

# **INSPECTION REPORT**

## **NORTHWOLD PRIMARY SCHOOL**

Clapton, London

LEA area: Hackney

Unique reference number: 100233

Headteacher: Ms M Milsom

Acting headteacher: Ms Nazish Sheikh

Lead inspector: David G Collard

Dates of inspection: 13<sup>th</sup> - 15<sup>th</sup> June 2005

Inspection number: 274294

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	455
School address:	Northwold Road Clapton London
Postcode:	E5 8RN
Telephone number:	(020) 8806 6352
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Appropriate authority:	The governing body
Name of chair of governors:	Mr James Watts
Date of previous inspection:	10 <sup>th</sup> July 2000

## CHARACTERISTICS OF THE SCHOOL

Northwold Primary School is in Hackney, East London. There are 455 pupils on roll. Children start in the Nursery class when they are three years old and continue to the end of Year 6. The local area consists predominantly of rented accommodation and there is a high proportion of single parent families. Pupils' socio-economic background is particularly disadvantaged.

There is high mobility, with only approximately one third of the total pupils in Year 6 having started in Year 1. The proportion of pupils eligible for free school meals (41.8 per cent) is above the national average. The proportion of pupils from minority ethnic groups is very high, with over a quarter of the school receiving support for English as an additional language. The proportion of pupils with special educational needs (31 per cent) is above the national average. Most of these pupils have literacy or behavioural problems. The number with statements (1.7 per cent) is broadly in line with the average. Pupils' attainment on entry is well below that expected nationally for their age. A substantial number of the children have very limited communication skills because, when they start school, they are unable to speak good English.

Shortly before the inspection an acting headteacher had been appointed because of the long-term absence of the substantive headteacher. This has meant that planned improvements have been halted in this interim period. Advisors and officers from Hackney Learning Trust are also supporting the school through this difficult time.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11122	David Collard	Lead inspector	Science Religious education Special educational needs
9327	Stuart Vincent	Lay inspector	
27240	Tony Hooper	Team inspector	English Geography History
27667	Caroline Renault	Team inspector	Music Physical education Foundation Stage
20832	Mohindar Galowalia	Team inspector	Mathematics Information and communication technology English as an additional language
22476	Susan Vale	Team inspector	Art and design Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides an adequate standard of education** and satisfactory value for money. Pupils achieve satisfactorily even though standards are below those expected for their ages. The school has been through a difficult time recently but even so, teaching and learning, the curriculum and leadership and management remain satisfactory because the systems in place are secure.

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

- Standards have started to rise although they are still not high enough, particularly in English and information and communication technology.
- The school has developed a practical approach to the curriculum which enables pupils to use investigative and experimental skills more regularly.
- Until recently not all areas of physical education were taught comprehensively.
- Lessons are not challenging enough, especially for the higher-attaining pupils.
- The school has not developed as well as it could because of the absence of the headteacher.
- There are many extra-curricular activities, visits and visitors which enhance the learning opportunities.
- The personal development of pupils is provided for well.

Improvement since the last inspection has been variable but satisfactory progress has been made. Standards have improved slightly in English, mathematics and science and more attention is now paid to providing practical, investigative and experimental methods across a range of subjects. Achievement in design and technology is much better than it was. The quality of library provision has also greatly improved. The range of extra activities has been extended and areas considered good at the last inspection have remained so.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	D	D
mathematics	A	E*	C	B
science	E	E*	D	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E\* – in the bottom 5 per cent nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children enter the school with standards well below average. They make satisfactory progress in the Foundation Stage, where there are substantial numbers who speak very limited English. Good progress is made in social, emotional and personal development as well as speaking and listening. In all other areas of the Early Learning Goals<sup>1</sup>, achievement is sound but even so only a limited number of children fulfil the suggested outcomes by the time they start Year 1. Achievement continues satisfactorily through Years 1 to 6. Standards in Years 2 and 6 are below those expected in both reading and writing although they are at the expected level in mathematics. They are also at the expected levels in science, an improvement on test results in 2004. Fewer pupils than expected attain above the level for their age, which is the primary reason why results are below average. Standards are below those expected in information and communication technology (ICT) and physical education (PE) because not all strands of the subject are taught in enough detail. In all

<sup>1</sup> Early Learning Goals are a set of national standards, which, it is expected most children will reach by the end of the Foundation Stage. They are set out into six different areas of learning: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

other subjects, including religious education, achievement is satisfactory. Some pupils with special educational needs manage to achieve the level expected for their age, representing good progress from a low base. Those with English as an additional language do as well as their English-speaking peers.

Pupils are proud of their school and enjoy the many diverse activities. In general, behaviour is good although there are some disruptive pupils. Systems are in place to divert potential incidents when these occasionally occur. Provision for spiritual, moral, social and cultural development is good. The school places a successfully high emphasis on developing tolerance and understanding between the very many different cultures within the school and so pupils feel secure and valued. Attendance is in line with that nationally because of the hard work to ensure pupils are at school.

## **QUALITY OF EDUCATION**

Teaching and learning are satisfactory overall but variable. Strengths, seen in over half the lessons, include the planning which ensures that there are first-hand experiences. This helps all pupils to use the knowledge that they have gained in different contexts and to think harder about what they are learning. Different teaching methods are used but these are not always linked to any different levels of ability so not all pupils are fully challenged. Assessment data is being increasingly used to establish trends in performance. The very high number of teaching assistants and other adults are utilised well. The curriculum is broad but insufficiently well balanced in ICT and PE. There is an extensive use of extra-curricular activities to enhance the provision. Pupils are looked after well. They are safe and prepared well for their future life.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are satisfactory. The acting headteacher, with the support of the Learning Trust, has provided stability in this time of difficulty. Inevitably, developments have not happened as fast as they should and school improvement has not been as rapid. However, it is a tribute to the school's systems and procedures that standards and achievement have not fallen in the interim and the school has continued to function normally. The role of other senior managers is under-developed. The governors now have a better understanding of the school's strengths and weaknesses than at the time of the last inspection and know how to address them. They fulfil their statutory responsibilities.

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

The overwhelming majority of parents are highly supportive of the school, although a number have been rightly worried about the absence of the headteacher and the impact on longer-term improvement. Activities outside school hours are supported very well. The pupils are equally positive about what they are offered and feel that, in general, they are being given life skills that will help them as they get older.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and ICT.
- Provide more balanced provision in physical education and ICT.
- Develop the expertise of senior managers to improve leadership and management roles.
- Ensure there is sufficient challenge for all levels of ability.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The standards pupils reach at the end of Years 2 and 6 are below those expected nationally for their age. Pupils of all backgrounds and all levels of capability achieve satisfactorily overall in view of their level of attainment on entry.

#### Main strengths and weaknesses

- Achievement is variable between subjects but standards have generally been maintained at levels similar to those at the time of the last inspection.
- Children have limited social and communication skills when they start school but make rapid progress.
- Results in national tests have fluctuated but have generally improved since 2003; standards are not high enough in English, information and communication technology (ICT) and physical education.
- Good cross-curricular and practical activities mean that pupils are being given better opportunities to see the relevance of their studies; these have also helped develop literacy and numeracy skills.

#### Commentary

1. Children start in the Nursery with standards that are well below those expected. Significant proportions of those entering the school at three years of age have English as an additional language and their communication skills are limited. In addition, many have poorly developed social skills. Standards at the end of the Foundation Stage, Year 2 and Year 6 are below those expected for pupils' ages, although achievement through the school, while variable between subjects, is satisfactory overall. Pupils with special educational needs make similar levels of progress to their peers. In some subjects such as science they are able to reach levels expected for their age. In these instances good progress is made.
2. In relation to the recommended outcomes for the Early Learning Goals, children in the Nursery and Reception classes achieve well in social, personal and emotional development as well as in their knowledge and understanding of the world, speaking and listening. In all other areas achievement is satisfactory. They are suitably prepared for work within the National Curriculum by the time they enter Year 1.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	25.7 (24.7)	26.9 (26.8)
mathematics	27.8 (23.4)	27.0 (26.8)
science	27.9 (24.4)	28.6 (28.6)

*There were 57 pupils in the year group. Figures in brackets are for the previous year.*

3. Standards in English are below those expected for their age by the end of both Years 2 and 6. In last year's national tests, pupils in Year 2 attained standards in reading well below the national average. However, compared to those in similar schools, standards were above average. The standards in writing were at the national average, and well above the standard of similar schools. Pupils in Year 6 reached standards below the national average, but above those of schools in a similar context. During this inspection the standards seen were similar, although writing in Year 2 was below average. There has been an improvement in test results in Year 6 since 2003. They have now returned to the levels seen at the time of the last



inspection even though there is a significantly higher proportion of pupils whose English skills are low. Achievement is satisfactory. The unvalidated test results for 2005 indicate that the rise in standards has continued, with more pupils achieving the level expected for their age and also the higher Level 5.

4. Standards in mathematics at the end of Year 2 rose to the national average in the 2004 national tests after being significantly lower in 2003. Current standards are also average and broadly similar to those found in the last inspection. However, the proportion of pupils reaching the higher levels is not as high as is the case nationally and this is depressing the overall results at the end of Year 2. Standards at the end of Year 6 have risen sharply, except in 2003 when they dipped from well above average to very low but then improved in 2004 to the national average. Current standards are average and similar to those seen in the last inspection. However, as in Year 2, not enough pupils reach the higher levels. Standards in 2004 compared with those in similar schools were above average at the end of Year 2 and well above average at the end of Year 6. As in English, test results this year have been maintained. Pupils' achievement is satisfactory overall as their starting point is particularly low. Numeracy is not used well enough in all subject areas, although there are some better instances linked to science and design and technology.
5. Standards in science are in line with those expected at the end of Year 2 and Year 6. Achievement through the school is satisfactory. Test results in 2004 for Year 6 were below average when measured against all schools but significantly above average when measured against schools of a similar type. There has been a much higher emphasis placed on practical work than in the past and this has had an impact on pupils' understanding in the subject. Despite this, there are still too few pupils who manage to achieve above the expected level for their age.
6. Standards in ICT are below those expected at the end of Year 2 and Year 6 because some aspects of the subject are not covered in sufficient depth. While pupils are confident in word-processing and presentational techniques they do not have enough access to the use of control technology such as simple programming. Consequently, achievement is unsatisfactory. ICT is beginning to be used to enhance the learning in other subjects, although this is variable. There are some aspects of physical education that are not covered in sufficient depth and so achievement here is also unsatisfactory. In those aspects that are covered well, high standards are gained such as in games skills and athletics. Achievement is satisfactory in geography, history, art and design, music and design and technology, with some evidence to suggest that the better use of cross curricular links is beginning to have a positive impact on the provision and progress that pupils are making in literacy and numeracy.
7. Pupils who are learning English as an additional language make satisfactory progress and achieve satisfactorily. The school's monitoring of pupils' performance data identifies pupils who need support. Where English continues to be a barrier to learning this limits pupils' contribution to discussions in lessons. In some cases the writing undertaken by younger pupils is below expectation. However, this improves as pupils move through the school.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour in lessons and around school are good. There have been no permanent exclusions in the last year. The school is successfully providing for pupils' spiritual, moral, social and cultural development. The school has worked very well to improve attendance and punctuality and these are now satisfactory.

### **Main strengths and weaknesses**

- Very good work has been done to improve attendance and punctuality to satisfactory levels.
- Pupils behave well and have good attitudes to their work.
- The school provides well for pupils' spiritual, moral, social and cultural development.

## Commentary

8. The last inspection showed that both attendance and punctuality were unsatisfactory. Since then, the school has worked very well to change attitudes and to promote the benefits of regular and prompt attendance. Staff have worked very effectively with the local authority's attendance officers on improvement initiatives, to which parents and pupils have responded well. Unexplained absences are followed up on the first day; lateness is recorded and followed up meticulously. There are prizes and certificates for individuals and classes. Extended holidays during term time are discouraged strongly. As a result, both attendance and punctuality are now much improved and are broadly in line with national averages. This is all helping to ensure that pupils' learning is not interrupted.

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

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.5
National data	5.1	National data	0.4

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

9. Pupils behave well and have good attitudes to school. During the inspection they were consistently polite and helpful. In this school a significant number of pupils have emotional, behavioural or other difficulties in their lives and there is the potential for unacceptable behaviour at all times. Knowing this, teachers and other adults apply the school's behaviour code consistently, fairly and with high expectations of the way in which pupils should respond. In their questionnaires, the pupils said themselves that if they had concerns they were happy to talk to adults, that adults listened to their ideas, were fair and trusted them. Relationships at all levels are good. In lessons, pupils are usually attentive and want to learn. They enjoy having a specific partner to share ideas with, which improves skills in speaking and listening.
10. Rewards and praise are used well by teachers and, at the end of the day, all pupils enjoy the pleasure of a mention for good work, behaviour and effort. As they grow older, pupils are increasingly mature and responsible. They understand the expectations of teachers and try to meet them. Occasionally, they may be rather passive in lessons, but this is sometimes because the challenge in the lesson is either too little or too great. Poor behaviour is seldom a significant factor in slowing progress in learning. There have been no permanent exclusions recently and the number of fixed-term exclusions has been significantly reduced because of the better systems in place to divert potential problems.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed-period exclusions	Number of permanent exclusions
White – British	25	1	0
White – Irish	3	0	0
White – any other White background	39	0	0
Mixed – White and Black Caribbean	21	1	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	58	0	0
Asian or Asian British – Pakistani	13	0	0
Asian or Asian British – Bangladeshi	22	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	132	5	0
Black or Black British – African	87	3	0
Black or Black British – any other Black background	10	0	0
Any other ethnic group	21	0	0
No ethnic group recorded	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11. Behaviour in the playground is also good. It is usually boisterous, but rarely unfriendly. Play time is well supervised, and there is a lot of play equipment, high levels of activity, as well as places where children can just sit and play or talk quietly. Occasional incidents of poor behaviour are well monitored and dealt with promptly. A number of pupils are supported with specific behaviour management techniques. Their helpers or support assistants are well briefed and know the difficulties of these pupils. Older pupils act as 'Playground Friends', giving them an understanding about taking responsibility for others.
12. The school provides well for pupils' spiritual, moral, social and cultural development. Spiritual understanding is promoted through assemblies and lessons which help pupils to reflect upon current issues around the world and in their own lives. The pupils celebrate the festivals of their community and work to understand each other's beliefs. The youngest children are taught to understand their own emotions and, as they grow older, to think about their feelings of anger, pleasure, happiness, to share ideas and to understand others' points of view.
13. Pupils' moral and social development is promoted successfully through the code of behaviour, with its emphasis on mutual respect and care for others, as well as many opportunities for pupils to work together sharing responsibilities. These occur frequently in class when the pupils work with 'talking partners' or in group activities. They work on the school council, or as Playground Friends, do jobs around the school and play a sensible part in its running. By the time they leave the school the majority of pupils are well equipped to move on and cope with the next stage of their education.
14. The school itself is a multi-cultural society with families from around the world. Adults in the school also reflect this diversity and are good role models to the pupils. The school values and celebrates its cultural diversity well.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are both satisfactory. The curriculum is satisfactory and the care, welfare and safety of the pupils are good. There are good links with parents and with the local community and satisfactory links with other schools.

### Teaching and learning

Teaching and learning and assessment are **satisfactory**.

### Main strengths and weaknesses

- Over half the teaching is good, although the overall quality is variable.
- Pupils are not always challenged well enough, particularly those with higher ability.
- Teachers use practical activities well to support the learning of pupils.
- The teaching of physical education and information and communication technology needs to be improved.
- Teaching assistants are used well.
- In the majority of classes teachers use good behaviour management techniques.

### Commentary

15. Teaching is satisfactory overall but is variable. In the best cases, lessons are stimulating, interesting and provide good levels of challenge. This ensures pupils have to think hard about what they are doing and the work is exciting. Where teaching is unsatisfactory it is generally to do with the management of behaviour and the methods that are used to interest and motivate the class. No very good lessons were seen during the inspection, although over half of them were good. The teaching is similar to that at the time of the last inspection but there have been improvements in the use of practical, investigative and experimental techniques enabling pupils to use the knowledge that they have gained as they move through the school. Unsatisfactory teaching is now less widespread than at the last inspection. Teaching has improved in information and communication technology and science in the infants.

### Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	0 (0%)	28 (57%)	17 (35%)	4 (8%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

16. Teaching in the Foundation Stage is satisfactory overall, with consistently good teaching seen in the Reception class. It successfully provides for the children's social and personal development because of the way that teachers encourage children to talk with each other and so gain better self-esteem. In all other areas of the Early Learning Goals it is satisfactory. Children with English as an additional language are taught well and this enables them to make a good start to their time at school.
17. All teachers have adequate subject knowledge. This is better where there is specialist teaching such as in physical education and music but contrasts with the somewhat weaker subject knowledge of some teachers in physical education and ICT where planning is not always carried through well enough. In general, however, teachers plan conscientiously using the nationally recognised schemes of work. This effectively ensures that lessons follow on well both in the short term and year on year and pupils can see the relevance of what they are doing. All teachers make the objectives of the lesson clear to the class at the start of the lesson and more usually than not, return to this at the end to see if pupils feel their learning

has moved on. In the best cases this is allied to assessments and informal testing which are then used to develop the next lesson and thus improve the progress of pupils. All adults try to give encouragement to those who are having difficulties but do not always make sure that the work set is suitable. So, for instance, the higher-attaining pupils might have the same tasks to do as those in the middle ability range and this restricts their learning. From a scrutiny of books this was particularly the case in English, although teaching has improved in this respect more recently and its success can be seen in the better achievement, which is reflected in test results this year. Those with lower ability are usually better challenged and often have the valuable support of teaching assistants.

18. A wide range of different methods is used and good use is made of visits and visitors. Pupils enjoy these experiences and can relate what they have seen, putting it in context with the lesson objective. The school has worked hard on providing more practical experiences as a way of challenging thinking skills. Activities such as themed weeks and special events have all helped stimulate a desire to find out more. In addition, the school has tried to incorporate literacy and numeracy in other subjects and the success of this can be seen in the much better recording in subjects such as religious education and history. Resources are used satisfactorily to further broaden the curriculum. In the good lessons, activities quickly follow one after the other and this good pace is kept up throughout the whole period. Pupils are interested, motivated and concentrate well. Where teaching is unsatisfactory the pace slows down because teachers are having to spend too much time dealing with behavioural issues, there is too little time for pupils to do their own study or the activities are low key. In the main, teachers show that they are in charge of the class and direct the work well.
19. There is a very high number of teaching assistants and other adults within the school. Their time is used satisfactorily, mainly to support those with special educational needs. These pupils have individual education plans that detail specific objectives. Their learning moves on well when measured against these targets and they make good progress.
20. Pupils who are learning English as an additional language learn satisfactorily as a result of satisfactory teaching. Teachers' clarity of language helps this to be achieved. They relate to pupils well, enabling them to settle and learn with confidence. However, not all groups are involved equally in discussions. In one lesson, the teacher's use of stickers, perseverance and encouragement improved pupils' motivation. Teachers' modelling of sentences and high expectations benefited pupils' writing and pupils made good progress, receiving good professional support. However, the planning for language development is inconsistent and pupils sometimes make less progress. The use of talking partners to make ideas clear and so improve understanding is not used universally and limits the opportunities for promoting speaking and listening. Assessment is satisfactory. Pupils who are not doing as well as they should are soon identified for extra support.
21. The school has continued to develop its systems for assessing pupils. There is a good analysis of performance provided within the school and through the local authority data. This is used well to understand the standards achieved by different ability groups, the achievement of different minority ethnic groups and for identifying gender differences. Its use is more limited by the teachers. While all know in general what is expected, activities are not always geared towards specific individual improvement targets. Marking is variable, ranging from very good and comprehensive evaluation to cursory ticks. The school has started to look at this aspect in more detail to ensure that the marking policy is used more consistently and so give pupils clear guidance as to how to improve. Assessment is much better used to provide support for those with special educational needs where specific adult input works well.
22. The overall quality of teaching means that pupils are learning satisfactorily. Evidence for this can be seen in the year-on-year testing that takes place and by the work in pupils' books. While it could still be better, the downturn in achievement has now been stemmed so that by the time they leave the school pupils are prepared for work during their next stage of education.

## **The curriculum**

The quality of the curriculum is **satisfactory**.

### **Main strengths and weaknesses**

- The school provides good and often very good opportunities for enriching the curriculum.
- The curriculum is not balanced well enough in physical education and ICT.
- The building is extensive and provides a good learning environment.
- There is sufficient hard surface for playing during the day.
- There is a good number of support staff that effectively match pupils' learning needs.

### **Commentary**

23. As at the time of the last inspection, the curriculum is broad. It meets statutory requirements but there is some imbalance in its provision for physical education and ICT, which means that pupils do not have the chance to consolidate what they have learnt in previous years. The curriculum for religious education covers several religions and pupils develop a wide perspective of different cultures. Personal, social and health education is taught thoroughly to each class and combines well with the sex education and drug awareness lessons which are provided in Years 2, 5 and 6. This is a contributory factor in the good systems for care, welfare and support of all pupils.
24. The curriculum for pupils who are learning English as an additional language is satisfactory. In some lessons, the work is matched to pupils' diverse needs and the use of talking to partners is more established in some classrooms than others, particularly in Years 1 and 2. Older pupils in the juniors pick up the use of technical language but not always the nuance of older English words such as those used when studying the works of Shakespeare.
25. Pupils with special educational needs are given the support they require and progress satisfactorily. The systems for identifying need are sufficiently robust to enable the correct level of assistance to be provided. There are regular meetings to review progress and parents are closely involved. The use of withdrawal time is reviewed so that pupils are not regularly excluded from the same lesson. The co-ordinator has offered good professional training opportunities for a number of teaching assistants.
26. The school provides good opportunities for enriching the curriculum. This represents an improvement from the previous inspection. There is a special week for many subjects, a residential week, which includes performances and festivals as well as instrumental tuition. Year 6 pupils benefit from a one-week residential course in Kent. There are many sports and other after-school clubs. There are also literacy and numeracy classes for parents once a week that help them to support their children's learning in these skills. All these combine to improve social skills and relationships with parents, teachers and adults. Pupils benefit from the range of activities and enjoy their schooling because of it.
27. Teachers' qualifications match the curriculum. Teachers are deployed effectively. There is a good number of support staff making a good contribution to pupils' learning. Long-term teacher absence due to sickness is satisfactorily covered. Provision of resources is satisfactory and presents no barriers to pupils' learning. Accommodation is satisfactory overall. There is a good number of rooms available for a variety of learning activities and there is sufficient hard surface for playing during the day. The school has no grassed area but a local playing field is used for sports days. Building plans are now being approved to improve the toilet facilities and the Reception play area, which will enhance provision. Overall improvement since the last inspection is satisfactory.

## Care, guidance and support

The school's provision for the care and welfare of pupils is good and they are given very good support to help them learn and achieve appropriately. Pupils have good opportunities to express their views about school life so that they can contribute to the way the school is run.

## Main strengths and weaknesses

- Procedures for the care, welfare and safety of pupils are carried out thoroughly.
- Very good work is done to support pupils' many and diverse learning needs and to help their personal development.
- Pupils have good opportunities to express their views and see them acted upon.

## Commentary

28. At the last inspection a number of health and safety issues were raised. Much work has been done to improve this aspect of the school and the policy document has been reviewed. The fire drills, alarms and electrical testing are assessed and findings reported to the governing body; first aid and medical provision are good; the condition of the building has been improved. The most serious concern, regarding the presence of asbestos in the building, was subsequently investigated but the concern was unfounded. The condition of the toilets is still a concern but plans are in the final stages for them to be refurbished. Site inspections and risk assessments have been introduced and these too are reported to the governing body. In a determination to achieve the best it can, the school has recently employed external consultants to carry out an independent examination of the building. This has produced a further number of suggested improvements to be tackled. The school now has good arrangements to ensure that pupils and adults work in safety. Child protection matters are led by the headteacher who is trained and very experienced. She is supported well by the deputy headteacher and the staff have been trained by them and by external advisors in 'Safeguarding Children'. Children in public care are properly mentored and have their own personal education plans. The methods by which the staff raise and record concerns have been reviewed and all are aware that they must be vigilant, ensuring pupils remain safe. All these measures are ensuring that pupils work in a calm and orderly environment.
29. The school gives pupils very good support to help them learn and develop and this, too, is much improved since the last inspection. The school carries out very thorough monitoring of pupils' progress. As a result, the individual needs of children are very well understood and the school responds accordingly. There is good support for pupils with special educational needs, as well as those with English as an additional language. The school uses a learning mentor and a home-school support worker, who together help pupils in many ways, notably improving attendance, reducing exclusions and improving standards. The role of the home-school worker also includes helping families deal with external factors. The 'Parents Drop-In' session once a week provides yet another useful link. The service is working well. Beyond these two very specific services, the school also operates a Breakfast Club and an After-School Club every day, which is helping raise attendance figures.
30. Pupils have good opportunities to express their views. The school council is well established and the counsellors represent each class. They meet regularly and take their role seriously. Another group of over twenty pupils operates as 'Playground Friends', managing the play equipment, playing with the younger children and helping pupils of all ages to make friends. As a group, they meet with the deputy headteacher to discuss their role and put forward their ideas. All pupils have a chance to discuss their learning targets with their teachers and assess their progress and all are invited to the meeting each term, when their parents and teachers review progress and future targets.

## **Partnership with parents, other schools and the community**

The school has good links with parents. Parents support their children's learning and the work of the school satisfactorily. Links with the community are good. Links with other schools are satisfactory.

### **Main strengths and weaknesses**

- Parents' views about the school are positive and they are kept well informed.
- The school seeks parents' views effectively and tries to ensure they are acted upon.
- Parents support their children's education in school and at home.
- Community links enhance both the curriculum and pupils' experiences.

### **Commentary**

31. The questionnaires returned by a number of parents show they have positive views of the school. Specifically, they like the way children are helped to settle in, the progress they make, that they are expected to work hard and are taught well. The inspection confirms all of these positive features. A few parents expressed concerns about behaviour in the playground, a lack of consultation with them and the leadership and management of the school. The inspection has not found evidence to support these views. Overall, parents are supportive of the school. Those who attended the parents' meeting before the inspection were very pleased and felt the school was continually improving.
32. Parents are kept well informed. The school prospectus and the governors' annual report give a good picture of the school. Parents receive newsletters regularly and at the beginning of each new term they are sent information about the forthcoming topics and themes to be studied. There are comprehensive consultations twice a year and an informative, written report. Because of the variety of languages spoken by parents, translators or translations are offered wherever they are needed.
33. The school tries hard to seek and understand the views of parents. All parents are encouraged to come into the school at any time to discuss concerns or talk to staff. The questionnaires show that parents feel quite comfortable about doing so. The headteacher, home-school worker and class teachers try to be available to talk to parents informally, at the start and end of the day. However, more formal methods are also used. Parents of pupils in Year 5 are asked to complete a questionnaire annually, with their child, about various aspects of schoolwork. The school judges that at this age pupils can make a valid contribution to the questionnaire and have sufficient time to see positive outcomes. Parents of children who have special educational needs and of those using the Breakfast Club are also asked to complete an annual questionnaire about the school's support and suggest any ways in which they might see this improved. Whenever necessary, parents may be asked to attend meetings in school, or complete questionnaires about specific issues, such as the behaviour policy and anti-bullying measures.
34. Parents are generally supportive of homework and do what they can to help their children. There is a mathematics club for older pupils and their parents and a computer club for the younger children and their parents. From time to time there are short courses in literacy and numeracy where parents can work alongside their children and jointly win awards on completion. There is good support from parents for the social events of the school. For example, the school enjoys many of the celebrations of its principal religions and these are always well attended. Many parents are happy to accompany classes when they go out of school on educational visits.
35. The school has good links in its local community and uses them well for the benefit of pupils. Two major companies help the school regularly with sponsorship and by providing reading mentors. The East London Brass Band has its base in the school and has pupils among its members. The steel pan band performs regularly at functions in the district. There are good



contacts with the local church, mosques and synagogue and all of these are visited regularly, both for celebrations and to support the pupils' religious education. The East Enders Academy and the Hackney Business Partnership have both sponsored visits and special projects in school. The school does all it can to liaise with the very high number of schools that the pupils move onto after Year 6.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher and key staff are satisfactory. Governance is satisfactory.

### **Main strengths and weaknesses**

- The interim headteacher has provided effective leadership and good management in the absence of the headteacher.
- The governing body helps shape the direction and vision of the school well.
- The Learning Trust has provided prompt and effective support during the recent period of turbulence.
- The quality of education has generally been maintained.
- Leadership teams and leadership roles at different levels are insufficiently developed.

### **Commentary**

36. Since the last inspection the school has undergone a period of significant turbulence, with the appointment of a new headteacher and her recent long-term absence through illness. The headteacher and governors have a shared vision for the school, but have not as yet managed all the changes needed to implement this vision. The school has therefore not moved forward as fast as it wanted or expected, particularly in raising standards in English, maths and science. However, overall standards have been maintained even though the school has accepted a higher proportion of pupils with special educational needs over the past three years as it seeks to become more inclusive. Many of these pupils have particularly challenging behaviour. Standards have not fallen because sound policies and strategies have resulted in the consistent management of pupils' behaviour by all staff. This ensures a positive climate for learning.
37. The chair of governors, appointed since the last inspection, provides insightful leadership of the governing body and good support and appropriate challenge for the headteacher. Under his chairmanship governors have an improved awareness of their responsibilities. All statutory responsibilities are met and the governing body has properly constituted committees that meet regularly. Governors have appropriate plans for the improvement of the premises, particularly the provision of a secure designated outdoor play space for the Reception classes. Before the headteacher's absence, governors had begun to improve links with core subject leaders and members of senior management within the school, improving their knowledge of standards and the work of the school. Governors have a good knowledge of the school's strengths and most of its weaknesses. They are confident that the arrangements made during the headteacher's absence have been successful in maintaining the quality of education at an acceptable level. Governors' exercise of their corporate role is sound.
38. The interim acting headteacher, appointed by the Learning Trust, shares the same vision for the school. The governors have been fully supportive of her leadership, as have staff and parents. She has also been very well supported by the Senior Primary Adviser from the Learning Trust and has provided effective leadership and management since her appointment in April 2005. Having identified priorities for action to maintain the quality of education, she communicated them well to staff and made good use of the advice and support available from the Learning Trust to implement prompt and effective action. A number of management issues which had lapsed due to the headteacher's illness have been re-established, but most

significantly, the acting headteacher has established a purposeful sense of order and calm throughout the school and has enabled the process of school improvement to resume.

39. The acting headteacher has been unable to undertake the development of more strategic improvements relating to staff development in the short time she has been in post. A current weakness in the leadership and management of the school is the underdevelopment of the vision, roles and responsibilities of other levels of leadership and management. All curriculum co-ordinators and others with leadership responsibility are hard working and dedicated and key designated tasks have been maintained during the headteacher's illness. However, there has been a lack of shared purpose shown in carrying out necessary developments in the curriculum that would bring about improved standards. For example, the review of foundation subject schemes, the close monitoring of the curriculum and standards of achievement and the implementation of initiatives in the core subjects would have moved the school forward more rapidly. There is a sound school improvement plan written by the headteacher before her absence, and appropriate curriculum action plans written by curriculum leaders. Further team and leadership training and development are required before the improvements identified can be fully and effectively implemented.
40. Leadership of English as an additional language and its management are satisfactory. Whilst the professional staff are well versed in the use of productive strategies for developing pupils' language skills, other teachers need to be better informed of these strategies as most pupils spend much of their learning time in mainstream classrooms. The co-ordinator for the Foundation Stage understands how to improve the provision and also provides sound leadership, as does the special educational needs co-ordinator.
41. The Learning Trust is committed to providing a high level of support to the school in the future in order to develop its potential. They have acted quickly and decisively to support the school, not only in the long-term absence of the headteacher but also in the current absence of the bursar. They have provided an interim bursar who has appropriate skills and expertise to manage the finances of the school competently. Governors ensure that spending and budget proposals are monitored and the principles of best value are applied. Expenditure per pupil is relatively high although it is within the normal range for similar schools and lower than the Hackney average. Taking account of pupils' satisfactory achievements and the sound quality of education, the school provides satisfactory value for money.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	1,767,959	Balance from previous year	138,216
Total expenditure	1,689,609	Balance carried forward to the next year	216,566
Expenditure per pupil	3,713		

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

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

Provision in the Foundation Stage is **satisfactory**.

- Standards overall are below national expectations in all six areas of learning, but the children's achievement is satisfactory and good in personal and social education and the development of speaking and listening.
- Children become confident and learn to play and share with others well.
- The co-ordinator provides satisfactory leadership of the Foundation Stage.
- Good teaching for those children with English as an additional language ensures they achieve well in all areas of the curriculum.
- Not enough use is made of assessment information to plan the next step in learning for individuals and small groups, particularly in literacy and numeracy.

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

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

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

- Good routines are established to ensure children settle happily and feel secure in school.
- Teachers and support staff listen to children and encourage them to talk so that they gain self-confidence.
- Good non-verbal strategies are used to enable the large number of children who do not speak English fluently to understand and participate in all activities and they enjoy learning.
- Children are encouraged to play together and they make good progress in collaborating and sharing toys and equipment.

#### **Commentary**

42. Standards are well below expectations in personal and social development when children enter the Nursery. Children's achievement in this area is good because by the end of the Foundation Stage they are only just below expectations and approximately half of the children are in line to attain the national goals for this area.
43. Many children are unable to express their needs and lack self-esteem and self-confidence when they begin in the Nursery. The welcoming and affirming behaviour of the teaching and support staff helps children grow in self-confidence and form good relationships. The Foundation Stage co-ordinator has a good understanding of the needs of children who have English as a second language and priority is given to personal and social development as the basis for other learning. Teaching in this area is good across the Foundation Stage.
44. Teachers and other staff in the Foundation Stage have a consistent approach to managing the children and organising activities. Children have lots of opportunity to work alongside others in a whole-class situation or in small groups as well as receiving individual support when needed. This good teaching enables the children to achieve well, developing self-confidence, independence and social skills at a rapid rate. There are lots of opportunities for informal play alongside other children and by the time the children reach the end of the Reception Year most are able to play with others, sharing equipment and toys. Most children can sustain concentration and behave well during whole-class lessons and listen respectfully to their teachers. They are developing a positive self-image and appreciation of the diversity of cultures and beliefs within the school community.

45. Good links with parents and carers help children prepare well for Nursery, the move to Reception and on to Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children are encouraged to develop spoken language through questioning by adults and discussion throughout the day.
- Information gained from assessment is not used well enough to plan the next step in learning for individuals and small groups.
- Homework books enable parents to support children in the development of writing skills.

### **Commentary**

46. Most children begin Nursery with communication, language and literacy skills well below expected levels. The standard of speaking, reading and writing for most children is below national expectations and approximately a quarter of the children still have standards well below expected levels when they finish the Foundation Stage.
47. Teaching overall is satisfactory, with consistently good teaching seen in the Reception classes. A satisfactory range of activities combining a mixture of whole-class, guided group work and learning through play means that children develop their phonic knowledge and reading and writing skills in line with their ability. There are planned opportunities throughout the day for the adults to engage children in discussion and develop their vocabulary, for children to write for a purpose and develop and to practise their reading and writing skills. Children with English as an additional language achieve well in this area.
48. An appropriate system for tracking the progress of individual children is better developed in the Reception Year than in the Nursery. The information gained from assessment is not always used well enough to refine teachers' planning and to provide activities more directly matched to the needs of individual children or small groups with a similar need.
49. Stories, poems and rhymes are enjoyed throughout the day, and satisfactory links are made between other areas of learning. For example, during a music and movement lesson in the hall, children in a Nursery class were able to reinforce vocabulary as they mimed actions for brushing teeth and getting dressed. In the Reception classes, the children have made a class 'Big Book' linked to their study of animals and they know terms such as 'author' and 'illustrator'.
50. The good teaching in the Reception classes encourages children to use their phonic knowledge and make use of the word banks to help with writing. Nevertheless, only a small minority of pupils are expected to attain the national goals for this area at the end of the Foundation Stage. A small number of children achieve well, but overall achievement in this area is satisfactory.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Number rhymes and songs are used frequently to reinforce counting skills.
- The enclosed play space in the Nursery is not used to its full potential in this area.

## Commentary

51. Standards in numeracy are below expectations, with approximately only a quarter of children in line to attain the nationally set goals for this area of learning by the end of the Foundation Stage. This is because the numeracy skills of the children are very low when they enter the school.
52. Teaching is satisfactory in this area of the curriculum. Appropriate opportunities throughout the day are taken to encourage children to count forwards and backwards and develop understanding of concepts such as “more” and “less”. For example, during a music and movement lesson in the hall the Nursery children reinforced their ability to count backwards from five to one and during the sharing of fruit the Reception teacher asked “*How many more do we need then?*” A suitable mixture of whole-class, small group and individual teaching enables children to recognise numbers, sort objects and recognise and name shapes. Achievement is satisfactory. However, opportunities are missed to develop the knowledge and skills of the children, particularly the most able, through planning more precise activities for pupils of different abilities and needs. All children in Nursery and Reception classes have regular access to sand and water play, which contributes to their understanding of capacity and volume, but this could be incorporated more in to the play activities outside.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children are provided with opportunities to explore and investigate through lots of first-hand experiences.
- Adults provide good support and encouragement for children to develop their skills of observation and critical thinking.
- All children achieve well in this area.
- More could be done to combine work in this area with that of writing and mathematical skills.

## Commentary

53. Teaching in this area is satisfactory overall. The emphasis in the Foundation Stage is on providing interesting first-hand experiences which stimulate the interest and curiosity of the children and widens their knowledge and understanding of the world. Their design and making skills are developed through using a range of tools and equipment such as card, scissors, glue and crayons and building structures and vehicles using construction toys. The computer is used readily to support learning and children have appropriate ICT skills, for example, manipulating the mouse to move the cursor on the screen. They have lots of opportunity for first-hand observation and so learn about the environment as well as communicating their experiences. Children demonstrate curiosity and are able to find out more about the environment by using picture reference books, but this is not always linked well enough to other work in writing or through learning new number skills. Children’s achievement is good and the majority of children are in line to attain the national goals for the end of Foundation Stage in this area.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The lack of an outdoor space for the Reception classes inhibits the development of the children's movement and sense of space, limiting the development of skills such as balancing and control.
- Sound opportunities are provided to develop confidence and control in handling natural materials, equipment, tools and construction toys, which help develop manipulative skills; however, they do not always move on the learning of the small number of children with higher ability.

### **Commentary**

54. Standards are in line with expectations. In the Nursery there are regular, planned opportunities for children to use climbing frames and wheeled toys in the designated outdoor space. The children learn to move at speed and with control and a significant number are very agile and strong. The Reception classes can use the main playground for outdoor games to develop the children's sense of space and control but have more limited access. The school can do little about this issue although the present building plans should help to address it.
55. Children are taught correct ways to use scissors, pencils and paint brushes and there are good routines established to involve children in tidying up which involves understanding how to carry and store equipment safely. Children are encouraged to move about the classroom with control and care and teachers and support staff pay good attention to safety issues. The overall achievement in this area is satisfactory because of the satisfactory teaching.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are given appropriate opportunities to experiment with a range of materials and ideas through creative play and guided activities.
- There is a good balance between the teaching of skills and knowledge and the provision of opportunities for children to experiment and reinforce their skills.
- Music and singing are used well to help children learn and remember vocabulary and as a means of expression.
- There are missed opportunities to stimulate children and extend the more able children's use of highly imaginative ideas and language through role-play.

### **Commentary**

56. Standards are in line with expectations with approximately one quarter of pupils in line to exceed the goals set for the end of the Foundation Stage and only a small minority of children who have special educational needs failing to meet the goals in this area.
57. Teaching is satisfactory overall, with some strengths. For example, the frequent use of singing and rhymes helps to enhance learning and understanding. Children enjoy and recognise simple songs, which they sing from memory, and they can match their physical movements to sound.
58. Children use the role-play areas in the classrooms with pleasure, dressing up and using objects and equipment for pretend play. The majority of children enjoy playing alongside others in this way but only a few are able to collaborate to create an imaginary situation and

dialogue. Teachers do not provide specific learning intentions and exciting props and themes in the role-play areas to enhance the learning.

59. Children have good opportunities to use paint and pastels to express creative ideas. Some able children in the Reception classes demonstrate a very good sense of colour and skill in their independent work. These are all instances where learning is good. For example, a group of able children produced carefully copied pictures of characters in a storybook during this inspection, showing very good appreciation of the colour contrasts created by working on black paper. Children in the parallel class produced lively paintings of flowers and rainbows showing very good handling of paint and brushes. The achievement of the majority of children is good in creative development because they have poor skills when they enter Nursery.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards could still be higher, although oral skills are developing well.
- Too few pupils in the higher age groups use joined handwriting.
- Pupils are not always sure about what they need to do to improve their work.
- Opportunities for pupils to use computers to draft and edit their work are too limited.

#### **Commentary**

60. Standards are below those expected for pupils' ages at the end of both Year 2 and Year 6. However, achievement is satisfactory through the school because pupils start with very low literacy skills and over three-quarters of the year group manage to gain the national average Level 4 by the time they leave in Year 6. More than half the pupils enter the school with little English as they come from a range of language backgrounds. They rapidly become competent as a result of the good support that teachers and the local education authority provide and achieve well in Years 1 and 2. In Years 3 to 6 the achievement of pupils is satisfactory because, while many reach the expected levels, work is not always matched well enough to their capability, particularly those in the top quarter. This judgement is supported by the results in national tests in 2004 at Year 6 where approximately three-quarters of pupils achieved the average Level 4 but those achieving the higher Level 5 were below the national average. Following very poor results in 2003 the downturn in standards has been reversed and the initial results from 2005 suggest this improvement has continued. There is good support for pupils with special educational needs and teaching assistants play a large part in this. They are well briefed about the focus of lessons. There is no difference in the achievement of boys and girls, or of pupils from ethnic minorities.
61. The satisfactory teaching of English develops suitable learning throughout each class. During this inspection some good lessons were seen because teachers maintained a lively pace and used a range of methods to develop skills of speaking and listening. The teacher of a Year 4 class dressed in African costume when reading a folk tale. This brought the work alive, and she used questions effectively to make the pupils think about how the story would end. This developed their skills of deduction and inference well.
62. The school has made developing the oral communication skills of pupils a high priority. A feature of many lessons is a 'partner talk' session when pupils talk in pairs about some area of the lesson. By Year 6 many pupils express themselves in full, grammatical sentences. They confidently talk to visitors about what they do in school and express preferences about reading material. This has been an area that has improved since the last inspection and is having a positive effect on other areas of the subject such as reading and writing. The

standard of reading in Years 2 and 6, however, is still below the national average. Pupils can talk confidently about books they have enjoyed but even higher-attaining pupils in Year 2 needed help with words such as 'bouncing' and 'against'. Few were familiar with the term 'fiction' and 'non-fiction'. In Year 6, pupils were more confident and some read expressively, as a result of the good model that many teachers provide when they read to the class.

63. Writing standards in Years 2 and 6 are below average. Although many pupils in Year 2 are working at the expected Level 2, there are few that attain Level 3. They express ideas in a simple way, and some are confident about using full stops and capital letters to show where sentences start and end. Few pupils in this age group join their handwriting. This continues to Year 6 and often affects the presentation of work in other subjects. This was mentioned in the last report. The evidence from lessons and pupils' books and displays shows that all areas of the National Curriculum are covered. In displays of pupils' work there was less word-processed writing than is normally seen. Lower numbers than usual work at the more demanding Level 5. Some pupils use a range of sentence structures to add interest to their writing. Passages such as *"It had the head of a manticore and the body of a griffin"* and *"happiness tastes like a pink sticky treat"* show that teachers have helped pupils to use interesting vocabulary. Work is marked regularly, but until recently there were not enough comments to help pupils improve their work. Teachers give pupils individual targets but this is not yet done in a consistent way.
64. There are adequate resources for teaching the subject. The library has improved since the last inspection. It is now in a large central room. There is a stock of good quality books but the quantity is small for the number of pupils. The room is usually closed, and this limits its use for pupils to do individual reading or research.
65. The management of the subject co-ordinator is satisfactory. She monitors the planning of the subject and takes in pupils' written work. She also observes teaching. The system for recording the progress of individuals and groups is thorough. However, the information gained in this way is not always used to influence the planning of teaching. The maintenance of standards and the more comprehensive use of assessment mean that there has been satisfactory improvement since the last inspection.

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

66. The school has a strong policy of encouraging the use of literacy in all subjects. Pupils have written extended pieces in history about evacuees. Science and geography lessons often develop note taking. In all subjects teachers take care to develop vocabulary by using technical terms such as 'tempo' in music, and 'tectonic plates' in geography.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Not enough pupils reach the higher levels.
- Teachers are committed and enthusiastic but they do not always use enough strategies to provide high levels of challenge.
- The use of a wider range of data is helping identify and resolve teaching and learning weaknesses.

### **Commentary**



67. Pupils in Years 2 and 6 have standards in line with those expected and their achievement is satisfactory. National test results mirror the inspection findings. The high number of pupils with English as an additional language means that in the earlier years these pupils make swift progress because they have to learn technical language that they are not used to. This means that through Years 1 and 2 pupils begin to understand more concrete aspects such as the names of shapes, the meaning of different fractions and how to work out mental calculations. This develops through Years 3 to 6, although the level of challenge provided in the teaching does not always match the higher capability of some pupils. The satisfactory progress made by pupils with special educational needs is linked to a clear identification of their needs and high levels of extra adult support.
68. Overall, teaching and learning are satisfactory because, in general, teachers do plan lessons that build upon previous knowledge. When it is stronger there is a clear development of the potential of each pupil, which is changed in light of the previous work. This is usually connected with an enthusiasm by the teacher and exciting activities that provide purposeful, independent work. Behaviour management is secure, although when work is not matched well enough, pupils do become uninterested and lose concentration. This is more noticeable in the juniors where work has to move from simple to more complex tasks but can be at a rate that pupils find confusing. This happens when teachers do not check that all pupils understand what they are expected to know and do not use a diverse enough set of strategies such as 'talking partners' to help ensure everybody is moving forward in their learning.
69. Marking and assessment are conducted conscientiously. Teachers try to suggest improvements but do not always use the information they have collected to alter or redesign the next session in light of what they have found. At a whole-school level assessment is much better. Analysis of internal and external testing has provided information about where the strengths are and where improvements need to be made. This is enabling the co-ordinator to draft a secure and well-informed improvement plan. Leadership and management of the subject are satisfactory and developments have the capacity to improve achievement. The recent provision of a mathematics club and booster lessons for Years 5 and 6 are examples of how a start has been made on driving up standards. The initial results of the 2005 national tests suggest that a downturn in previous years has been stopped and, while there is still more that needs to be done, the subject now shows clear signs of improvement.

### **Mathematics across the curriculum**

70. The planned use of mathematics across the curriculum is underdeveloped. There are some instances such as plotting graphs in science and the use of spreadsheets in information and communication technology which need developing further. In contrast, pupils measure heart and pulse rates in physical education, use measurements in their design and technology work and look at patterns in art to good effect.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Good opportunities are provided to use practical ways of learning about science.
- On a few occasions pupils can disrupt practical and investigative activities.
- Good use is made of extra-curricular activities.
- The subject is led and managed well.

### **Commentary**

71. Standards for pupils now in Year 2 and Year 6 are in line with those expected. This is better than indicated by test results in 2004, particularly for those in Year 6. Provision has improved since the last inspection, as there is now a much better emphasis on regularly using investigation and experimentation. The good leadership of the subject has provided a clear vision for developments that relate directly to raising achievement.
72. Pupils make satisfactory progress in Years 1 and 2. Planning ensures that all areas are covered adequately, some of which are revisited to ensure that pupils are able to build up their understanding. In one Year 2 lesson, pupils were encouraged to use scientific vocabulary when studying different groups of healthy foods. Good use was made of practical activity so that pupils could see the relevance of what they were doing. In this year group most pupils are working at the expected level (Level 2) although there is a lower-than-expected number of pupils working at the higher Level 3. Good support is given to pupils with English as an additional language and the supporting teachers understand the need to ensure that any technical language is explained. The recording of work, through written explanations, charts and lists does not take such a high profile but the marking is useful to help in key developments.
73. Through Years 3 to 6 the subject has a much higher emphasis. The achievement of pupils is satisfactory. Science books show clear progression over time. As in Years 1 and 2 the level of knowledge is better than the level of understanding. So, for instance, pupils can explain an experiment from the practical investigation but when trying to draw this to a conclusion can only give superficial answers. They show little perception or intuition about why something has happened. In contrast, pupils show a better understanding about the use of fair tests. The consistent planning has enabled them to learn about its importance. In one book these strengths and weaknesses were demonstrated well. The pupil wrote *"We will make all the candles the same size and time each one carefully"* but then when explaining the conclusion only said *"My partner lit the candle."* Most pupils, including those with special educational needs, are working at a level expected for their age but few are working above this. All these strengths, along with some weaknesses, confirm that teaching and learning through the school are satisfactory. Planning is carefully considered to ensure all strands of the subject are covered in detail. Key vocabulary is displayed and referred to during the lesson. In the best cases, teachers use innovative methods to reinforce this such as *"I want you to use two of the key words when answering this question."* Marking, while satisfactory, is not always consistent. It is best in the infants where the teachers provide some guidance about what can be improved. In general, pupils behave well in practical sessions although in some cases this is only when there are high numbers of extra adults. In one class, a potentially disruptive pupil slowed the learning of others because the teacher, without the support of an assistant, had to spend too much time resolving behavioural problems.
74. The increased use of practical sessions is helping all pupils to expand upon the knowledge they have gained in previous years. In addition, the teachers think carefully about how relevant tasks can be set. Pupils in Year 6, for example, were learning more about electrical circuits by designing an 'Inspector early warning system' that would utilise switching gear and challenge the groups to think about how best to use the equipment they had been given. A number of extra-curricular activities have been provided to further raise interest levels. These have included concentrated science weeks, various visits and the use of the local community.
75. The co-ordinator for the subject has some strong management systems and has been able to influence the work in each year group. This is a key reason why work is progressive through each year and enables pupils to receive a balanced approach to the subject. There are special classes for those who are underperforming and extra units are being used in a number of classes. The co-ordinator has rightly prioritised the next stage of development as finding ways to raise the number of pupils who achieve above the levels expected for their age.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **unsatisfactory**.

## **Main strengths and weaknesses**

- Standards are below expected levels; these have declined since the previous inspection.
- Achievement over the longer term has been unsatisfactory but there are signs of more rapid and systematic improvement.
- Planned teaching of ICT in other subjects is variable.
- Systematic assessment has recently been started.
- The new leadership is committed and has started to improve provision in the subject.

## **Commentary**

76. Standards by the end of Year 2 and Year 6 are below expectations because the achievement over the longer term has not been systematic enough. So, for instance, there are some good examples of painting in the style of Kandinsky by Year 2 pupils using ICT but most of the work was below that which might be expected for their age. Similarly, in Year 6, pupils have undertaken some good word-processing and multimedia work but there is little to suggest that control technology has been taught over a period of years. This means that progress is very variable and overall achievement is unsatisfactory.
77. The subject was criticised at the last report and elements of the provision have substantially improved while others have not moved far enough. More importantly standards have declined in the interim. Pupils do now receive regular lessons and this has inevitably increased the progress they make. The range of hardware and software has been improved so pupils can make connections with programs that they are more familiar with and many are able to practise at home. However, until recently, not all aspects of the subject were studied in sufficient depth, notably control technology and monitoring using sensors. Conversely, the rapid improvement in provision has meant that areas such as the use of spreadsheets have now been started in Year 6 but pupils have not been able to build up their confidence and expertise over the longer term.
78. Teaching now is satisfactory. Better elements include planning, the management of pupils, often difficult in a computer suite, and the relationships that teachers have with their class. As a result, lessons move along smoothly and pupils are able to complete the exercises that are set for them. Pupils talk enthusiastically now about their ICT lessons and want to learn quickly. They pick up the rudimentary operations such as opening and closing programs, saving their work and printing out the results from as early as Year 1, a sign that they are progressing well at this stage.
79. Teachers' confidence and ability are satisfactory after some professional training; this was not the case at the last inspection. Teaching assistants are used effectively to support individuals, particularly those with special educational needs and English as an additional language. This is ensuring that the pupils make suitable progress and for those with language difficulties there are a number of strategies to help them understand the technical language with which they are unfamiliar. Consequently, pupils are now given appropriate tasks that help them improve. Many teachers use the computers for their own planning which provides an efficient use of time and enables amendments to be made quickly and effectively.
80. The new leadership is satisfactory. The two co-ordinators have already audited the provision including looking at gaps in curriculum coverage and the resources. They are now starting to trial an assessment system that will soon be implemented across the school. This will give all teachers the opportunity to see where gaps have occurred in the past and how these may be remedied. All these improvements, while slow to start, are beginning to ensure that pupils are now beginning to make systematic progress.

## **Information and communication technology across the curriculum**

81. There is a developing use of ICT in mathematics and science but its use in other areas is more limited. Particularly, pupils have little opportunity to realise how ICT can be incorporated into our everyday life and how it can be used as a tool for learning.

## **HUMANITIES**

During the inspection only one lesson was seen in **history** and none in **geography**. This means that there is insufficient evidence to make a judgement about the quality of the provision for these subjects. The evidence from an examination of pupils' books indicates that all areas of the National Curriculum are covered. Pupils develop the necessary historical skills. For example, they are aware that life in the past is different from life in the present. In geography, they become aware of the way that the physical environment influences the life of people. There is a good programme of visits, both in the immediate area of the school and further afield, that helps to deepen pupils' understanding of these subjects. They visit the Museum of London, as well as local nature reserves. Visitors during 'Black History Month' enhanced pupils' knowledge of the cultural heritage of the community. Resources are adequate, and there are plans to increase the stock of historical artefacts as well as replacing some maps that have become out-of-date as a result of the recent changes in European borders. There is good development of literacy skills in history as pupils often write extended pieces about the topic that they are studying. Both subjects encourage pupils to use the Internet to research topics such as rainforests and the Tudors.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The subject is now given an appropriate profile and pupils can see the relevance of what they are learning.
- Good use is made of visits, visitors and other activities.
- The subject is led and managed well.

### **Commentary**

82. Standards are in line with those expected within the new locally agreed syllabus and achievement is sound. There is a good range of written work developed around the themes. Different religions are represented well in the planning and the school makes good use of visits, visitors and the local community to bring a relevance to the pupils' learning. This is a finding similar to that in the last report although the profile of the subject has improved since then.
83. Pupils have the opportunity to make good comparisons between religions by visiting two different types of mosque and being able to think about the similarities and differences within a religion. This contrasts well with their understanding about different forms of Christianity but also helps them to think more closely about their own feelings and traditions. In this multi-racial area the subject is also providing a framework for increasing levels of tolerance. Teachers, being very aware of the many religions within the school, ensure that they do not marginalise any one group. Pupils have a good knowledge about Christianity and five other religions, as indicated within the local authority scheme.
84. Teaching and learning are satisfactory. Teachers plan carefully and adapt their lessons to provide some more exciting opportunities. In a good Year 6 lesson, for instance, the teacher gave out an envelope with *"All it takes for evil to succeed is for good people to do nothing."* The ensuing discussion was interesting as the teacher encouraged the class to think of the wider implications of the statement. The discussion evolved well in paired groups and later developed into a whole-class discussion. Pupils were interested and motivated by what was said and were very willing to contribute to the argument.

85. The wide range of methods used provides a good stimulus for thinking. These combined with practical activities mean that many pupils say how much they enjoy the lessons. The written work links well with a main school priority to use other subjects as a means of improving literacy skills. There are good examples of reports, extended stories and notes that pupils have made. Many are presented well. Teachers' marking is more variable. In the best cases it includes helpful comments, praise and suggestions for improvement but this does not always happen and too often it is rather cursory.
86. The experienced co-ordinator has been able to enhance the subject through a more extensive range of connections within the locality. This has included inviting parents to take assemblies and advising other teachers about how to conduct lessons. Leadership is good. There is a strong overview of where improvements are needed, good relationships have been established with the local community and thought has been given to how the teaching of religious education has to link closely with the provision for spiritual, moral, social and cultural understanding. A good start has been made in trialling a form of assessment although, as yet, this has had little impact in raising achievement.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Only one lesson was seen in art and design. No lessons were observed in design and technology and so judgements cannot be made about the overall provision.

87. Standards in **art and design** are in line with national expectations by the end of Year 2 and by the end of Year 6. This is similar to standards at the time of the last inspection. Pupils achieve as expected, with work in sketchbooks indicating that achievement is satisfactory over time. They are offered a variety of experiences to learn, develop and display skills using different media such as sketching with charcoal and pastels and there are opportunities for pupils to experience three-dimensional work. There are limited opportunities to try working in the style of other artists or for imaginative free expression through the use of paint. Art is often linked to work in other subjects. For example, in Year 5, pupils' work is related well to their studies of ancient Greeks in history. They design and paint Greek plates and create collages of Greek war ships. In the one lesson seen in Year 1 good teaching allowed pupils to systematically build on their skills when modelling clay animals. Good teaching of specific vocabulary related to the pupils' work in clay helped to increase their wider use of words. This was of particular benefit to those pupils learning English as an additional language. Pupils' work is displayed to a good standard and is a positive influence in the school's learning environment.
88. No lessons were seen in **design and technology**, and therefore it is not possible to make a judgement about the provision. The limited examples of pupils' work seen from photographs show that standards have improved since the previous inspection and are now as expected in Year 2 and Year 6. The design and technology curriculum is now fully covered. This is an improvement since the previous inspection. Pupils in Year 6 design and make slippers to a satisfactory standard. There are some good examples of model making in the style of Giacometti in Year 5. Pupils in other year groups also have opportunities to work in clay and produce three-dimensional work. There is limited evaluation of how the items they make could be improved. The school held a design and technology exhibition two years ago which successfully raised the subject's profile in the school.

### **Physical education**

Provision in physical education is **unsatisfactory**.

## Main strengths and weaknesses

- The scheme of work now needs monitoring to ensure that pupils receive a broad and balanced curriculum.
- Planning does not take enough account of all aspects of the subject curriculum.
- Extra-curricular enrichment substantially enhances provision.

## Commentary

88. Standards by the end of Year 6 are in line with national expectations, with pupils attaining high standards in some areas such as ball games and athletics. However, the distribution of the PE programme across the year has led to insufficient coverage of the programme of study. Therefore, pupils do not make sufficient progress, and achievement is unsatisfactory. For example, long-term planning shows Year 5 pupils have weekly swimming lessons but no gymnastics, dance or other games lessons. The co-ordinator appointed in April 2005 has made a good start in developing the subject which is beginning to impact substantially on the higher profile being given to lessons. She recognised the weaknesses in provision and advised on an appropriate programme of half-termly units of work, which now provide a more appropriate distribution of units of work across the year, addressing the problem of breadth and balance. She has also recommended a review of the time allocated in each class for PE lessons, which currently falls below the minimum recommendations in some classes. In addition the systems for assessing pupils' progress against the statements of attainment are limited. This full audit has resulted in a revised scheme of work starting from the autumn.
89. Teaching and learning vary but are satisfactory overall. Lessons observed during the inspection ranged from unsatisfactory to good. Where teaching was good, such as in a Year 5 football lesson taught by a specialist football coach, the pupils listened carefully and responded well, developing their positional skills and achieving good standards. Where learning was unsatisfactory, the teacher failed to manage the pupils' behaviour in a positive way so that their attention was insufficiently engaged and they made unsatisfactory progress in developing their speed and control of movement. A good lesson observed in Year 6 demonstrated that pupils gain good enjoyment and self-confidence from developing their skills of moving with speed and control, and by Year 6 they attain standards above national expectations in games.
90. Being part of School Sports Partnership has benefited the quality of teaching and learning and has raised the achievement of pupils substantially. The qualified coaches working throughout the school both in lessons and at lunch-time and after-school clubs are particularly leading to the good standards seen in games and many successes in local tournaments. As a result of these experiences, pupils have a very good sense of fair play and respect for rules. PE also contributes positively to their intellectual, personal, social and health education.
91. There has been an improvement since the last inspection in the quality of resources but the school still needs to monitor the effect of the changes being made.

## Music

Provision in music is **satisfactory**.

## **Main strengths and weaknesses**

- Extra-curricular enrichment enhances provision.
- There are good opportunities for performance in lessons and at other times.
- Pupils respond with good behaviour and enjoyment.
- Music makes a good contribution to pupils' personal and social education.
- While teaching is satisfactory overall it is sometimes unsatisfactory.

## **Commentary**

92. The teaching of the national curriculum programme of study is variable, with good teaching observed in a Year 6 lesson but also some unsatisfactory teaching when pupils were inappropriately challenged. Overall, teaching and learning are satisfactory and provision is broadly similar to that found during the previous inspection.
93. The school has a good range of instruments that are readily available for class music lessons, so that all pupils are able to learn by first-hand experience. The school has recognised the need to revise the scheme of work to support the teaching of music by non-specialist class teachers. There is also a need to ensure that teachers' planning shows appropriate coverage and meets the national curriculum requirements. The current scheme of work, although satisfactory, is to be replaced in the near future by a more appropriate scheme that will help non-specialist teachers and so improve the quality of learning. Leadership by the co-ordinator is satisfactory overall.
94. The achievement of most pupils is satisfactory overall, but those pupils who participate in extra-curricular clubs and have instrumental tuition achieve well. Appropriate efforts are made to represent a multi-cultural community, with recent visits from an African drumming group and teaching of steel pans as well as brass band and orchestral instruments. Specialist teachers make a good contribution in developing pupils' knowledge and understanding of musical terms and developing skills. Pupils have good opportunities to perform in assemblies and in a wider context such as the Hackney Music Festival. There is no difference in the achievement of pupils with English as an additional language or between different minority groups of pupils.
95. Music is used throughout the school to develop positive attitudes. Pupils enjoy singing and participate whole-heartedly in regular singing assemblies. There is good enthusiasm shown by the pupils for participating in music making or singing in one of the school choirs and many pupils develop self-esteem and self-confidence through success in learning to play an instrument or participating in one of the many opportunities to perform. Specialist teaching makes a valuable contribution to the ethos of the school and enriches the curriculum well.

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

96. The provision in this area is satisfactory. Pupils are provided with a number of opportunities to develop an awareness of their responsibilities within society and about how they can develop a healthy lifestyle. Through subjects such as science and religious education they are given drugs awareness information and information about healthy foods. They also talk and discuss themes such as tolerance, respect, cultural diversity, traditions and beliefs. The high number of different minority ethnic groups and religions all integrate well with one another. The school council provides a way of giving pupils a voice in decisions about their own community. Where possible pupils are given the chance to experience each other's culture such as through international evenings. A tribute to the successful understanding that has been built up is the way in which all pupils work and play together.

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

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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