

# INSPECTION REPORT

**JENNY HAMMOND SCHOOL**

LEYTONSTONE

LEA area: Waltham Forest

Unique reference number: 103082

Headteacher: Alexandra Law

Reporting inspector: Michael Whitaker  
1424

Dates of inspection: 14<sup>th</sup>-15<sup>th</sup> March 2000

Inspection number: 189880

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11 Years
Gender of pupils:	Mixed
School address:	Worsley Road Leytonstone London
Postcode:	E11 3JF
Telephone number:	0181 519 3977
Fax number:	0181 519 2708
Appropriate authority:	Governing Body
Name of chair of governors:	Giles Williams
Date of previous inspection:	8 <sup>th</sup> -10th October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
M. H. Whitaker	Registered inspector
C. Waldon	Lay inspector
K. Singh	Team inspector

The inspection contractor was:

Capital Inspections  
Chaucer Building,  
Canterbury Road,  
Morden,  
Surrey.  
SM4 6PX

Tel: 0191 487 2333

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>12</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>13</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a growing school, which opened in September 1994 with one class of reception pupils. It now has 157 pupils on the roll with one class for every year group between reception and Year 5. By September 2000 it will be a complete primary school with pupils up to Year 6. The school serves a relatively poor area of Waltham Forest although there is a broad range of privately owned, mainly rented accommodation. Approximately half of the pupils are eligible for free school meals and the school has a higher than average percentage of pupils with special educational needs, although only one has a statement. Seventy-five per cent of pupils are from a range of ethnic minority groups and 34 have English as an additional language. The attainment of the pupils on entry to the school is below expected levels.

### **HOW GOOD THE SCHOOL IS**

The Jenny Hammond School is a very effective school. Results in national assessments at the end of Key Stage 1 are consistently in line with national expectations in reading and writing and above expected levels in mathematics. When these results are compared with similar schools they are very high. Evidence from the inspection indicates that these standards are broadly maintained. Because the school has not had Year 6 pupils there are no national test results for Key Stage 2. Evidence from the inspection, school assessment data and the targets set suggest that the high levels of achievement and the standards achieved in Key Stage 1 will be maintained and improved upon by the end of Key Stage 2. This is the result of consistently good and often very good teaching throughout the school, enabling effective learning to take place. The school has developed a very positive climate for learning where relationships are excellent, pupils have very positive attitudes to learning and behaviour is very good. The quality of leadership and management is good, although this has been affected by some instability in the staffing. The school provides very good value for money.

#### **What the school does well**

- High quality planning, effective use of assessment, including involving pupils in target setting, and very good classroom organisation and management leads to good and often very good teaching.
- A very positive climate for learning has been established where relationships are excellent, pupils have very positive attitudes to learning and behaviour is very good.
- Good leadership by the headteacher has maintained and developed effective teamwork as the school has grown, despite changes in staffing.
- Parents are very effectively involved in their children's learning.
- The personal and social development of pupils is a strength where there is a high degree of racial harmony, equality of opportunity and where pupils with special educational needs do well.

#### **What could be improved**

- The governing body could be more involved in monitoring and evaluating the work of the school in a systematic, objective way.
- As the school has developed the role of subject managers could be developed in monitoring the quality of teaching within their area of responsibility.
- Systems for evaluating the effect of developments in the school improvement plan could be more closely linked to the intended impact on pupils' learning.
- More staff could be provided with up to date training in Child Protection.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. It has continued to make good progress. It has successfully grown to include Year 5 pupils. Levels of attainment have been maintained and the achievement of pupils compared with those in similar schools is very high. The curriculum has been developed to include work related to the National Literacy and Numeracy Strategies. The role of subject managers has been developed although it is not yet fully established. Staff development is now more closely linked to priorities within the school improvement plan and to areas for improvement in

Teaching identified by internal monitoring.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	C	C	C	A
Writing	C	C	C	A
Mathematics	A	B	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results in national tests at the end of Key Stage 1 have been consistently in line with national expectations in reading and writing and consistently above average in mathematics over the past three years. When compared with similar schools the achievement of pupils is well above average. Although there are no pupils at the end of Key Stage 2, evidence from inspection indicates that achievement is very good within the key stage and that standards are at least in line with national averages. The school has set realistic but challenging targets which support this.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils and children have very good attitudes to school. They enjoy school.
Behaviour, in and out of classrooms	Behaviour around the school and in classrooms is very good. Systems for managing inappropriate behaviour are effective.
Personal development and relationships	Relationships and the personal development of pupils and children are excellent.
Attendance	Attendance is satisfactory and broadly in line with the national averages. There is some variation between classes but pupils are generally punctual to school, and lessons.

Pupils and children of all ages enjoy coming to school. They have positive attitudes to learning and are keen to succeed. They concentrate on their work and willingly show ideas and listen to those of others. Behaviour in school and during lunch and break time is very good. Any minor problems are effectively dealt with but the very positive ethos within the school does much to minimise potential difficulties.

Relationships between staff, with pupils and between pupils are excellent. The school creates many opportunities for the personal development of pupils who are seen as partners in their education. They are involved in setting their own challenging targets. As a result a very harmonious community has been established where there is genuine respect for the rights, values and beliefs of all. Attendance is broadly in line with expected levels and the majority of pupils arrive at school punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very Good	Very Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good throughout the school overall and it is frequently very good. During the lessons seen 50% of teaching was very good, 43% was good and 7% was satisfactory. Teaching of children under five was always good. No unsatisfactory or poor teaching was observed. As a result learning is consistently good. The quality of teachers' planning, the effective use of assessment and the involvement of pupils in determining their own targets are significant elements in the achievement of pupils and the progress they make. Classroom organisation and management is also a strength in the teaching. Where teaching is relatively less successful the organisation and management of groups and the clarity of instructions are less secure.

The very good planning ensures that pupils of all levels of attainment including those with special educational needs and those for whom English is an additional language have their needs met and they are able to learn effectively and make progress.

Literacy and numeracy skills are effectively taught throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, which meets the diverse needs of all its pupils.
Provision for pupils with special educational needs	Good. Assessment and identification procedures are good. Clear targets are set and as a result pupils with special educational needs make good progress.
Provision for pupils with English as an additional language	Provision for pupils for whom English is an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the personal development of pupils including their spiritual, moral, social and cultural development is very good. It is an integral part of the ethos of the school where pupils are taught to respect the beliefs, values and ideas of others.
How well the school cares for its pupils	The school cares well for its pupils. Procedures for monitoring academic and personal progress are very good.  Child Protection procedures are good.

The school has extended the curriculum well to meet the needs of pupils in Key Stage 2 and has successfully introduced the Literacy and Numeracy strategies to meet the needs of its pupils. It is particularly successful in meeting the diverse needs of the school population including those with special educational needs and those for whom English is an additional language. The school has created a very positive ethos with very good provision for the personal, social, moral spiritual and cultural development of pupils which is integral to the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has provided good leadership and management as the school has grown. The role of subject managers has developed but does not yet include formal systems for monitoring and evaluating the impact of teaching on the standards achieved.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities but do not have formal systems for evaluating or monitoring the work of the school.
The school's evaluation of its performance	The school has a wide range of informal ways of evaluating its performance but formal, objective, systems have not been developed as the school has grown.
The strategic use of resources	Resources are very effectively used.

The head has managed the development of the school effectively. Staffing changes and growth have meant that subject co-ordinators do not yet monitor the impact of teaching. Similarly, although the governors are supportive they do not have formal systems for monitoring or evaluating the performance or work of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school promotes very positive attitudes and values.</li> <li>• The quality of reports they receive and the range of information provided by the school.</li> <li>• The progress made by pupils</li> </ul>	<ul style="list-style-type: none"> <li>• School's policy for homework</li> <li>• Range of extra curricular activities</li> <li>• Information provided</li> </ul>

The inspection team agreed with the positive views of the parents. They agreed with those who felt that good quality information is provided.

The school's homework policy is in need of clarification and only a limited range of extra-curricular activities is provided.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**A very positive climate for learning has been established where relationships are excellent pupils have very positive attitudes and behaviour is very good.**

1. Relationships within the school are excellent. Teachers and support staff work effectively together to promote learning. Pupils of all ages have very positive attitudes to school. They enjoy coming to school and arrive punctually. In lessons they co-operate well, working together in groups and pairs to achieve successful outcomes. For example Year 5 pupils helped one another very successfully in working on computers during a literacy lesson. They willingly shared their expertise to enable all to produce work of a high quality.
2. In all lessons observed behaviour was at least good and often very good. Pupils share well with others, willingly listening to ideas before expressing their own. They value the opinions of others. In Year 1 for example, three pupils worked very constructively with little teacher intervention in deciding how to programme a roamer to move forward and around corners. As a result of discussion, compromise, and trial and error, together the pupils succeeded.
3. During lunch and play times pupils behave very well. In the yard lunch-time supervisors organise games and ensure that pupils are meaningfully occupied in skipping, playing hopscotch or other games. Pupils learn to share, play together and enjoy school. A very happy atmosphere exists. In the dining hall pupils queue willingly for their lunch. They are polite and courteous and lunch-time is a very civilised experience. Pupils of all races join together to create a harmonious learning environment.

**Good leadership by the headteacher has maintained and developed effective teamwork as the school has grown, despite changes in staffing.**

4. Teamwork between staff is a major strength of the school. This has helped to create a very positive climate for learning. Despite the potential difficulties caused by the yearly growth of the school with a consequential increase in the number of teachers and compounded by a number of staff changes the school has maintained and developed its positive ethos. Staff share a common philosophy and the school has a clear sense of purpose and vision for the future. All staff are committed to providing a high quality of education in the context of a caring harmonious environment. Targets are challenging and there is a determination to raise standards in this context. The headteacher, well supported by the longest serving senior teacher and the chair of governors, has worked hard and successfully to maintain and improve the school. Circumstances have meant that some developments have not progressed at a speed which the school would have preferred but this has not had a detrimental effect on the standards achieved.

**High quality planning, effective use of assessment, including involving pupils in target setting, and very good classroom organisation and management leads to good and often very good teaching.**

5. Pupils of all levels of attainment achieve well and make good or very good progress. The high standard of teaching is a significant factor in this. During the inspection 50 per cent of the teaching seen was very good, 43 per cent was good and 7 per cent was satisfactory. No unsatisfactory or poor teaching was observed.
6. Throughout the school the high quality of teachers' planning has a significant impact on learning and the progress pupils and children make. In a mathematics lesson for children under five very clear learning objectives for children to understand the minus sign and the concept of subtraction were translated into key tasks which enabled the children to develop their understanding during the lesson and very good learning occurred. By the end of the lesson most children were achieving above nationally expected levels and were able to add and subtract to 10 and write the sum correctly on the board. The very good use of questions adapted for children of different levels of attainment ensured that all could make progress. In a Year 5 literacy session very clear planning for groups undertaking different tasks enabled pupils to develop their understanding of prefixes. One group made very good progress in personal development through using dictionaries to research words beginning with 'tele'

learning to spell them correctly, understand their meaning and explore their origin. In all lessons observed the very clear objectives were shared with pupils and children so that they had a clear idea about what they were trying to achieve. Later they were involved in analysing the progress they had made and what they had learned. This analysis is then frequently used to set the next targets in discussion with the teacher. This strategy is particularly effective in writing and enables pupils to make good or very good progress.

7. Teachers organise and manage their lessons very effectively, ensuring that pupils are using the time available effectively. In a Year 2 English lesson concentrating on using speech marks, describing words and writing in different styles pupils made very good progress and learned effectively because of the excellent planning and very good organisation and management. This enabled the teacher to work effectively with one group on writing a play whilst others worked independently, concentrating well to write the story in their own words. Clear classroom routines had been established, pupils knew exactly what was expected and were able to get on purposefully. In a Year 1 history lesson the very good management of pupils together with very thorough planning enabled an interesting and exciting lesson to take place where pupils experimented with a range of toys from different ages in groups. They were able to decide why particular toys were made of different types of materials and discovered that toys, which looked fairly simple, were in fact quite difficult and enjoyable. They could relate their findings to the time the toy was made and used.

### **Parents are very effectively involved in their children's learning.**

8. Parents are very effectively involved in the education of their children. Good quality information is sent from the school about the curriculum and topics to be covered. This enables parents to have meaningful discussions with their children about their work and to support their learning.
9. Parents are encouraged to help in class by undertaking particular supporting roles. They are fully prepared and well-briefed for this. During the inspection a number of parents helped in the Year 1 science lesson investigating how to programme a roamer, discovering which surfaces it can move most quickly over and how to make a wind-up toy. The parents had been given clear instructions on the day before the lesson and had a good understanding of their role and what the expected outcomes should be. As a result they were able to make a positive contribution to learning and pupils benefited greatly.
10. Many parents are also involved in classes at the beginning of each day, working with their own child on literacy or numeracy activities for the first ten minutes. This settles children to work very quickly ensuring a purposeful start to the day whilst also keeping parents involved in children's learning. Not all parents can be involved in this but children are supported by other adults or parents during this time.
11. Teachers are always available to discuss children's progress with parents. There is a very structured period allocated after school every Tuesday when teachers are available for time-tabled consultation and teachers willingly see working parents outside these times. Consultation evenings have also been held to discuss curriculum issues to enable parents to support learning. Workshops to discuss the National Literacy and Numeracy strategies have not taken place because of staffing changes. Parents' views about homework vary considerably and the school's approach has been inconsistent. However, a new draft policy has been produced recently for consultation.
12. The quality of written reports to parents is very good. They provide detailed information about attainment and progress and targets for further improvement.
13. Overall there is a very effective partnership between parents and the school and parents have positive views.

### **The personal and social development of pupils is a strength where there is a high degree of racial harmony, equality of opportunity and where pupils with special educational needs do well.**

14. The school ethos places great emphasis on the value of every individual as a member of the school community. Pupils are encouraged to take responsibility for their own actions and to take an active part in planning their own learning. They are encouraged to work co-operatively together and to share ideas. All pupils are equally valued and provision is made to ensure that all make progress and learn effectively.

## **WHAT COULD BE IMPROVED.**

**The governing body could be more involved in monitoring and evaluating the work of the school in a systematic, objective way.**

15. The governing body fulfils its statutory responsibilities. It is very supportive of the school, and the Chair is particularly active. Most of the governors are parents and are involved in the daily life of the school in a number of ways. The governing body has developed a suitable committee structure and has been very active recently in financial planning and in trying to ensure that the school maintains a balanced budget. It receives detailed reports about the school, curriculum development, priorities for improvements and results from the headteacher. However, although it is well-informed it does not have clear systems for monitoring the standards achieved by the school, setting challenging targets for improvement or evaluating the impact of teaching and curriculum development in an objective way.

**As the school has developed the role of subject managers could be developed in monitoring the quality of teaching within their area of responsibility.**

16. As the school has grown the role of subject managers has developed. They are responsible for ensuring a broad and balanced experience is provided for pupils within their subject through monitoring planning, and, for ensuring that the available resources are suitable and available to teach the subject. There has been some informal monitoring of teaching but the school does not have a formal system for subject managers to monitor and evaluate the impact of teaching on the standards achieved or the progress made by pupils. It is difficult therefore to identify areas for development and targets for improvement within subjects.

**Systems for evaluating the effects of developments in the school improvement plan could be more closely linked to the intended impact on pupils' learning.**

17. The school development plan has been a useful tool for managing the growth and development of the school. It is linked to financial planning and identifies appropriate priorities for development. Whilst the school can monitor the progress made in implementing the improvements the criteria for evaluating their effect are currently not sufficiently linked to their impact on raising standards.

**More staff could be provided with up to date training in Child Protection issues.**

18. As more staff have been appointed and there have been other staffing changes there is a need to ensure that they all receive up-to-date training in Child Protection procedures and issues.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

19. In order to improve further the head, staff and governors should;

Develop the overall leadership and management of the school by:

- a) Ensuring that the governing body monitors and evaluates the work of the school in a systematic and objective way;
- b) Strengthening the role of subject managers in monitoring and evaluating the impact of teaching on the standards achieved;

- c) Ensuring that evaluations of the effects of improvements within the school improvement plan are more closely linked to their impact on pupils' learning.

In addition to these issues the governing body should also ensure that all staff are provided with up to date training in relation to Child Protection.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

16

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	43	7	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR- Y5
Number of pupils on the school's roll (FTE for part-time pupils)		164
Number of full-time pupils eligible for free school meals		73

FTE means full-time equivalent.

#### **Special educational needs**

	Nursery	YR- Y5
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		52

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	34

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	7.5
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	3.3
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	11	13	15
	Total	21	22	27
Percentage of pupils at NC level 2 or above	School	75	79	96
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	11	13	13
	Total	21	25	24
Percentage of pupils at NC level 2 or above	School	75	89	86
	National	82	86	87

*Percentages in brackets refer to the year before the latest reporting year.*

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

	No of pupils
Black – Caribbean heritage	48
Black – African heritage	14
Black – other	21
Indian	10
Pakistani	9
Bangladeshi	1
Chinese	0
White	40
Any other minority ethnic group	14

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y[ 1 – Y[ 1**

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	21
Average class size	27

#### **Education support staff: YR – Y5**

Total number of education support staff	2
Total aggregate hours worked per week	24

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998-99
	£
Total income	318652
Total expenditure	337401
Expenditure per pupil	2427
Balance brought forward from previous year	57017
Balance carried forward to next year	38268

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	108

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	1	0
My child is making good progress in school.	42	42	10	0	6
Behaviour in the school is good.	42	49	7	1	1
My child gets the right amount of work to do at home.	15	25	28	28	3
The teaching is good.	47	42	6	2	4
I am kept well informed about how my child is getting on.	44	42	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	27	4	5	0
The school expects my child to work hard and achieve his or her best.	52	40	6	0	2
The school works closely with parents.	50	39	7	0	5
The school is well led and managed.	48	41	7	2	3
The school is helping my child become mature and responsible.	42	48	6	1	3
The school provides an interesting range of activities outside lessons.	16	32	28	9	15