

Harrington Hill Primary School

Inspection report

Unique Reference Number	100256
Local Authority	Hackney
Inspection number	376376
Inspection dates	19–20 September 2011
Reporting inspector	David Radomsky

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Fiona Montgomerie
Headteacher	Nicola Massey
Date of previous school inspection	30 April–1 May 2009
School address	Harrington Hill Mount Pleasant Lane London E5 9EY
Telephone number	020 8806 7275
Fax number	020 8806 3364
Email address	nmassey@harringtonhill.hackney.sch.uk

Age group	3-11
Inspection date(s)	19–20 September 2011
Inspection number	376376

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in twelve lessons taught by eight teachers, and meetings were held with groups of pupils, members of the governing body, parents and staff. Inspectors observed the school's work and scrutinised policies, exercise books, monitoring information, safeguarding procedures, data about past and recent performance and the school's improvement plans. The team analysed the 149 parental and carer questionnaires, 21 completed by staff and 101 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well are teaching and the curriculum raising the rates of progress, especially in reading and mathematics?
- How effectively do leaders at all levels monitor and evaluate school performance and secure sustainable improvements?
- How well are teachers and leaders in the Early Years Foundation Stage ensuring consistency in the quality of provision and outcomes across the phase?

Information about the school

Harrington Hill Primary school is an average-sized school. The proportions of pupils from minority ethnic backgrounds, who speak English as an additional language and those eligible for free school meals are well above average. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special education needs and mainly experiencing difficulties with speech, language and communication needs, is much higher than usual. Since the previous inspection the nursery has relocated to the school site and a new headteacher has been appointed. The school has achieved a number of accreditations, including, since the previous inspection, the Inclusion Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Harrington Hill Primary School is a satisfactory and rapidly improving school. Following a period of significant underperformance, the new headteacher and her senior colleagues, supported well by the local authority, took decisive action to successfully reverse the downward trend. There has been a concerted drive to hold staff to account for the quality of teaching and learning, and modifications have been made to the curriculum to better meet the needs of all pupils. As a result, rates of progress across the school have accelerated rapidly, especially in reading and mathematics. Consequently, in the 2011 tests, pupils attained broadly average standards at the end of Year 6. The school knows itself well and, since the previous inspection, there has been a significant improvement in the systems for monitoring the school's work and in the quality of development planning. National Curriculum level descriptors and targets, however, are not shared with pupils as an additional means of driving up standards further. Morale is high and staff are keen to move the school forward. All leaders are intent on consolidating recent successes, including all learners fully by dismantling their barriers to learning, and securing further improvements. This reflects the school's inclusion award. This ensures that the school's capacity to improve further is good.

The Early Years Foundation Stage provides a welcoming environment and an appropriate range of activities that enable children to make satisfactory progress overall. Teaching is stronger in Reception than in the nursery because of differences in the way information from teacher assessments is used to inform planning. In addition, learning opportunities are limited because children do not make maximum use of the outdoor area in all weathers.

Accurate identification and effective support systems ensure that pupils who speak English as an additional language and those who have special educational needs and/or disabilities, including those with speech, language and communication needs, make similar progress to their peers. All pupils feel very safe in school, adopt healthy lifestyles and behave in a mature manner.

The quality of teaching is satisfactory and improving, with the majority of lessons having good features. In the best lessons, activities are varied, the pace is brisk and learning is planned to meet the full range of pupils' needs. In the less successful lessons, teachers talk for too long, the work is insufficiently challenging and consequently progress slows. The curriculum is satisfactory but opportunities for developing and extending writing skills across the subjects remain limited.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The governing body meets its statutory duties, including safeguarding, and shows a growing understanding of the school's strengths and areas for development. However, it does not sufficiently directly monitor the work of the school nor call leaders to account for the quality of all aspects of the school's performance.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate children's learning and progress, especially in the nursery, so that it is consistently good across the entire Early Years Foundation Stage by:
 - ensuring staff use information from assessments rigorously to plan activities to develop children's learning further
 - sharing good practice to develop the expertise of all staff in questioning children and in using their answers to extend higher-order thinking
 - making more effective use of the outdoor learning area in all weathers.
- Increase the rate of pupils' progress and raise standards further in English and mathematics to be above national averages by the end of Key Stage 2 by:
 - drawing on good practice to strengthen the quality and consistency of all teaching to ensure pace, rigour and challenge for all pupils in lessons
 - ensuring that pupils are fully aware of National Curriculum level descriptors and are given specific guidance on how to reach their targets
 - increasing further the opportunities for extended writing across the subjects.
- Strengthen governance by:
 - ensuring the governing body develops more rigorous and regular systems for monitoring the work of the school and holding leaders to account for the quality of the school's performance.

Outcomes for individuals and groups of pupils**3**

One Year 3 pupil, reflecting the view of many, told inspectors he and his peers enjoy school as, 'We learn a lot of new things.' Pupils are proud of their school and the level of commitment to their work is high. They collaborate well when working in groups or in pairs. For example, during a Year 6 mathematics lesson, groups of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils worked together enthusiastically and supported each other to solve problems using positive and negative integers. In a Year 1 guided reading session, adults supported small groups of pupils who worked effectively together and successfully raised their proficiency in reading and comprehension skills.

Pupils enter Nursery with below-average skills and abilities and they make satisfactory progress as they advance through the school. In 2011, more pupils attained higher grades than in previous years in reading and writing in Year 2, and in mathematics in both Years 2 and 6. Work seen in last year’s and current pupils’ books confirmed the school’s own analysis that pupils made good, and sometimes accelerated, progress during the last academic year in most year groups in reading and mathematics. Progress in writing, however, was slower overall. Owing to the legacy of poor prior achievement, progress over the key stages was satisfactory overall. The quality of learning seen in lessons during the inspection was often good but on occasions, progress slows when pupils are not challenged enough and the work does not cater for their individual needs. All groups make at least satisfactory progress, similar to their peers, including those with English as an additional language and those who have special educational needs and/or disabilities.

Pupils are keen to take responsibility and make a good contribution to their own school and the local community. They are proud of their work on the eco garden, they raise funds for national and overseas charities and enjoy participating in local singing festivals. Pupils develop good spiritual, social and moral skills and they have a good knowledge and understanding of and respect for different cultures and faiths.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The extent of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

Teachers establish good relationships with their pupils which effectively ensure that all engage well in the learning process. In the better lessons seen, teachers plan for the learning needs of all pupils, set a good pace and create opportunities for pupils to engage in a wide range of learning activities. Teaching assistants are well deployed and make a strong contribution to learning. In a significant minority of lessons, however, teachers miss opportunities to provide sufficiently challenging and stimulating activities for all pupils and the pace is too slow. Consequently, pupils’ learning and progress slows. The quality of marking has improved recently and pupils appreciate teachers’ helpful feedback and they also learn from the opportunities to assess their own work and reflect on how they can improve.

The curriculum is in the process of being overhauled to enable pupils to be more creative and develop a better sense of ownership of their learning. There are still missed opportunities, however, to exploit the changes to plan for more extended writing activities across the subjects. Additional opportunities, such as the many creative, musical, sporting and artistic activities available, plus a range of visits such as to the theatre or an art gallery, ensure that pupils enjoy a wide range of stimulating experiences which effectively help to support their personal development well.

The good care, guidance and support that the pupils receive underpin the positive atmosphere within the school. All pupils and their families are well known to the school and support is well targeted. Strong links with families, partnerships with agencies, and carefully planned provision combine to enable pupils who experience difficulties to make at least satisfactory and often good progress. Induction procedures to the Early Years Foundation Stage help children to settle into school quickly. Good transition arrangements to secondary school successfully ease the transfer of pupils at the end of Year 6. The school’s strategies to encourage increased attendance are meeting with success, as are its strategies to raise levels of pupils’ reading. The school has correctly identified the need to do more to accelerate pupils’ progress in writing.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective are leadership and management?

The school benefits from the passionate and energetic leadership provided by the headteacher and senior staff. Leaders communicate a shared vision that is ambitiously focused on raising standards and opportunities for all. Staff feel valued and there is a strong team spirit.

There has been a sharp focus on the professional development of teachers, especially in the effective and ongoing use of assessment information, which has been an important factor in improving teaching and raising attainment. Pupils’ performance targets are ambitious, and tracking of pupils’ progress is now thorough. It provides a clear overview of their progress and informs the timely provision of support to underachieving pupils. The regular monitoring by senior and middle leaders, coupled with the regular pupil progress meetings, ensures that teachers are accountable for the good progress of all. As a result, the rates of pupil progress have improved and are being sustained. There remains, however, still more to do to ensure a consistently good standard of teaching across the school.

The contribution the school makes to community cohesion is good. This school is a harmonious community and discrimination is not tolerated. There is a programme of curriculum-based activities to enrich pupils’ understanding of community and global cultural diversity. The school has established links with a school in Devon and is at the early stages of linking to a school in Turkey.

To avoid discrimination, pupils, including those with special educational needs and/or disabilities, have equal opportunities to participate in activities where possible. Thus, for instance, pupils whose circumstances make them vulnerable are targeted and supported by the school and are encouraged to participate in activities that will best contribute to their personal development and progress in their studies. The school is successfully tackling the previous underperformance of groups of pupils but has still to show that recent improvements are sustained.

The governing body is well informed of the school’s work and is highly supportive. Procedures for safeguarding pupils are robust and reviewed regularly so that pupils’ and staff’s safety is ensured. Staff are well trained in child-protection procedures and all adults are thoroughly vetted before working at the school. Governors visit the school occasionally and they realise that formal arrangements to monitor the work of the school more regularly and hold leaders to account for its performance are not yet rigorous enough.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter Nursery with skills that are below age-related expectations, particularly in their personal development and communication skills. They make good progress in their personal development, but progress overall is satisfactory. By the time children reach Year 1 their attainment remains below average, especially in numeracy and knowledge and understanding of the world.

As a result of staffing turbulence and poor quality teaching, the school’s monitoring shows that children in the Nursery made inadequate progress last year. In Reception, however, the quality of provision and children’s progress were good. Staffing is now stable and the phase leader has introduced robust assessment systems and development plans which are beginning to ensure greater consistency and improvements across the two years. Teaching is satisfactory overall, but with the recent changes to staffing in the nursery and effective support of the leader of the phase, it is improving rapidly. Children enjoy coming to school and being purposefully engaged in the variety of activities available. This is because there is a good balance of child-initiated and teacher-led activities. Not all staff, however, provide sufficient opportunities to enable children to use their creativity and imagination in their talk. Children’s health and safety are ensured and links with families and with external agencies to support children’s learning and well-being are good.

Leadership and management of the Early Years Foundation Stage are satisfactory and improving rapidly. Work linking sounds with letters has been introduced from Nursery upwards to accelerate the development of reading skills and this is having a positive impact. An emerging strength is the use of an effective tracking system, which is particularly helpful to staff in carrying out initial and ongoing assessments of the children and planning the next steps of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
------------------------------------------------------------------	----------

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return rate of the Ofsted questionnaire was well above average. Almost all of the parents and carers who responded were overwhelmingly positive about the school. They were particularly positive about how their children enjoy school and the school's due regard for their children's safety. Inspection evidence confirmed this. Very few parents and carers raised concerns in their comments to the inspection team, and those that did were of an individual nature. All issues were followed up with the school by the inspectors.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harrington Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 149 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	58	53	36	8	5	0	0
The school keeps my child safe	86	58	60	40	1	1	0	0
The school informs me about my child’s progress	72	48	68	46	6	4	0	0
My child is making enough progress at this school	56	38	75	50	13	9	1	1
The teaching is good at this school	61	41	78	52	5	3	0	0
The school helps me to support my child’s learning	60	40	81	54	4	3	1	1
The school helps my child to have a healthy lifestyle	50	34	81	54	6	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	33	79	53	7	5	0	0
The school meets my child’s particular needs	46	31	86	58	9	6	0	0
The school deals effectively with unacceptable behaviour	55	37	81	54	8	5	0	0
The school takes account of my suggestions and concerns	52	35	80	54	14	9	0	0
The school is led and managed effectively	57	38	78	52	3	2	0	0
Overall, I am happy with my child’s experience at this school	64	43	75	50	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



21 September 2011

Dear Pupils

Inspection of Harrington Hill Primary School, London, E5 9EY

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking with many of you and wish we had had more time to meet all of you. Your school is satisfactory and improving, which means some things are done well and others could be better. Here are some of the good things we found out.

Your headteacher, staff and governing body ensure that you are very well cared for and supported. You clearly enjoy school and we were very impressed with your good behaviour and friendliness towards each other. Your parents and carers must be very proud of you. Your understanding of leading a healthy lifestyle is good. You know the importance of regular exercise and know how to stay safe. The school provides you with many enjoyable and fun learning opportunities. You take on responsibilities in school and in the community.

The leaders of your school want you to achieve well and do your very best. They know what needs to be done next and, from our findings, we have asked them to do some things to improve your school. We have asked the adults to use information about the things those children in Nursery and Reception know already to plan lots of exciting things for them to do. We have asked the teachers to make sure your lessons are even more exciting and help you to do your best. They can also help you more by making sure that you know your target levels and how to improve your work to reach the next level. The governing body has also been asked to check that the school is doing its very best to make sure that you are successful in all that you do.

You can contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

We wish you all the best for the future and thank you again for your help.

Yours sincerely

David Radomsky
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**