

Inspection of Haggerston School

Weymouth Terrace, Hackney, London E2 8LS

Inspection dates: 6 and 7 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

Leaders provide an ambitious curriculum and have high expectations for all pupils in the school, including those with special educational needs and/or disabilities (SEND). Pupils are encouraged to build aspiration, creativity and character.

Pupils are safe and happy here. Pupils feel confident speaking to staff if they require help and guidance. If pupils require extra support in their education or personal development, leaders ensure that this is provided.

Leaders have re-established routines and high expectations for pupils' behaviour following the disruption caused by the COVID-19 pandemic. Pupils typically behave well. Teachers combine discipline with professional warmth and ensure that poor behaviour is not tolerated. Lessons are calm and purposeful. Bullying is rare within the school and is addressed swiftly and effectively by leaders.

Many pupils, including sixth-form students, take part in weekly timetabled enrichment sessions. Most pupils in Year 9 complete the Duke of Edinburgh's Bronze Award. Pupils take part in a range of performance opportunities, including through creative arts. Staff encourage pupils to take on leadership responsibilities. These include becoming school ambassadors, members of the students' union and organising charity events.

What does the school do well and what does it need to do better?

Leaders ensure that the curriculum is broad and well developed. They identify key content that pupils need to learn and when. For example, in history, pupils learn increasingly complex concepts about imperialism. Teachers have strong subject knowledge and are supported by an effective professional development programme. This enables them to routinely develop pupils' knowledge and understanding in different subjects. In some lessons, teachers do not check and clarify pupils' misunderstanding precisely enough.

Teachers support pupils to develop their understanding of subject-specific vocabulary. However, this is not embedded in all lessons. For example, pupils' understanding of mathematical vocabulary and concepts is sometimes not sufficiently developed.

Leaders place high importance on the value of reading. Staff ensure that pupils have regular practice sessions to build reading confidence. Students in the sixth form take part in a wider reading programme. This encourages them to engage with scholarly articles that relate to their subjects. A minority of pupils are removed from some design and technology and Spanish lessons to receive extra literacy and mathematics support. This helps pupils to close gaps in learning within these subjects but, as a result, they are less secure in design and technology and Spanish.

The provision for pupils with SEND is strong. Teachers are given the tools and training to support these pupils in the classroom. This enables all pupils to access the curriculum effectively.

Staff ensure that pupils feel safe across the school. In class, pupils' behaviour is positive. Low-level disruption is rare and does not get in the way of pupils' learning of the curriculum. Leaders identify and provide effective support and guidance for pupils to manage their behaviour when necessary.

Leaders provide many opportunities for pupils' wider development, including through 'character days'. The school's personal, social, health and economic (PSHE) education curriculum encourages pupils to keep healthy. Leaders offer targeted support to build pupils' deeper understanding of the wider world. For instance, pupils are taught about managing personal finances.

The 'Haggerston Journey' supports all pupils' access to wider opportunities. Students enjoy a wide range of enrichment programmes, such as dance, debating and 'Model UN', which helps to deepen their understanding of international relations and diplomacy.

Leaders provide pupils with high-quality careers advice and guidance. All pupils in Years 9, 11 and 12 receive individual independent careers consultations. Pupils in all year groups have access to external speakers from a range of educational institutions and workplaces. Students in the sixth form receive comprehensive advice and guidance on applications to university and other post-18 pathways.

Leaders consider staff's workload and take account of their well-being seriously. Staff feel well supported and have access to a wide range of professional development opportunities. The governing body knows the strengths and priorities of the school and carries out its role effectively. The governing body has a clear strategic vision and provides appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that clear safeguarding procedures are in place. They have established a strong culture of safeguarding, which is considered to be everyone's responsibility. Staff training takes place regularly. They understand how to identify and report any concerns that they may have.

Leaders work closely with external agencies and understand how to support pupils' needs. They understand the local risks and are reactive to challenges as they arise. Staff encourage pupils to stay safe, including through assemblies. Pupils are taught about healthy relationships, including about consent and keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not identify and clarify pupils' misunderstandings well or ensure that pupils are secure in subject-specific vocabulary. This means that sometimes pupils are not ready to learn new content and concepts. Leaders should develop the expertise of all teachers so that they address any gaps in pupils' understanding.
- Some pupils in the school are withdrawn from design and technology or Spanish to receive extra mathematics and literacy lessons. Although these support pupils to plug gaps in their learning, pupils' understanding in these subjects is less secure. Leaders should ensure that pupils who are withdrawn from some lessons for additional support have opportunities to build secure knowledge in the subjects they have missed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100277
Local authority	Hackney
Inspection number	10255357
Type of school	Secondary Comprehensive
School category	Community School
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,023
Of which, number on roll in the sixth form	116
Appropriate authority	The governing body
Chair of governing body	Wendy Mason
Headteacher	Ciara Emmerson
Website	www.haggerston.hackney.sch.uk
Date of previous inspection	3 October 2017, under section 8 of the Education Act 2005.

Information about this school

- The school uses 11 registered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of the senior leadership team, middle leaders and a range of staff. They also met with members of the governing body and a representative from the local authority.
- Inspectors spoke with representatives from two of the alternative provision providers used by the school.
- Inspectors carried out deep dives in the following subjects: mathematics, science, history, Spanish and physical education. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work. Inspectors considered the curriculum in other subjects.
- To inspect safeguarding, inspectors spoke with leaders with responsibility for safeguarding, along with pupils and staff. Inspectors reviewed the record of pre-employment checks and other relevant records.
- Inspectors considered the views of parents, carers, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Annabel Davies	His Majesty's Inspector
Umbar Sharif	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
Olly Wimborne	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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