

London Fields Primary School

Inspection report

Unique Reference Number	100230
Local Authority	Hackney
Inspection number	285748
Inspection dates	26–27 March 2007
Reporting inspector	Charalambos Loizou

This inspection of the school was carried out under section 5 of the Education Act 2005.

The inspection of the day care was carried out under the Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	408
Day care	16
Appropriate authority	The governing body
Chair	Ms Kathleen Kelliher
Headteacher	Ms Nazish Sheikh
Date of previous school inspection	11 November 2002
Date of previous day care inspection	1 January 1970
School address	Westgate Street London E8 3RL
Telephone number	020 7254 4330
Fax number	020 7249 2824

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a large school serving an area of social and economic disadvantage. The pupils come from a wide variety of backgrounds, the largest groups being of White British, Bangladeshi, African or Caribbean heritage. Other pupils come from a broad range of backgrounds and include a significant number from families of Turkish heritage. The proportion of pupils in the early stages of learning English is much larger than in most schools. The number of pupils joining or leaving the school at different times is high. The school has a Nursery for three-year-olds who attend part-time. There has been a high turnover of teaching staff in the last two years. The school's breakfast and after-school care clubs were also inspected.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school's effectiveness is inadequate and it gives unsatisfactory value for money. The school feels that it offers a satisfactory education but inspectors disagree. All aspects of the school's work and its leadership are inadequate. The effectiveness of the after-school and breakfast clubs is also inadequate. Most pupils underachieve because of inadequate teaching. A significant number of pupils do not enjoy school or feel safe because behaviour is unsatisfactory.

Consequently, in accordance with Section 14 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school has made unsatisfactory progress since its last inspection. The leadership team and governors have failed to prioritise and deal with the weakest aspects of the school, particularly the quality of teaching and pupils' poor behaviour. Recent initiatives to extend the management roles of staff and to undertake systematic monitoring of teachers' planning and lessons have had minimal effect. There are pockets of good teaching, but the weak approaches to monitoring and evaluation have not ensured that this good practice is shared. A high turnover of staff and inadequate teaching have slowed the pace of school improvement. There is disillusionment amongst the staff and morale is low. Some are not taking their responsibilities seriously enough when supervising pupils so poor behaviour is not being dealt with adequately. This is undermining the efforts of more vigilant staff who are trying to improve pupils' behaviour. Consequently, there are many inadequacies in the care and support provided for pupils. In some lessons, expectations are higher so pupils behave better. However, this good practice is not typical so there are inconsistencies in the way staff manage pupils in lessons and at other times.

Achievement is inadequate. Pupils of all abilities, including those with learning difficulties and disabilities make unsatisfactory progress. English, mathematics and science standards are extremely low by the end of Year 2 and well below average by the end of Year 6. National test results last year improved because of pockets of good teaching. However, this masks underlying weaknesses in the teaching so improvements to standards are not being sustained and pupils are making inadequate progress across the school.

Children in the Foundation Stage underachieve because provision is inadequate. Nursery and Reception children are not receiving the necessary stimulation, care and skilled support to help them work towards the early learning goals expected for their age. Standards by the time they start Year 1 are extremely low.

The pupils' spiritual, moral, social and cultural development is poor. There are too many instances of unsatisfactory behaviour so that many pupils do not enjoy school. Attendance rates are rising because this has been a focus for improvement. The inadequate care, guidance and support provided for pupils concerns many parents. A significant number rightly feel that their children are not safe in school because of some poor behaviour. There is a high level of dissatisfaction expressed by parents. Governors provide inadequate support and are not always fulfilling their statutory responsibilities.

What the school should do to improve further

- Improve the teaching to raise standards in English, mathematics and science, and ensure that pupils of all abilities achieve as well as they can.
- Improve the curriculum, teaching and care provided for children in the Foundation Stage.
- Improve behaviour to ensure that all pupils enjoy school and are safe from harm or harassment.
- Improve the quality of leadership at all levels by establishing clear priorities for improvement that take account of the views of pupils and parents.

Achievement and standards

Grade: 4

Achievement is inadequate and standards are well below average. Most pupils, whatever their background, abilities or ethnicity, underachieve because of inadequate teaching and low expectations. Teachers are not setting challenging targets and checks on pupils' performance are inconsistent. Consequently, many teachers are unclear about what pupils ought to be achieving, which accounts for their poor rate of progress. Most children start school with low attainment, particularly in language and communication, and in their personal development. They make poor progress in the Foundation Stage because activities are not planned to build on their previous achievements. Consequently, standards by the start of Year 1 are too low in all areas of learning. English, mathematics and science standards are extremely low by the end of Year 2, and well below average by the end of Year 6. Some pockets of good teaching account for improvements to standards recently, but this is not being sustained as too many pupils are underachieving across the school.

Personal development and well-being

Grade: 4

Overall, pupils' spiritual, moral, social and cultural development is poor. Pupils reflect on important values such as respecting the views of others, but this is not always apparent in the life of the school because of the poor attitudes and behaviour of some of the pupils. Members of the school council hold firm views about justice and fair play but feel that they do not have sufficient voice to make improvements. Pupils understand how to keep healthy, as one said 'Your heart and lungs won't work if you eat the wrong foods'. Attendance is improving. However, the rate of exclusion is higher than last year. Unsatisfactory behaviour concerns pupils and parents. One pupil rightly commented, 'Some children spoil our learning in class'. Some teachers set clear rules and expectations so that, as one pupil said, 'It's fun learning new things everyday,' but too often, pupils find it difficult to concentrate when lessons are disrupted by poor behaviour. Older pupils apply their reading, writing and mathematics skills and use computers to research or gather information. However, this is not consistent enough to prepare all pupils adequately for their future.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching and learning is inadequate. Despite some good teaching, too much is inadequate with some poor behaviour management, which leads to significant underachievement. Children in the Foundation Stage have an unsatisfactory start to school. Activities are not

planned well enough to support their emotional and academic development. Some children disturb others who are more settled because they are not sure what they are supposed to be doing. The strongest teaching is in Years 3 and 6, and there are pockets of good teaching in Year 2. In these lessons, teachers make it clear to the pupils what they want them to learn and tasks are usually more challenging and match pupils' abilities. However, too much teaching across the school is inadequate. Teachers do not provide achievable tasks that challenge pupils of different abilities or that stimulate their enthusiasm for learning. The frequent use of over-laboured class discussions and time-filling tasks do not expect enough of the pupils.

Curriculum and other activities

Grade: 4

The curriculum does not meet the needs of pupils of all backgrounds and abilities, including those in the early stages of learning English. Because of the large amount of time spent on English, mathematics and science, there is a lack of breadth and depth to pupils' studies. Activities do not always engage pupils or extend their thinking. The Foundation Stage curriculum is not stimulating enough and there is an imbalance of indoor and outdoor activities. In Years 1 to 6, other subjects such as music and physical education are not properly planned to broaden pupils' experiences. Enrichment activities, although available for some in sport and art, do not reach all pupils. The curriculum does not enhance pupils' personal development because many of them are affected by unruly behaviour. However, they are aware of what they should do to follow a healthy lifestyle. Reading, writing and mathematics skills are not being sufficiently developed across the full breadth of the National Curriculum.

Care, guidance and support

Grade: 4

Care, guidance and support are inadequate. Child protection procedures meet statutory requirements. However, some staff are not consistent when supervising and caring for pupils. This undermines the efforts of more vigilant staff. Boisterous behaviour in the playground and inconsistent supervision makes some pupils feel unsafe. There is also inconsistency in the way pupils are guided in their learning. Many do not know their learning targets or what they have to do to improve. Systems for monitoring pupils' progress are at a very early stage so teachers do not have a long term view of what pupils are capable of achieving. Although the most able are identified, they are not challenged enough. Pupils with learning difficulties or disabilities and those in the early stages of learning English are not always provided with the appropriate support to meet their learning needs.

Leadership and management

Grade: 4

Leadership and management are inadequate. The leadership team have not provided a vision for the school that is shared by all. This has led to divided loyalties amongst the staff and low morale. The high turnover of staff has necessitated changes to management responsibilities, but these are unclear. Self-evaluation is inaccurate because monitoring is not sharp enough to establish key priorities for improvement. Systems for monitoring are not robust and do not identify weaknesses in the teaching that need improving most. There are too many priorities in the school's improvement plan so there is a lack of focus. Consequently, the expectations of the leadership team are unclear so the pace of school improvement is too slow. This is

frustrating many parents who have lost confidence in the school. The support provided by governors is inadequate and statutory requirements are not being met, for example, some formal meetings are not quorate. There is a high level of dissatisfaction from parents, particularly in relation to pupils' behaviour. Many believe that their views are not being sought. Given these many shortcomings the school's capacity to improve further is poor.

Effectiveness of registered day care

Grade: 4

The responsibility for running the after school club was transferred from the Learning Trust to the governing body of the school in 2006. A breakfast club has also been established recently, but the school was not aware that it was subject to the same registration requirements as the after school club. The breakfast club provides a healthy meal and quiet activities to help children make a positive start to the day. It comes under the same registration as the after school club as out of school care, but there is no continuity of practice. The registration document that is displayed for parents to see is incorrect.

The outcomes for the children are inadequate as the setting is failing to comply with the conditions of its registration and a significant number of the National Standards for Out of School Care. It also does not meet the statutory requirements with regard to complaints procedures. This compromises the overall quality of provision, links with parents and children's safety.

Since the school was registered in November 2006, there has been confusion about the overall responsibility for the leadership and management of the after school and breakfast clubs. The registered person is the governing body. Each club is supervised by different members of staff, who have some knowledge of the National Standards, but the headteacher and governing body are not aware of their requirements. This means the school's compliance to these standards and the quality of provision have not been checked. Policies, procedures and record keeping are out of date and are not specific to the after school or breakfast club. There is no policy for what should happen in the event of a child becoming lost. The complaints policy is out of date and the school is not clear about the correct procedures to take when parents make a complaint. The child protection policy is also out of date and does not relate to the specific procedures the school would follow should an allegation be made against a member of staff.

Parents say that they are pleased for their children to attend the clubs and believe that their children are cared for appropriately. However, the information provided for them is very limited and does not give a clear picture of the provision made for their children. Records of staff attendance are incomplete. While children are signed out by their parents and the time noted, there is no record of the time they arrive. Written risk assessments have been undertaken in the breakfast club, but not the after school club so that steps to promote safety are not rigorous enough. Staff are checked for their suitability before working with the children, but not all staff have a clear understanding of child protection, health and safety.

Relationships between children of different ages are appropriate, but there is not sufficient interaction by staff in the after school club to promote the outcomes of enjoyment and achievement, being healthy, staying safe and making a positive contribution to the community. Staff in both clubs plan for a limited range of activities, to be available over the week that promote opportunities for children to cooperate or do something on their own. Staff at the breakfast club have taken into account children's views of the activities they wish to find there, but this has not been done at the after school club. These activities, especially in the after

school club, are not always sufficiently challenging. Resources are limited in range and not always easily accessible for children to choose what they want to do.

The environment provides challenges to the organisation of activities and lacks an area for children to relax, although children can play outside. Although it is meant for the sole use of the clubs, other adults and children often use it to walk through as a short cut to enter or exit the school. Children of different ages play well together, but staff do not always ensure that those playing ball games indoors do not interfere with those engaged in quieter activities. Children enjoy eating their snacks but they are not encouraged sufficiently to develop their social skills or give good consideration to their personal hygiene by washing their hands before eating. The children know the routines of the club, but are not involved sufficiently in helping to set it up and tidy away before they go home.

Since the provision was registered in November 2006 there have been no complaints about the registered day care that required Ofsted or the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

Recommendations or actions to improve the registered day care

The quality and standards of care are inadequate. The registered person does not meet the National Standards for under 8s day care and childminding.

To improve the quality and standards of care further the registered person should take into account the following action(s) by the dates set out below:

- display an up to date registration certificate within four weeks from 26th March 2007
- provide continuity of practice between the breakfast and after school clubs within three months from the publication of the report
- ensure that there is a clearly defined procedure to be followed in the event of a child being lost within two weeks of the publication of the report
- make sure that there is an up to date policy for child protection and that staff are fully aware of the procedures to take should an allegation be made against a member of staff within two weeks of the publication of the report
- develop knowledge of the regulation regarding dealing with parental complaints and ensure there is an up to date complaints policy that is made available to parents within four weeks of the publication of the report
- ensure positive steps are taken to promote children's safety by ensuring they are not exposed to hazards within the environment and ensuring the accommodation is secure within one week of the publication of the report
- provide children with access to a sufficient range of resources and activities that offer suitable challenge and meet their needs. Ensure staff interact with children appropriately within three months of the publication of the report
- maintain an accurate record of the children's hours of attendance and details of staff who cared for them within one week of the publication of the report

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	4
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	4
The extent of learners' spiritual, moral, social and cultural development	4
The behaviour of learners	4
The attendance of learners	3
How well learners enjoy their education	4
The extent to which learners adopt safe practices	4
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

The effectiveness of the registered day care

The quality and standards of the registered day care	4
How effective is the day care in helping children to be healthy?	4
How effective is the day care in protecting children and helping them to stay safe?	4
How effective is the day care in helping children to achieve and enjoy their learning?	4
How effective is the day care in helping children to make a positive contribution?	4
How effectively is the day care organised?	4
Does the day care meet the needs of the range of children for whom it provides?	No
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

11 May 2007

Dear Children

Inspection of London Fields Primary School, Westgate Street, London, E8 3RL

Thank you very much for welcoming the inspectors to your school. Many of you were friendly and helpful.

Your school did not do well in its inspection and needs a lot of extra help. The inspectors think that you could achieve a lot more, so we have decided that your school needs some 'special measures' to help it to improve. This means that other inspectors will be making regular visits to see how you are getting on.

These are the things the inspectors found out about your school:

- Some of you try hard and told us that you enjoy school and your lessons. However, many of you said that some other children are not behaving very well. We agree with you, because we saw that some pupils were disturbing lessons and upsetting some of you at break-times.
- You are trying hard to come to school every day and inspectors were pleased to see that attendance is improving. Well done and keep this up.

I have asked your headteacher, teachers and governors to:

- make sure that all lessons help you to do better in English, mathematics and science and that the work your teachers give you is just right for all of you and is not too easy
- provide the children in both the Nursery and Reception classes with more exciting things to do and to help them all do better in all areas of their learning
- improve behaviour so that all children are well behaved in lessons and at other times
- check lessons and your work often and list the important things that need improving most so that your school helps you all to do better
- improve the breakfast and after-school care clubs.

Thank you all again and I wish you all the very best.

Yours sincerely

Charalambos Loizou

Lead Inspector