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8 July 2008

Ms Virginia Fraher
Principal
London Fields Primary School
Westgate Street
London
E8 3RL

Dear Ms Fraher

SPECIAL MEASURES: MONITORING INSPECTION OF LONDON FIELDS PRIMARY SCHOOL

Following my visit to your school on 2 July 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in March 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – outstanding

Progress since previous monitoring inspection – good

Newly qualified teachers may be appointed up to a maximum of five in total.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the IEB and the Executive Director of Standards & School Effectiveness for Hackney.

Yours sincerely

Adrian Lyons
H M Inspector

SPECIAL MEASURES: MONITORING OF LONDON FIELDS PRIMARY SCHOOL

Report from the third monitoring inspection: 2 July 2008

Evidence

Inspectors observed the school's work, scrutinised documents and met with the executive principal, the executive principal designate, the headteacher, a group of pupils, representatives from the learning trust and senior and middle leaders.

Context

From 1 September 2008 the school will be federated with another Hackney primary school. There will be a new executive principal, head of school and senior leadership team. All teachers on the existing staff are either leaving or having their roles significantly changed. Given this major imminent change, it was not possible on this visit to judge the school's capacity to improve beyond the end of this month.

Achievement and standards

There was no specific area for improvement identified by the inspection in March 2007 for this section. Standards remain low, but generally have improved substantially as a result of better teaching and careful tracking of students' progress this year.

Personal development and well-being

It is clear that the positive transformation seen at the time of previous monitoring visits has been maintained. The school has been transformed from a fearful and unsafe environment where control had broken down a year ago, to a well-run, calm, friendly institution. Relationships are excellent. Pupils enjoy their lessons and are positive about the greatly improved provision. In lessons they are fully engaged in their work. Around the school, children are polite and helpful. At break times pupils play well together and relate very well to adults.

Progress on the areas for improvement identified by the inspection in March 2007:

- Improve behaviour to ensure that all pupils enjoy school and are safe from harm or harassment – outstanding

Quality of provision

The overall quality of teaching has risen. Many lessons are good and inadequate teaching has been eliminated. This has been due to several factors. There has been good professional development for teachers. The Hackney Primary Advisory Team is valued by teachers. Members of the team have led training, and role-modelled good practice. The impact of this training is then monitored. Monitoring of the quality of teaching takes place through lesson observation, book monitoring and the analysis of data. A culture has been created where teachers are keen to share good practice and

learn from one another. Given the legacy of underachievement, the quality of teaching now needs to be more consistently good in order to bring about the accelerated progress needed.

At the time of the last monitoring visit, provision for pupils whose first language is not English was identified as an urgent area for improvement. Since then, the situation has been transformed. The appointment of bi-lingual teachers and support staff coupled with staff training and improved planning has resulted in improved progress for these pupils. The needs of pupils with English as an additional language are recognised by teachers and in lessons observed these pupils are well integrated.

The Foundation Stage has also been transformed. The leadership has brought coherence to the provision. The effect of investment in human resources and equipment can be seen in both fully engaged learners and improved standards.

Progress on the areas for improvement identified by the inspection in March 2007:

- Improve the teaching to raise standards in English, mathematics and science, and ensure that pupils of all abilities achieve as well as they can – good
- Improve the curriculum, teaching and care provided for children in the Foundation Stage – outstanding

Leadership and management

The transformation of the school is testament to the experience, vision and drive of the executive principal, head teacher and senior leaders. Middle leaders are gaining confidence in their roles. They view the developments this year as very positive and effective, valuing the professional development and the leadership of senior leaders. Pupils now have a voice through the school council and are able to influence decisions. They were instrumental in enhancing break time arrangements. Pupils are very positive about the changes that have taken place this year listing the main ones as: improved behaviour, safety and the dramatic reduction of bullying. They praise the change in teaching and learning recounting that they now understand their work and what they need to do. Pupils report that learning is now fun and that school dinners have got healthier. They value the new provision of clubs and extra activities saying that having more to do has improved behaviour. Issues identified by monitoring visits have been acted upon with urgency and effectiveness. The staff as a whole have shown common purpose in improving the school beyond all recognition.

Progress on the areas for improvement identified by the inspection in March 2007:

- Improve the quality of leadership at all levels by establishing clear priorities for improvement that take account of the views of pupils and parents – good

External support

Staff have high regard for the professional development and in-school support provided by the Learning Trust. Generous financial support has enabled teachers to be supported and coached to improve the quality of teaching. Additional staffing has supported the leadership team in changing positively the culture of the school.

Priorities for further improvement

- Improve the consistency of teaching and learning to accelerate the progress of all pupils and raise standards.
- Ensure an effective transition to the new federation so that improvements are sustained.