

Hargrave Park Primary School

51 Bredgar Road, London, N19 5BS

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Strong and determined leadership by the headteacher is moving the school forward rapidly. Pupils are encouraged to see their potential and are given the self-confidence to work hard and aim high.
- Pupils make good progress in their learning and achieve well in writing and mathematics. The progress that pupils make in reading is outstanding.
- From low starting points, all groups of pupils reach the levels of attainment expected for their age by the end of Year 6, and the number who reach higher levels is increasing every year.
- The school has successfully closed the gaps in performance between those pupils who are eligible for free school meals and other pupils.
- Teachers have good subject knowledge, give clear explanations and plan their lessons well.
- Pupils behave well in lessons and around the school. Pupils show high levels of respect to adults and to each other, and say they feel completely safe in school.
- School leaders and governors are clear about what they need to do to improve the school further. Since the previous inspection, they have taken decisive and effective action to manage the high proportion of pupils who join the school in the course of the year, and to raise pupils' achievement.
- Leaders manage the performance of staff well. As a result, the quality of teaching is improving securely.
- Hargrave Park is a school to which parents can send their children with great confidence.
- Governors are fully supportive of the school. They know it very well and the next steps it has to take on its journey to excellence.

It is not yet an outstanding school because

- Too few pupils, especially those who join the school during the year, make outstanding progress in mathematics and writing.
- Teaching is not consistently outstanding in all year groups because some teachers do not set tasks which get the very best out of everybody.

Information about this inspection

- Inspectors observed teaching in 14 lessons, including four that were observed jointly with senior leaders.
- Inspectors listened to pupils read and visited classrooms with senior staff to look at how well disabled pupils and those who have special educational needs are learning. Inspectors also visited lessons with senior staff to look at pupils' progress in mathematics, English and a range of other subjects.
- Discussions were held with senior and subject leaders, other members of staff, the Chair of the Governing Body and two other governors, a representative of the local authority and various groups of pupils.
- Inspectors observed the school's work and looked at its checks on how well it is doing. Inspectors also examined planning documents, safeguarding arrangements, external evaluations of the school and examples of pupils' work.
- Inspectors took account of the 32 responses to the online questionnaire (Parent View), and considered parents' and pupils' responses to the school's own recent surveys, and written comments made by parents. Inspectors also analysed the responses to inspection questionnaires returned by 34 members of staff.

Inspection team

Michael Merchant, Lead inspector

Additional Inspector

Bimla Thakur

Additional Inspector

Full report

Information about this school

- Hargrave Park is an average-sized primary school.
- High numbers of pupils join the school at different times during the year.
- The large majority of pupils are from a wide range of minority ethnic groups, the largest group being pupils of African heritage.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported through the pupil premium is very high. The pupil premium is additional funding from the government for pupils known to be eligible for free school meals, those in the care of the local authority and those whose parents serve in the armed forces..
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs, is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school provides a daily breakfast club, which is managed by the governing body.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in all year groups, so that pupils make consistently rapid progress in all classes and attainment rises further, by making sure that:
 - all groups of pupils learn at a rapid pace in lessons through tasks which challenge them to achieve their very best
 - teachers encourage pupils to think more deeply and to give fuller answers when answering questions in class
 - pupils have good opportunities to respond to teachers' marking
 - those pupils who join the school during the school year rapidly make up any lost ground in reading, writing and mathematics.

Inspection judgements

The achievement of pupils

is good

- Pupils join the Reception class with skills and abilities that are low compared to those typically found. Children make good progress, especially in reading, where good attention is paid to their ability to link sounds and letters (phonics).
- All groups of pupils, including those from minority ethnic groups and those who speak English as an additional language, continue to make good progress overall in reading, writing and mathematics in Years 1 and 2.
- Pupils' attainment by the end of Year 2 is broadly average and is rising steadily.
- By the end of Year 6, pupils' attainment, overall, is broadly average, and is getting better year on year. The achievement of all groups of pupils, including those whose circumstances make them vulnerable and those who are more able, is good. This reflects the school's determination that all pupils should have the same chance to succeed.
- School information shows that nearly all pupils who have been at the school from Year 3 to Year 6 make rapid gains in their learning in reading, writing and mathematics.
- Those pupils who join the school during the year make good, but not better, progress. Many of these pupils enter the school with weak skills in reading, writing and mathematics. Although the school gives these pupils considerable help and support to catch up, their achievement is not as good as that of others in the school.
- Pupils do particularly well in reading. In 2013, nearly all pupils made the expected two levels of progress in reading and over a half made three levels. This represents outstanding progress. Very well considered and highly effective support for reading starts in Year 1 for any pupils who need it. As a result, most pupils read with increasing confidence as they move up the school.
- Across the school, leaders have instilled in pupils an awareness of the need to develop their reading, writing and speaking skills. Teachers plan assiduously to use these skills in lessons.
- The above average numbers of pupils who speak English as an additional language make good progress in developing their speaking, reading and writing skills because of teachers' strong support.
- The school plans very well judged extra support for pupils eligible for pupil premium funding. It provides individual guidance and additional tuition, as well as financial support to enable them to participate in out-of-school activities and courses.
- This support has been effective in closing the attainment gap between eligible pupils and others so that in 2013 they were only a term behind others. This is much smaller than the gap found nationally. School information shows that currently there is no difference in the achievement of those pupils supported through the pupil premium funding and that of other pupils.
- Well-targeted support for disabled pupils and those with special educational needs enables them to make the same good progress as their classmates.

The quality of teaching

is good

- Teaching is consistently good, with some that is outstanding. This is borne out by the school's own records of teaching. As a result, most pupils make good progress and achieve well.
- Teachers use their good subject knowledge to choose activities that excite pupils and spur them on to fully engage in their work and so make good progress. Pupils' positive attitudes to learning and good behaviour also create a constructive atmosphere in classrooms. Displays in classrooms are attractive, support learning and invariably celebrate pupils' work.
- Teaching assistants are used very effectively to support pupils who require additional help with their work.
- Pupils benefit from the opportunities to work in groups to apply what they have previously learnt. This develops their thinking skills and helps them listen to others' ideas. Year 1 pupils,

for instance, made rapid progress in developing their speaking and writing skills as they worked in small groups and devised and practised 'tongue-twisters' and examples of alliteration, which they then went on to use in their descriptive writing.

- Most teachers plan their lessons to make sure that the tasks are achievable but sufficiently challenging, so that each pupil learns well. However, this is not always the case. Sometimes pupils mark time as they wait for others to catch up, or teachers give them work that does little to extend their thinking or deepen their skills.
- Teachers mostly use questioning well to engage pupils, check their understanding and challenge them to develop that understanding further. Effective questioning enables all pupils to make contributions to class discussions. Many teachers are very skilled at getting pupils to explain their learning to the rest of the class. In a few lessons, however, pupils are allowed to give superficial answers that are poorly explained.
- There are positive examples of marking in all classes which commend good work but also show pupils what they need to do to improve and reach the higher levels of attainment. Despite this, teachers do not always provide opportunities for pupils to apply advice given.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The atmosphere in the school is warm and welcoming and this encourages vulnerable pupils to feel secure. Individual pupils speak with great feeling about how the school has helped them to overcome barriers to learning and to improve. Pupils are confident that they will get good advice.
- Children in the Nursery and Reception classes settle quickly and happily into school routines. This is particularly helpful for the considerable number of children who speak little English on arrival, and have had no previous experience of pre-school opportunities.
- The effective promotion of pupils' spiritual, moral, social and cultural development contributes to a very positive environment where all pupils are valued. Pupils from different social and ethnic backgrounds get along noticeably well. They show great respect for, and interest in, the views of others.
- Pupils have a good understanding of the school's arrangements to manage any inappropriate behaviour. Staff apply these procedures consistently. Exclusions are rare. Pupils' enjoyment of school is evident in their improving attendance rate, which is above average.
- Behaviour in lessons is good because most pupils are challenged in all their learning. Parents express great satisfaction with behaviour and safety in the school, and none raised any concerns. Very occasionally, a few pupils engage in some inappropriate behaviour, to the annoyance of others.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel completely safe in school.
- Pupils have a thorough understanding of the different forms of bullying, such as name-calling and bullying based on gender or social or ethnic background. They are acutely aware of the dangers posed by some internet sites and, equally, they know that adults will help them should they have any concerns.
- Leaders and other members of staff address robustly any concerns of parents or pupils, and make sure that all pupils can work in the school without fear of discrimination or unkindness from others.
- Pupils enjoy a healthy meal in the very well attended breakfast club, and relish the activities on offer. This has a positive effect on attendance and helps these pupils make a good start to the day.

The leadership and management are good

- The highly effective headteacher works tenaciously to improve pupils' chances of doing well. She is very well supported by the talented deputy headteacher. Together, they communicate their high expectations to staff so that all have a shared sense of direction and feel part of a successful team.
- Leaders check the school's performance rigorously. They are quick to recognise and praise the good work of staff and pupils and are alert to situations where people need more advice and guidance. Because staff benefit from supportive feedback, senior leaders have created a climate where everyone is trying hard to make the school even better. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating.
- The quality of teaching, and pupils' learning and progress, are checked regularly. There is good linkage between teachers' performance and increases in pay. Leaders' observations of lessons identify good practice, which can be shared, or provide good support when teaching requires improvement. New members of staff are extremely pleased with the help that they have received. The responses to the staff survey were extremely positive.
- The leaders responsible for subjects and other areas of the school's work make good use of information on pupils' progress. Checks are followed up swiftly with well-thought-out support that helps pupils who fall behind to catch up.
- The school sets pupils challenging academic targets that have raised their ambitions.
- The school has used the new primary sport funding effectively to improve the quality and breadth of physical education and sport provision. It has extended the range of after-school sports clubs, and has employed specialist staff to widen pupils' experience of different sports. This has led to increased participation in sporting activities.
- The local authority considers Hargrave Park to be an effective school and continues to provide appropriate 'light touch' support.
- Leadership is not yet outstanding because not enough teaching is outstanding, enabling pupils to make rapid progress across all year groups and subjects.
- Leaders recognise that the high numbers of pupils who join the school during the year, although making good progress, do not make the same fast gains as those who have been at the school for a long time.
- **The governance of the school:**
 - Governors are far-sighted and ambitious for the school. The governing body has played an effective role in helping the school make improvements to teaching and pupils' achievement since the last inspection. They are very well informed about the school's performance and have a secure understanding of the information that they receive about the school. They know where the best teaching is and have given their full support to the initiatives of senior leaders to improve classroom performance, including, where necessary, taking difficult decisions. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have checked the impact of the funding on these pupils' progress. Governors are also very well informed about staff performance, and ensure that pay rises are merited. They recognise the importance of training so that they can hold the school to good account. Governors meet all their responsibilities well, including the effective safeguarding of pupils.

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

Unique reference number	100408
Local authority	Islington
Inspection number	440923

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	Janet Burgess
Headteacher	Lisa Horton
Date of previous school inspection	12 March 2012
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