be made.
78. Only one lesson was observed in **art and design**. National guidelines have been adopted for programmes of work in art and design. Pupils are given opportunities to undertake a range of activities, including observational drawing and collage. In Year 1, in mathematics, pupils take pride in drawing colourful pictures, for example, of five

apples or ice creams before counting them. The main examples of pupils' work on display show that Year 4 pupils have worked enthusiastically with a local artist and made some initial drawings of the area showing Brick Lane and adjoining streets. They have visited an art gallery in London to look at how the designs of chairs have changed from 17th Century, before sketching their own pictures. For Harvest Festival celebration, Year 6 pupils have created a Bengali fruit and vegetable portrait based on Arcimboldo's paintings of still life as portraits of royalty. Year 4 pupils were observed in an art and design lesson in which, as a follow up of their visit to an art gallery, they worked collaboratively to design the seats, legs and backs of chairs. Teaching in this lesson was judged to be good as pupils worked enthusiastically and engaged in purposeful discussion about their work. Some of the work of pupils on display showed finished three-dimensional models of chairs of different sizes made from materials such as wire netting, newspapers, straws and lolly sticks.

79. In **design and technology**, no lessons were taught during the inspection days. Display of Year 3 pupils' work in design and technology shows pupils have made a box using card and evaluated if it was strong enough to be used more than once.
80. No lessons were observed in **music** but in an assembly, Year 2 pupils played musical instruments such as tambourine, triangles and shakers with confidence and enjoyment while singing a song. They sang in rhythm and played their instruments showing a good understanding of the beat of the song.
81. In **physical education**, pupils learn good habits from an early age. They are well prepared for lessons in appropriate clothing, with a good example set by the teacher. A good warm up and cool down are appropriate features by the end of Year 6, coupled with ongoing pupils' demonstration of their work. The pupils recognise the need to improve the exercise element of the subject further. Most pupils can swim 25 metres by the end of Year 6.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

82. Work was sampled in personal, social and health education and citizenship, so no judgement can be made on overall provision.
83. The provision is characterised by very good leadership by key staff and very high levels of confidence and esteem displayed by the pupils. Drugs awareness and sex and relationships education are being addressed effectively through a well thought out personal and social development programme. The school regards the personal, social and health education programme as a vital element in nurturing the pupils' social and personal development and their self-esteem. The provision for citizenship, personal, social and health education within the curriculum is good. The school council meets fortnightly and enables pupils to have a real voice in their school, and elected members from each class to take on responsibility. By the time they reach Year 6, pupils have grown in confidence and maturity.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
<b>Accommodation and resources</b>	<b>4</b>
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*