

# Harrington Hill Primary School

Harrington Hill, Mount Pleasant Lane, London, E5 9EY

**Inspection dates** 2–3 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children begin school with levels of skill and knowledge that are well below those expected of other children the same age.
- Children in the Early Years Foundation Stage enjoy an exciting and stimulating range of activities that enable them to achieve well.
- As a result of good teaching, pupils make good progress in English and mathematics by the time they leave the school.
- Leaders have made sure that consistently good teaching, with some that is outstanding, results in good progress across the school and attainment is rising.
- Key areas of the school's work have improved significantly over the last three years, including the quality of teaching.
- The headteacher, deputy headteacher and governing body are ambitious for the school. They know the school's strengths and areas for development very well.
- Rigorous systems to check the quality of teaching by senior leaders mean that all teachers know what to do and how to improve.
- Pupils' behaviour and attitudes to learning are good. Pupils are caring, polite and courteous and show great respect for all members of the school community. Pupils say they feel very safe in the school and are well cared for.

### It is not yet an outstanding school because

- There is insufficient outstanding teaching.
- There is sometimes insufficient challenge, especially for the more-able pupils.
- New subject leaders have not had time to prove themselves in their roles.

## Information about this inspection

- Inspectors observed parts of 18 lessons, of which nine were seen jointly with the headteacher and the deputy headteacher.
- Inspectors evaluated pupils' work and talked to pupils about their learning.
- Inspectors held discussions with parents and carers, staff, members of the senior leadership team and other leaders, the Chair of the Governing Body and a representative of the local authority.
- Inspectors analysed a range of documents, including the school's self-evaluation, development plan, notes from local authority representative visits, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body and records of behaviour and incidents. They also looked at the school's website and data dashboard and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- Inspectors took account of 12 responses to the online Parent View survey, the views expressed by parents and carers to the inspection team and the school's records of parents' and carers' views. They reviewed the responses to staff questionnaires.

## Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

Nina Dohel

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. There are two classes in each of Years 1 and 2, and one class in each year group from Years 3 to 6.
- The Early Years Foundation Stage has one Nursery class and two full-time Reception classes.
- It is a growing school. In 2011, the school took on a 'bulge' class of six additional children in the Reception class. In 2012, it became a two-form entry school and admitted another 30 children in the Reception class and an additional 24 children in Year 1. This group is now working its way through the school.
- The overwhelming majority of pupils are from a wide range of ethnic backgrounds. Pupils from African and Turkish heritages make up the largest groups in the school.
- The proportion of pupils who speak English as an additional language is much higher than average. Most have little knowledge of English when they join the school, often from overseas.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and looked after children) is significantly above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is significantly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
  - making sure that teachers provide more challenging tasks for all more-able pupils.
- Help new subject leaders to develop quickly in their roles.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skills and knowledge that are well below those expected for their age. By the end of Key Stage 1, pupils' attainment is average. Pupils make good progress through the school. At the end of Year 6, pupils' attainment is above average in both English and mathematics. Thus, by the time pupils leave, they are well prepared for their time in secondary school.
- Children make good progress in the Nursery especially in their personal development, communication and language. They continue to make good progress in Reception classes in developing their early reading.
- In 2012, attainment in reading at the higher levels was significantly below average because of a large number of pupils joining Key Stage 1 speaking little or no English. In 2013, attainment in reading is average.
- The school's internal assessments show that, in 2012, pupils made good or outstanding progress in English and mathematics in Key Stage 1 and in Years 5 and 6. Pupils' progress in Years 3 and 4 was not so strong because of variations in the quality of teaching. The senior leadership team has taken effective action to address this situation. Evidence from pupils' work indicates that pupils achieve well.
- Disabled pupils and those who have special educational needs make good progress as a result of accurate identification of their needs and specialised support by staff.
- Most groups of pupils, including those from ethnic minorities and those who speak English as an additional language, make the same good progress.
- The achievement of more-able pupils requires improvement because sometimes they are not appropriately challenged to reach the higher levels of attainment.
- Assessment records for 2012 show that pupils known to be eligible for the pupil premium made good progress and attained as well as their peers in the school, both in English and mathematics. The school uses the designated funds well to support these pupils, including small-group support, special teaching programmes in English and mathematics and specialist support to develop social skills.
- Pupils read widely and often. As a result of good and targeted teaching in the Early Years Foundation Stage and Key Stage 1, pupils have a secure understanding of phonics (letters and the sounds they make). In 2012, Year 1 pupils performed above the national average in the phonic screening check and 2013 data show that the proportion achieving the expected standard is much higher than last year.
- The school makes sure that every pupil gets an equal chance to succeed, while valuing differences in their backgrounds and beliefs.

### The quality of teaching is good

- The quality of the teaching is good across the school, with some outstanding teaching. Teachers communicate clear learning objectives and how pupils can achieve success at the start of every lesson, and work is planned well so that most pupils are provided with motivating tasks appropriate to their ability.
- Positive relationships and a vibrant environment across the school contribute to a very stimulating atmosphere for learning. Teachers tell pupils clearly how well they are doing in their learning through praise and guidance to improve.
- Teachers assess pupils' work regularly and give constructive written feedback linked to what they are learning. They consistently give pupils time to check their own work and consider their comments and respond appropriately.
- Teachers have very good subject knowledge. Teachers make sure there are strong links with

pupils' prior learning and make good use of resources and the classroom displays.

- However, there are occasions in some classes when there is too little challenge in the work provided for some more-able pupils.
- Teachers carefully observe and skilfully question pupils during lessons to deepen pupils' knowledge and understanding, adjusting tasks and explanations to improve learning. They use a variety of exciting and creative approaches to make the learning interesting and stimulating. For example, in a history lesson in Year 5, pupils were asked to use a range of sources to find out about the past. Each group used electronic devices to research one of King Henry VIII's six wives and thought up questions about their chosen wife.
- Teaching of pupils who speak English as an additional language is good. Teachers use teaching assistants well to support both this and other groups of pupils. In all classes, teaching assistants are closely involved in questioning pupils and encouraging them to achieve well.
- In the Early Years Foundation Stage, the quality of teaching and learning is at least good. Staff strike the right balance of child-initiated and adult-led activities. Teachers provide excellent opportunities for talk. The outdoor area provides a rich and stimulating environment, with excellent opportunities for play, exploration and investigation. For example, children enjoy digging and hunting for mini-beasts in the learning garden.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour around the school and in lessons is very positive. The vast majority of pupils are focused in the lessons, which enables them to proceed well with their learning.
- Pupils are respectful, polite and courteous. Relationships among pupils and between pupils and adults are very good.
- Pupils told the inspectors about the jobs they do in their school, such as mentors for the assembly, organising electronic devices and supporting younger pupils and raising funds for Enterprise Week and charities.
- All pupils know their targets, what they are learning and how well they are doing. They work well and support each other's learning through talk partners and marking each other's books.
- Pupils say that bullying and racism are rare and they trust staff to follow up if they have any concerns. Pupils have a good understanding of different forms of bullying and how to keep safe from bullying, including e-safety.
- Pupils have a high regard for the behaviour policy. Staff manage behaviour consistently well. The school-based records on behaviour and support indicate that there have been marked improvements in behaviour over time for individual pupils with particular behaviour needs. However, a few pupils and parents told the inspection team that occasionally pupils disturb lessons, this is dealt with quickly and effectively.
- Pupils' attendance and punctuality have improved as a result of the actions taken by the senior leadership team. Pupils attend regularly and are punctual. Attendance is above average for all groups of pupils.
- Parents and carers are overwhelmingly positive about the behaviour and safety of pupils. Pupils say they are safe at school. They know how to keep themselves safe from everyday hazards.

### **The leadership and management are good**

- The headteacher, deputy headteacher and Chair of the Governing Body pursue excellence and have high expectations and ambition. They systematically challenge all teachers. As a result, the overall quality of teaching and pupils' achievement has improved.
- Self-evaluation is robust and accurate. It is based on clear evidence and the school's actions are carefully planned, collaborative and effective.
- Well-thought-out policies and procedures are applied consistently across the school. The checking of the school's work is closely linked to improving teaching and raising standards.

- Senior leaders regularly see how good teaching is in lessons and provide support for teachers to develop their practice to make sure pupils' progress is good or outstanding. Teachers are set targets related to the progress of pupils and the school's commitment to equality of opportunity. There is a clear focus on groups and planned support for those at risk of falling behind.
- Other leaders carry out checks on teaching and have a strong drive for improvement, but the team is new and is not self-directing yet.
- The newly-designed curriculum is based on the views of pupils and staff. It makes sure that the needs of most pupils are fully met. It provides pupils with opportunities to develop their independence and become responsible learners. Wide-ranging enrichment activities, including visits to museums, visitors to school, the eco-garden and access to specialist sports teaching, broaden pupils' experiences.
- The curriculum promotes both pupils' academic achievement and spiritual, moral, social and cultural development well.
- Prior to September 2012, the local authority was giving a higher-than-average level of support to the school. This successfully helped to raise pupils' attainment levels and the school now has monitoring visits in line with other schools in the borough.
- The school has only recently received the new primary sports funding but it has plans to use the funding to sustain sporting habits by introducing different out-of-school taster sporting activities such as yoga, links with a canoe centre and involving parents and children by offering them six-week free courses in a variety of sporting activities.
- Pupil premium funding is allocated effectively to focus on the literacy and numeracy needs of eligible pupils, through a variety of provision. As a result, the progress made by these pupils is good.
- The school works well with parents and carers, as evidenced by the high attendance at parent workshops, open afternoons and parents' evenings.
- Requirements for safeguarding are fully met. The school is secure and the safety of all pupils is a priority at all times.
- **The governance of the school:**
  - The Chair of the Governing Body shares the vision of the senior leadership team and has a very clear understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance. The governing body has a link governor system to provide support and systematic challenge to the senior leadership team. Governors monitor effectively allocated budgets in each area. Robust procedures, which meet financial regulations, are in place to monitor spending.
  - The governing body is fully aware of the school's strengths and areas for development. It checks closely how the pupil premium funding is used in the school and its impact on pupils' progress.
  - The governing body takes the management of teachers' performance seriously and regularly checks the performance of staff, and its link to salary and progression. The governors know what the school is doing to tackle any underperformance. The governing body makes sure that all statutory duties are met and governors attend training regularly.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100256
<b>Local authority</b>	Hackney
<b>Inspection number</b>	425500

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Hendry
<b>Headteacher</b>	Nicola Massey
<b>Date of previous school inspection</b>	19–20 September 2011
<b>Telephone number</b>	020 8806 7275
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