

Hague Primary School

Inspection report

Unique reference number	100903
Local authority	Tower Hamlets
Inspection number	376480
Inspection dates	19–20 January 2012
Lead inspector	Ruth McFarlane

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Daniel Senior
Headteacher	Judy Coles
Date of previous school inspection	2 December 2008
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Age group	3–11
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Introduction

Inspection team

Ruth McFarlane

Additional inspector

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Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Sixteen lessons or part lessons were observed and nine teachers were seen, amounting to nine and a half hours' observation of learning. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at safeguarding arrangements, development planning and records of pupils' progress and achievement held at the school. In addition, they analysed questionnaires from 102 parents and carers, 106 pupils and 29 staff.

Information about the school

This is an average-sized school. Almost all pupils are of Bangladeshi heritage, a much higher proportion than in most schools. A high proportion of pupils join the school in the very early stages of speaking English. The Early Years Foundation Stage comprises a full-time Nursery and a Reception class. A much higher proportion of pupils than average are known to be eligible for free school meals. The proportions of disabled pupils, and those with special educational needs and those who have statements of special educational needs, are much higher than in most schools. The school has a specially resourced provision for deaf or partially hearing pupils. This is in the form of a unit which provides bespoke support for up to 16 children who are fully integrated into mainstream classes and who also receive specialist support from qualified staff. The school meets the current floor standards.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Hague Primary School provides a good standard of education. Pupils achieve well because teaching and support are good.
- From low starting points, children in the Early Years Foundation Stage get off to a good start in their early reading and communication skills. By Year 6, pupils' attainment is broadly average.
- Disabled pupils, and those with special educational needs, including those from the specially resourced unit, also make good progress under the supportive care of well-trained and well-managed staff.
- Pupils who are new to learning English make rapid strides in their speaking skills because they are taught well by experienced staff using effective strategies.
- Teaching is good overall, although there is some small variability in quality. The teamwork between teachers and their assistants is a significant factor in the good progress made by pupils. The best teaching features brisk pace, high expectations and exciting activities matched to the differing abilities in the class. In a few lessons, there is too much activity led by the teacher and not enough by the pupils. Not all pupils are sure how to reach the next level in their learning because sometimes, learning targets are too general and not based sufficiently on assessment information.
- Pupils say they feel very safe in school and are not unduly concerned about bullying of any kind. They behave sensibly and safely around the school. Their good behaviour in class helps them to learn.
- The well-designed curriculum offers wide-ranging spiritual, moral, social and cultural opportunities.
- Leaders and managers focus on providing high-quality training and support for all staff. They have accurately evaluated the strengths of the school and put in place well-conceived measures to improve it further. Progress on these measures is carefully checked by members of the governing body, who provide comprehensive support and challenge.

What does the school need to do to improve further?

- Ensure that all pupils receive at least good teaching by the end of 2012, and that the proportion of outstanding teaching increases, by:
 - ensuring the pace of lessons is brisk with a higher proportion of time

- spent by pupils on tasks matched precisely to their ability
- making better use of assessment information to set specific individual learning targets so that pupils understand what to do to reach the next level.

Main report

Achievement of pupils

Children start school mostly with skills that are low compared with those expected for their age, particularly in the areas of speaking and listening. Good progress leads to broadly average attainment by the end of the Early Years Foundation Stage. Good progress continues throughout the school so that by the end of Year 6, floor standards are considerably exceeded. Attainment is broadly average for all groups. Most parents and carers agree that their children make good progress. The gap has narrowed between attainment for disabled pupils, and those with special educational needs, and the national picture for all pupils, including for resource-base pupils. Daily checks on learning are made for pupils in these groups. These pupils make good progress because they and their parents and carers are familiar with their well-devised learning targets which are frequently reviewed. The attainment gap for pupils who are known to be eligible for free school meals is narrowing, because the system of progress checks, introduced since the last inspection, triggers quick and effective interventions, such as one-to-one tuition, when pupils look likely to fall behind.

Pupils' reading skills by the end of Year 2 are broadly average, matching attainment in writing and mathematics. In Year 6, pupils read with interest and understanding, commensurate with their age. By considering why the author has used particular text, they can explain what the author may be inferring and what the underlying meaning is.

In the classroom, pupils enjoy their learning. They relate well to their teachers, other adults and each other. In the Early Years Foundation Stage, children soon develop confidence and capacity for independent learning. Children new to learning English make rapid progress, helped by experienced staff who sign and also use pictorial explanations. Through the school, pupils make best progress when they are actively engaged in tasks, as in most lessons. They develop good thinking skills to work things out for themselves. They listen well and cooperate enthusiastically with each other and their teachers. They apply their literacy and numeracy skills well. For instance, by Year 4, pupils show competent knowledge of multiplication tables and apply this when tackling mathematical problems.

Quality of teaching

In their responses to the questionnaire, most parents and carers felt that their children are taught well. Inspection findings and pupils' good progress over time confirm this. Teachers show insightful subject knowledge and high expectations, and pupils respond with enthusiasm to tackle challenging work. The skills and enthusiasm of the teaching assistants help pupils learn. The assistants are well directed to

support small groups or individuals, with regular checks on the effectiveness of their work.

In the Early Years Foundation Stage, the balance of teacher-led sessions and activities that the children choose for themselves helps to develop the children's confidence and independence, leading to good learning. Activities are presented in an exciting and appealing manner. In a typical activity, in Reception, children were excited by the presentation of 'tricky words' on brightly coloured laminated 'feet'.

Teachers track each child's progress and focus well on identified groups such as pupils who are known to be eligible for free school meals, ensuring good progress for all. Teamwork between staff and managers of disabled pupils, and those with special educational needs, including those pupils based in the special resource, ensures co-ordinated provision meets individual needs.

The wide-ranging curriculum links subjects together and lesson planning provides a variety of activities, well suited to the wide range of abilities in each class. This linking successfully promotes spiritual, moral, social and cultural development. For example, in a lively Year 2 literacy lesson, pupils enthusiastically made their own notes during a video presentation of a member of staff's wedding, in preparation for different tasks for each group. Interest stayed high throughout the lesson because pace was brisk, expectations high, and the content was of intense interest to the class. In most lessons, pupils are fully engaged, their interest captured. In a typical Year 6 lesson, pupils much enjoyed their creative writing, producing atmospheric 'spooky' images that responded well to the teacher's good questioning, constant encouragement to improve, and the sharing of pupils' efforts, with tips for improving style and effectiveness.

Lessons are enriched by visits linked to the curriculum themes, offering good opportunities for social development. For example, recently, pupils have enjoyed visits to museums to support their work on 'Treasure', and visits to a forest and 'wetlands' to provide direct experience of contrasting environments.

In a few lessons, throughout the school, pupils' progress is satisfactory. In these, teachers spend too much time explaining to pupils what they are going to do, recapping on previous work, limiting the time for pupils to get on with their activities. Teachers mark pupils' work frequently and thoroughly. Targets set are sometimes too general for best use as a spur to learning, because they do not always take enough account of the individual assessment information available from managers.

Behaviour and safety of pupils

Pupils are proud of their school. Attendance is consistently above average. Pupils informed inspectors that behaviour is typically good in the school. Most parents and carers agree. Checks of records and discussions about behaviour over time confirmed this. Pupils are polite and welcoming to visitors, and behave considerately towards one another in lessons and around school. In the Early Years Foundation Stage, work to encourage good behaviour pays dividends. Children quickly understand how to consider feelings and reactions, and the right way to behave, for instance through role-play of 'The Three Billy Goats Gruff.' The current 'Rights Respecting Behaviour'

programme through the school helps pupils understand what good behaviour actually is. In a Year 2 lesson, pupils learned about their right to learn, to be safe and be heard, and decided together the associated responsibilities that would lead to considerate, respectful behaviour.

Pupils show a good awareness of what constitutes unsafe situations, for example with regard to using the internet and mobile phones. Almost all parents and carers agree that their children are safe in school. Pupils have responded well to the work on anti-bullying, which covered a range of different situations and types of bullying including prejudicial and cyber bullying. Recently, pupils in Years 5 and 6 further improved their understanding of various types of bullying through an assembly presented by Childline. Pupils say bullying now occurs very rarely. The majority of parents and carers also reported that they too were confident that the school's systems were sufficiently robust to deal with any incidents. Inspection evidence confirmed this.

Leadership and management

Strong teamwork, a sharp focus on high-quality professional development for all staff, and rigorous monitoring of quality of learning throughout the school, including by the governing body, have enabled the school to consolidate its position as a good school. The development, since the last inspection, of a thorough system of measuring progress and achievement has led to the narrowing of gaps in pupils' attainment.

The development plan, shared by all staff, accurately identifies action needed and measures progress made in meeting priorities. Members of the governing body regularly visit the school and are well informed. They challenge leaders well. The good progress noted for all groups is testament to the school's effective promotion of equality of opportunity. Any incidences of racist behaviour are tackled promptly. There is no evidence of any discrimination. The school's procedures to safeguard children are robust and based on regular professional advice and audits. Assessment of risk is thorough. Staff are fully trained and equipped to protect children.

The curriculum is innovative and skills based. Strong effective leadership is evident for disabled pupils, and those with special educational needs, including those in the special resource. Pupils' spiritual, moral, social and cultural development is promoted well through the personal, social and health education programme and through strong partnerships, in the community and with parents and carers. For example, a local community music project promotes pupils' social and cultural development by enabling pupils to play instruments and collaborate to make music together, and develop their understanding of the music of different cultures. Links with secondary school drama students help pupils in Years 5 and 6 to prepare for their next school.

Most parents and carers speak highly of the school and gave positive responses in the Ofsted questionnaire. A few feel their concerns are not dealt with effectively, but inspectors found all recorded concerns, however minor, have been suitably resolved. Many appreciate the weekly 'Toy Library' for parents and carers, with children from birth to five years invited into school to exchange toys. This enables the school and local community to get to know each other before the children start school.

Since the previous inspection, the school has improved its curriculum and the system for measuring pupils' progress. Its programme of staff development has created a well-trained, effective staff group that has reaped benefits in narrowing the gaps in attainment between the various pupil groups. These successful actions demonstrate that leaders have strong capacity to make sustained improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 January 2012

Dear Pupils

Inspection of Hague Primary School, London E2 0BP

Thank you all for being so welcoming and helpful to the inspectors who recently visited your school. Thank you, too, for filling in the questionnaire, and to all those pupils who took time to chat to inspectors and give us your views, and especially those of you who read to inspectors.

You go to a good school where the adults help you to learn and look after you well. You work hard and make good progress in reaching the standards expected of you. You enjoy school, especially the lessons where teachers give you plenty of interesting things to do. In some lessons you sit too long listening to the teacher instead of getting on with individual tasks. Some of you are not quite sure how to reach the next level in your learning because targets are similar for the whole class rather than being a better match for you.

You get on well with each other and with your teachers. You understand and value people's different traditions and ways of life. You say you feel safe in school and that you are not too worried about bullying, because it is rare and is dealt with well. You behave well in lessons, and move safely and sensibly around the school.

The range of activities is good and this helps you develop good personal skills. The headteacher, staff and governing body are all working hard to make the school even better. To help them to do this, we have asked them to do two more things in lessons to improve your progress even more:

- enable you to spend most of the lesson time working on tasks just right for you
- make sure your targets are matched more clearly to what you need to learn next.

You too can help by continuing to work hard and try your very best, and by always asking the teacher if you do not understand.

Yours sincerely
Ruth McFarlane
Lead inspector

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