

INSPECTION REPORT

HAGGERSTON SCHOOL

HACKNEY LONDON

LEA area: HACKNEY

Unique reference number: 100277

Headteacher: Lesley Mansbridge

Reporting inspector: Hugh Betterton
17478

Dates of inspection: 13 - 15 November 2000

Inspection number:
190273

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Girls
School address:	Weymouth Terrace Hackney London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Barry Cox
Date of previous inspection:	16 - 20 September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haggerston School is comprehensive community school for girls aged 11 to 16 years with 886 on roll. It serves the southern part of Hackney, a relatively poor London borough, as well as parts of Tower Hamlets and Islington. Sixty percent of pupils are eligible for free school meals, which is very high compared with other schools nationally. The school is very popular and has been over-subscribed now for several years. The overall attainment of the 180 pupils entering the school annually is below average. Whilst General Certificate of Secondary Education results are slightly below national averages, they are well above those of similar schools. The school is truly multi-cultural. Nearly 55 percent of the pupils speak English as an additional language, which is very high for the country as a whole: about nine percent are at the early stages of learning English. The proportion of pupils with special educational needs, at 34 percent of the roll, is well above national averages. Most of these pupils needs relate to learning. A small, but growing number, have emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is a very good school that succeeds in encouraging pupils to achieve to the best of their ability. Consequently, they have made very good progress by the time they leave school. This is mainly due to the very good leadership, the high expectations and very good teaching promoted by all who work in the school. A vibrant community with learning as its focus is the result. Pupils' personal development is promoted very well through high quality curriculum, pastoral and extra-curricular arrangements. The school's readiness to be self-critical contributes much to its effectiveness. Whilst its income is very high, it provides good value for money.

What the school does well

- ◆ Very good leadership from the headteacher, well supported by the leadership team and the governing body, sets a clear educational direction for the school in promoting high achievement and a very positive ethos.
- ◆ The focus on good target setting and monitoring contributes successfully to rising levels of achievement across the school, and particularly in Key Stage 4
- ◆ Very good teaching, closely linked to a rich range of learning opportunities, makes a major contribution to high levels of achievement.
- ◆ The high level of pupils' involvement in all aspects of school life leads them to be lively and committed learners.
- ◆ The truly multi-cultural dimension in the school's provision underpins the creative learning community.

What could be improved

- ◆ Whilst standards of achievement have risen in mathematics, there are still weaknesses in the quality of teaching, as well as the curriculum.
- ◆ The school still needs to make provision for a daily act of collective worship

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1996. The main areas for action have been addressed well and the school has maintained the strengths identified then. The level of commitment to further improvement is high, as is its capacity to do so. The upward trend in GCSE results and in test at Key Stage 3 has been sustained. The school has been granted Beacon school status as recognition of the high quality of education it provides. It has also become a Technology College, allowing it to develop a range of provision for information and communication technology (ICT), technology and extend the curriculum offer in science.

The school has made excellent progress with its ICT provision so that all pupils now benefit from better resources, and improved curriculum provision that is effectively taught. Marking procedures have improved in many subjects. Whilst assessment information is used better than before, further work is needed to ensure consistency: the school is addressing this well. Higher attaining pupils now have a better curriculum offer, supported by better teaching and different groupings where appropriate. The introduction of a two-week timetable has largely improved the balance of the curriculum offer. However, the use of double lessons in mathematics is still not effective enough. Good improvements in eating facilities for the pupils have been made, with a bright welcoming cafeteria now in

widespread use. Despite rigorous and effective work to improve the provision of the daily act of collective worship, the school does not meet statutory requirements.

STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	D	C	D	A	Very high A* well above average A above average B average C below average D well below average E

GCSE results have improved so that they are now closer to national averages for all pupils. In comparison to schools with similar levels of free school meals, results are well above average. Progress in achievement from Key Stage 3 to Key Stage 4 is very high compared with that in similar schools. The trend in the school's results is above the trend recorded nationally. In 2000, 41% of the roll gained at least 5 A* - C grades, the best for three years. This was just above the challenging target of 40% set by the governing body. However, a marked drop in the percentage of pupils achieving at least five A* - G grades was recorded. Ninety per cent of pupils gained at least one GCSE, below what the school had set as a target. The school has analysed this carefully, identifying a group of disaffected pupils gaining no formal qualifications at all, despite the rigorous efforts of the Learning Mentors. In drama, art and design, and technology results are significantly above those achieved by girls nationally: this reflects evidence from observations during the inspection. Students achieve well in English, English literature, French and religious education compared with other subjects in school. Maths and science results are improving steadily. The results of different ethnic groups vary slightly from year to year, but show that Caribbean and white British pupils tend not to achieve as well as other groups. The targets set for 2001 are slightly above the results achieved in 2000: nevertheless they are challenging, particularly 97% for 1 A* to G grade. Effective systems are in place to meet that challenge.

At Key Stage 3 whilst results are well below the average achieved in all schools, they are above those gained in similar schools over the last three years. However, in 2000 they were in line with similar schools. However, English results remain well above average. Over the last three years the trend in the school's average results in English, mathematics and science has been broadly in line with the national trend.

Standards seen in lessons and samples of work shows that attainment is close to national expectations by the end of Key Stage 4. Pupils make good progress in most subjects, but particularly in English, drama, art, music and ICT. However, the overall ability of the Year 7 intake is below expectations in literacy and numeracy. The deliberate emphasis on improving key skills for pupils in Key Stage 3 is a major factor in the better achievement at Key Stage 4. By the end of Key Stage 3 pupils have made satisfactory, and often good, progress in English and science. Less progress is evident in mathematics. Progress in other subjects is good in Key Stage 3. The school makes effective provision for pupils for whom English is an additional language and the majority make good progress; those who are at early stage of acquiring English make at least good progress particularly when they receive intensive support. Lower attaining pupils, and those with special educational needs, make good progress. However, they make very good progress where clearer targets are set in their individual education plans, then turned into good short term learning targets in lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very positive attitudes towards all aspects of school life. They are well

	motivated and want to succeed. Many show obvious enjoyment in learning. A high proportion of parents say their child is happy in the school.
Behaviour, in and out of classrooms	Very good. Pupils get on well with each other, expect to behave well in lessons and around the school. They are cheerfully polite to adults, and know when they have done wrong being anxious to act responsibly. No pupils have been permanently excluded for two years and the number of fixed term exclusions is below average.
Personal development and relationships	Very good. Relationships are founded on mutual respect and trust. Students are spirited, courteous and show high levels of responsibility to each other. In social areas in the school, they get on well with each other. A high level of racial harmony is evident.
Attendance	Attendance is very close to the national benchmark of 90% and has improved over the past four years through the concerted efforts of the school. Unauthorised absence has dropped as well.

Very positive attitudes are a major strength of the school. They stem from the very good relationships between all in the school community, fostered by clear leadership from all on the staff. The pupils are proud to be part of this positive community, and they are quick to identify the school's main strengths. A growing maturity is evident as they move through the school. The considerable effort the school has made in improving attendance has been successful so it is now closer to the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teachers are enthusiastic and knowledgeable about the subjects they teach, communicating this very effectively to pupils. They have very high expectations of all pupils being able to do well. The large majority of lessons are well planned, well paced and make learning exciting. All teachers treat pupils with great care and respect, valuing them as individuals. Basic literacy and numeracy skills are mostly well integrated in most lessons. However the development of numeracy skills is not yet fully co-ordinated across all subjects. The support for pupils with special educational need is good in lessons.

Teaching was at least satisfactory in 95 percent of lessons observed: it was at least good in 80 percent and at least very good in half the lessons observed. Teaching is excellent in drama. In virtually all other subjects teaching is at least good, and very good in art, music, information technology, technology and history. Teaching is very good in both English and science where teachers make demands for what pupils are expected to learn very clear, use a good range of teaching approaches and check what has been learnt routinely. In mathematics, teaching is just satisfactory. Even though teachers have good subject knowledge, they are constrained by a narrow range of teaching approaches, and limited planning in Key Stage 3. Not enough lessons challenge pupils to do their best. In the one unsatisfactory lesson seen, learning was not planned clearly and many pupils finished their tasks without understanding enough of what they had completed. In one lesson teaching was poor.

Across the school, the quality of pupils' learning is very good. Their enthusiasm, willingness to persevere with challenges, good concentration and a wish to improve are strongly evident. They also work well with each other in pairs and small groups. Many have developed a good degree of confidence in organising their own learning, particularly in Key Stage 4. Almost all parents recognised their daughters make good progress. Even where the teaching was not inspiring, pupils were prepared to work hard to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and highly relevant to pupils' needs across the school. It is very effective in promoting equal access for all pupils. A very good range of popular extra-curricular activities enhances pupils' learning. ICT provision is now very strong, both as a stand-alone subject and across the curriculum. The PSHE curriculum is particularly effective in developing pupils' social and moral understanding.
Provision for pupils with special educational needs	Good. Most teachers match work well to the needs of individual pupils and most individual education plans are used well to provide good support. Good leadership, management and teamwork are in place.
Provision for pupils with English as an additional language	The school provides very well for pupils for the majority of pupils who have English as an additional language. It makes effective use of partnership teaching. Assessment is regular and informative so that progress is well monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's powerful ethos makes an excellent contribution to pupils' personal development. The <i>Haggerston Way</i> is very successful in promoting the social and moral development of pupils. Good provision for pupils' spiritual development is evident. The school's provision for improving pupils' cultural understanding is very good.
How well the school cares for its pupils	The school provides a very high level of care for the academic and pastoral needs of its pupils: the fusion of these two aspects contributes very much to the good progress that pupils make. All staff know pupils well, supporting them purposefully.

The school curriculum enables the pupils to achieve very well academically against their prior attainment, especially at Key Stage 4. There are particular strengths in the expressive arts. The curriculum also enables pupils to make very good personal progress. Careful attention is given to meeting the needs of particular groups, and the recent focus on improving the provision for higher attaining pupils has been largely successful. There are many opportunities for pupils to take responsibility and to extend their horizons, socially, morally and culturally. Procedures for child protection, behaviour management and systems for monitoring and promoting attendance are very good. Overall the guidance given to pupils throughout the school is very good. Whilst pupils with special educational needs make good progress, not all targets in their individual education plan are as precise as they could be. The Individual Action Planning Days are effective in supporting pupils to set targets for improvement, yet occasionally these do not influence what pupils learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, and senior managers are fully committed to raising standards for all pupils. Middle managers are effective in promoting the direction in which the work of the school is heading. They provide a culture of improvement, achievement and success.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well and are well led by an effective chairman. They have a good critical knowledge of how the school performs, are fully involved in important developments and hold the school to account on a regular basis. The statutory requirements for collective worship are not fully met.
The school's evaluation of its performance	Good. The school is very active in evaluating its own performance at many levels. A formal and systematic evaluation of the work of subject areas through first hand observation has been effective in improving teaching and learning.
The strategic use of resources	Good. Priorities are well defined and the high levels of funding have targeted accurately to promote improvements in teaching and learning.

The leadership and management provided by the headteacher, strongly supported by senior managers, are of high quality. Governors are very effective in monitoring the work of the school. The achievement of Beacon School status reflects the high quality of achievement at all levels in the school. Target setting is good and leads to high expectations across the school. Improvement planning is instrumental in moving the school forward. The school has good strategic approaches to its use of resources and has begun to address the full principles of best value: some aspects of it are already in place.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high levels of expectation • Pupils make good progress • The quality of the teaching • The good behaviour of pupils • The effective care given to pupils • The school is well managed and led. 	<ul style="list-style-type: none"> • A few parents felt they were not well informed about their daughters' progress. • On limited occasions, some find it hard to approach the school with questions or problems. • The clarity of homework arrangements

A small number of questionnaires were completed. The vast majority of parents hold a positive view of the school. Inspection findings support this view and would place the very good leadership still higher in the order of the school's strengths. The school communicates clear judgements about girls' work and progress, both through reports and at the regular parents' evenings. Inspectors checked reports and other information sent to parents: these were of good quality. Good relationships have been established with parents who have approached the school about concerns. Homework is well organised overall, but on limited occasions homework is set outside the agreed schedule.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good leadership from the headteacher, well supported by the leadership team and the governing body, sets a clear educational direction for the school in promoting high achievement and a very positive ethos.

1. The school is successful in meeting its aims of being a creative learning community, with high standards, high expectations and high achievement. The working partnerships strongly evident in the school are based on mutual respect. The headteacher provides very good leadership and management. She has been effective in drawing together the school in pursuit of excellence in all of its work. Her high quality leadership is the key factor in the school's success, ensuring that staff and pupils alike remain focused on its central aims. The headteacher's dynamic approach enables the very clear direction in which the work of the school is heading to be realised. Since taking up post four years ago, she has been most perceptive in recognising the school's strengths but also in pinpointing where there is scope for development. A programme of regular meetings at which the school's vision and practical progress is evaluated provides good opportunities for review and further action. In turn this reflects the desire to have continuous improvement, thus making concrete the vision of *The Haggerston Way*.
2. The headteacher is outward looking, particularly in seeking and obtaining additional recognition for the school's work. For example, the recent award of Beacon School status has enabled the school to share much of its good curriculum practice with local primary schools in art and information communication technology (ICT), amongst other things. This has been carefully planned to have maximum impact on visiting teachers and pupils alike. Additionally, the decision to seek Technology College status was taken so that the learning needs of pupils could not only be met but also further challenged. This has been largely successful in the technology, science and ICT areas, with improvements to rooms and resources effectively targeted on raising pupils' achievements. The school has also been involved in national developments for the expressive arts, as well as taking an active part in local initiatives, such as the mentoring programme for Year 10 pupils. This has been successfully handled through a well-structured and co-ordinated school improvement plan.
3. Since the last good inspection report, the headteacher has been especially skilled in directing the school in a way that achieves a strong, shared sense of purpose for all in the community. The staff works well as a team, who have become more empowered to be pro-active in developing work in their own curriculum and pastoral areas. For example, the introduction of the Learning Mentors whilst perceived by the headteacher and senior managers, has largely been developed by other staff. Last year this contributed to the significant rise in GCSE results, from 34 percent gaining at least five A* to C grades in 1999 to 41 percent in 2000. The well organised initiative for higher attaining, and gifted and talented, pupils has also made a marked impact on raising achievement, as more grade A* and A grades were gained this year. A clear sense of ownership for developments is evident in many departments, thus enabling all to share in bringing about the planned improvements. This leads to high staff morale and a very positive climate for learning.
4. Other members of the leadership team are also of high calibre. Despite being short of an appointed deputy head this term, they have continued to provide invaluable support by managing the school very effectively to ensure that its clear aims are implemented. This includes good line management work with subject areas, as well as with the pastoral system. For example, in the last academic year, the leadership team recognised that some aspects of pupils' behaviour were not maintaining their high standards. By acting quickly and effectively with the whole staff, any difficulties were dealt with well. In particular, the effective integration of the pastoral and academic aspects of the school has been achieved by the leadership team, collectively and individually, sharing the strategic vision laid down, and practising it with skill, energy and enthusiasm. The highly effective pastoral structure ensures that all tutors know their pupils well, give them effective and purposeful support that is designed to improve pupils' achievements in all aspects of their school life. This is successfully carried out.
5. The governing body shares this vision and is very active in promoting it effectively. They act as a good critical friend, holding the school to account through rigorous monitoring, allied to a good understanding of how to

allocate resources to their best effect. Their involvement in the process of school improvement planning has been an important factor in their increased understanding of curriculum, pastoral and management issues. Many visit the school regularly and are improving their knowledge of the work of subject areas. They also regularly attend training sessions about their role and are guided by very effective chairing. Governors' policies for child protection and pupils' welfare are very detailed. All statutory requirements are met, except for the provision of the daily act of collective worship. Overall the school is well placed to sustain its current strengths and improve those areas identified.

The focus on good target setting and monitoring contributes successfully to rising levels of achievement across the school, and particularly in Key Stage 4

6. The school is active in evaluating its own performance with detailed data analysis, as well as good monitoring of teaching, learning and pupils' attitudes. A high level of awareness about the strengths of the whole community gives rise to continual and systematic development. The school improvement plan is subjected to careful scrutiny and regular monitoring by all staff. For example, the target set to improve pupil punctuality and attendance rates have been generally met following the close involvement of all in year teams, as well as a careful focus on groups of pupils whose attendance and punctuality are likely to weaken. Equally, each subject area has a clear plan that identifies improvements in pupils' achievements, curriculum and resource use when applicable. The targets set have clear actions linked to them that can be measured for effectiveness: this work is improving well across the school. Last year the school exceeded its set target for GCSE results at five or more A* to C grades, following improvements in teaching and learning approaches, as well as the intervention of learning mentors with students. This role, so important to promoting high achievement for pupils, is helping to overcome barriers to successful learning through the well-planned intervention of mentors. Target setting and subsequent actions to meet targets are well developed and have a good impact on pupils' learning.
7. Good work by the leadership team is evident to ensure that targets have good opportunities of succeeding. This includes routine departmental monitoring visits, scrutiny of pupil work and clearly defined line-management structures. For example, concern about the quality of the challenge in the Key Stage 3 curriculum in mathematics led to a rigorous evaluation programme. Following this review, the SMILE system has been replaced in Year 7 with the new National Numeracy Strategy. However, the senior management team and governors recognise that additional work will be needed for the changes to have the impact desired. In other departments the curriculum offer and teaching approaches are routinely monitored by heads of faculty, and appropriate improvements implemented.
8. Pupils are actively involved in Individual Action Planning (IAP) days, when targets for improvement are agreed by form tutors, with parents present. This process is good yet needs to be more effective in linking these agreed targets into the curriculum that pupils are taught, on a regular basis. Whilst good learning objectives are set by many teachers in lessons, these could be more closely linked to targets agreed in individual action plans. However, this process is very good in drama, where Key Stage 4 pupils were observed adapting set outcomes, for example, in Year 11 into effective practice in an improvisation of *The Seven Ages of Man* speech from *As You Like It*. For most of the pupils the objectives agreed from their IAP work were reflected in this work. Similar good work was evident in several ICT, business studies, English and science lessons. For pupils with special educational needs, good targets are set in most Individual Education Plans. They refer to what should be learnt in the medium term and can be translated into short term learning objectives. Where these work well in classrooms, then pupils tend to make very good progress. However, this is not yet effective enough across the school, as some plans lack the impact of others. The special educational needs co-ordinator is improving the process of sharing the best practice across the school, as part of the improvement plan.
9. Most teachers set targets for pupils' learning in lessons. In some lessons where good objectives have been set for what pupil will learn, teachers set tasks to challenge pupils to meet their learning needs. During the inspection this was evident in a Year 11 French lesson where pupils had to extend their vocabulary use to describe a holiday. Here the teacher's questioning was matched to the individual needs of pupils to ensure that the lesson objectives were being met. Consequently pupils achieved well. Further examples of this practice were observed in drama, English, science, physical education and information technology, amongst others in

Key Stage 4. Good monitoring of this practice is evident in many departmental areas, both as a method of checking the effectiveness of teaching and evaluating pupils' learning.

Very good teaching, closely linked to a rich range of learning opportunities, makes a major contribution to high levels of achievement.

10. Overall, the quality of teaching is very good, with over half the lessons observed during the inspection judged as very good or excellent. Teaching is at least good in all subject areas, except for mathematics where it is just satisfactory. Very good teaching was observed in virtually all subject areas. This has a direct impact on learning and on the good progress that pupils make. Teaching directly contributes to the school successfully meeting its aim of '*high standards, high expectations, high achievement*', linked closely to a relevant and challenging curriculum. In virtually all lessons, teachers have high expectations of pupils learning that are clearly conveyed during lesson introductions. Behaviour is skilfully managed, with an approach that is confident, caring and supportive, yet strongly focused on learning. By the end of Key Stage 4, many pupils have become independent learners, often inspired by teaching that makes significant demands on pupils to think and solve problems. This is particularly evident in science lessons and design technology. In a Year 11 science lesson, pupils were studying the refraction of light, by investigations and best fit analysis. Not only was the meaning of important words carefully established, but good use was made of the pupils' own experience to develop fuller understanding. The quality of questioning by the teacher lifted the level of whole class achievement so that all were able to complete appropriate graphs and talk clearly about their learning.
11. Lessons are nearly always purposeful, appropriately structured and well organised so that no time is wasted. Tasks are motivating and explanations are clear. Praise is used effectively and an ethos of success is established. Virtually all lessons are well planned into suitable activities for the age and attainment levels of classes. In the best lessons, teachers set good short-term targets for pupils with special educational needs and evaluate their progress effectively. In several lessons, the good use of partnership work between two teachers allows those pupils to be supported well in their learning. It is a strength of teaching that all pupils are valued equally and great care is taken to adjust the methods and organisation of lessons to suit the needs of particular pupils. Teachers know their pupils very well and relationships are very good: this creates a positive learning environment. In the best lessons seen pupils are given regular opportunities to take responsibility, to make choices within their learning and to work collaboratively. Both group and individual work was very successful in a Year 8 ICT lesson. The teacher's enthusiasm and very effective use of both computer software and digital camera for an excellent graphical presentation, linked to searching questions and good organisation, challenged pupils to investigate different means for presenting graphics.
12. The best teaching is inspiring, and leads to deep learning for the pupils. It proceeds at a rapid pace and pupils are encouraged to contribute as very active learners. This was especially evident in a Year 11 English lesson where the teacher used whole class discussion to arrive at an in-depth analysis of a poem. Her demanding questioning and highly skilled channelling of pupils' interest and enthusiasm created an atmosphere where pupils felt very confident to express complex ideas in simple but precise language. The atmosphere in a Year 9 drama lesson was nothing short of electric when pupils discussed, explored and created a chilling image of horror. Changes in the pitch, tone and power of voice by the teacher during skilled questioning directed the class towards very effective learning. The review of the lesson exemplified understanding and knowledge of high order.
13. Very closely linked to this effective teaching is a rich range of curriculum opportunities that are not only broadly balanced but also challenging to all. Since the last inspection when a weakness was identified in the provision for more able pupils, the school has overhauled its curriculum so that different groupings have been developed in some subjects, extension work is now the norm and more rigorous planning is evident in many subjects. The new Teaching and Learning policy correctly emphasises the importance of study skills, improvements in approaches in teaching, as well as extending the opportunities for extra-curricular clubs, activities and classes. All of these have been successfully developed. Outstanding improvements in the provision for ICT have also been achieved, so that now it has a true cross-curricular influence, extending to out-of-school time support on a very effective basis. Whilst additional funds have been gained from the school's recognition as a Technology College, much of the hard work to improve the provision has been focused on the quality of the curriculum: this

has been very successful. In many curriculum areas, units of work are well planned with work matched to different abilities, including extension work for higher attainers. Tailor-made resource banks are used well and, in many cases, information and communication technology is used very effectively to facilitate understanding of new ideas and concepts. The improved curriculum for mathematics in Year 7 is beginning to raise both pupils' expectations and achievement steadily. Pupils who receive additional support from the school's Ethnic Minority Achievement Grant (EMAG) funded team have better access to the mainstream curriculum because of this support. Its work in producing materials with different subject areas is a significant factor in ensuring this access.

14. Provision for personal, social and health education (PSHE) provision is very good. It not only meets statutory requirements but also effectively supports sex education, careers guidance, citizenship and equal opportunities in practice. There is a valuable inter-linking of extending pupils', social and moral understanding with exam preparation skill and stress management for pupils in Year 11. The major strength of the provision is its dynamism in drawing in newer initiatives and developments to make them part of the ethos of the school. The fortnightly meetings of the School Council echo the PSHE themes to very good effect. Good opportunities for pupils to share views and opinions about belief systems, making personal and life choices, as well as learning about the world of work. Very good provision for work experience in Key Stage 4 places all pupils sensitively with a wide range of employers: the debriefing from this work is highly valued by pupils. All pupils undertake formal evaluations of the courses annually and their analyses influence the following year's work.
15. A high quality range of rich extra-curricular opportunities is provided. Lunchtime and after school clubs, including sporting and cultural activities, extend pupils' academic and social understanding in many ways. Pupils go on many visits, locally, nationally and internationally. Theatre, cinema, art galleries and museums are an intrinsic part of the enrichment approaches of which the school is justly proud. Pupils recognise and appreciate the overall curriculum they have and understand, as parents do, the value that it adds to their education

The high level of pupils' involvement in all aspects of school life leads them to be lively and committed learners.

16. One of the school aims is to build self-esteem and inspire in individuals the confidence to make contributions which makes a difference to both the school and society. This aim is very successfully fulfilled in all aspects of school life. Despite the majority of pupils coming from economically disadvantaged backgrounds, none of them perceive this as a hindrance to their learning. In all but one lesson, pupils' attitudes to their learning were at least good, and very good in nearly three-quarters of them. They contribute directly to the good pace of learning, co-operate well with each other and with adults in lessons, contribute willingly to class discussions. During a geography lesson, Year 8 pupils showed good understanding of causes and effects of rainfall, especially during the group activity prepared for assessment purposes. The overwhelming majority respond quickly and sensibly to instructions, then work hard, concentrate and use their time well. In a very successful Year 10 physical education lesson, pupils not only knew how they could improve their own personal fitness levels well, they understood and used appropriate technical vocabulary to describe that. They all took high levels of responsibility for advancing their own plans. In other lessons, pupils question teachers carefully where they are not clear about what is expected. The pupils worked well with each other to improve their learning, even on the rare occasions that teaching was not stimulating. They have a good rapport with their teachers and want to succeed. They expect to behave well and are often quick to remind other pupils who forget this. In many classes, this self-control and self-discipline is understood to be essential for good learning. Pupils are rewarded, as well, by effective praise and very good oral feedback from many teachers.
17. The underlying emphasis on improvement in all aspects of learning is re-inforced by a culture of celebrating success whether it is academic, cultural, social or sporting. For example during the inspection the girls' football team won a local competition that was announced school wide and was clearly a source of pride to all. In a Key Stage 3 assembly, older pupils led a drama piece that celebrated the creative learning culture and held the audience's attention with great skill and assurance. They were spontaneously applauded for this. The high quality display of art, pottery and all forms of curriculum work shows that pupil achievement is highly valued not only by adults but by pupils. This is very much part of a 'can do' culture that pervades the school: pupils recognise that the provision available can only be effective if they fully involve themselves in both curricular and extra-curricular work. In several lessons, pupils took risks with their learning, often pushing out the boundaries

of their own understanding to make good progress, as observed in very good Year 10 drama lesson. Here pupils were developing an understanding of the Craig and Bentley murder case in the 1950s. They were empathising with a teacher in role as Derek Bentley's father, trying to understand the reasons for his son's execution. By questioning, debating and argument they learnt much about the dilemma of this case. Additionally, the very high take-up for all forms of extra-curricular work emphasises the value placed on learning. From discussions with pupils they made perfectly clear that they were expected to achieve well, no matter what their ability levels and that all pupils were given good opportunities to reach their potential.

18. A strong emphasis on pupils taking responsibility pervades the school. Behaviour in playgrounds and public areas is very good. The pupils treat the fabric of the school well. They pick up litter without being asked, for example. They are polite and courteous to visitors and take opportunities to help adults who are unfamiliar with the school, as well as pointing out what is good about the school without being prompted. The School Council is a very effective body that is run by pupils has a strong and responsible voice in the school. It works hard to improve conditions for pupils, but is also astute enough to know that pupils themselves can ensure that facilities are well looked after. A high quality level of debate in these meetings is always evident. Sensitive oversight from senior managers encourages this body to be pro-active in much of its work. Prefects take their duties seriously, sensitively ensuring that pupils keep the rules agreed with the pupil body. All pupils know they are taken care of, listened to and supported effectively. All believe that the pupils in the school contribute markedly to the very good ethos that is directly influenced by actively practising *The Haggerston Way*.

The truly multi-cultural dimension in the school's provision underpins the creative learning community

19. Haggerston School celebrates the rich diversity of its community in many ways. From the school aims to the support given through extra-curricular activities, the marked emphasis on being part of a multi-cultural community is very evident. Racial understanding and ethnic harmony are a true strength of the relationships fostered in the school. It successfully gained a determination from SACRE to make its religious education curriculum more inclusive of the different religions practised by pupils. In religious education teaching, pupils make good progress in understanding the significance of different religions and their impact on communities. This adds a practical dimension to equal opportunities as well as emphasising the importance of all learners in the school: tolerance and understanding levels are high about different cultures. Work in art and music reflects this difference very effectively, as witnessed by the striking range of completed art work on display around the school. Pupils in Year 8 were being taught how to make paper lanterns, using water-colours more effectively. The teacher specifically used designs from Moroccan and Indian architecture to inspire pattern shape. This brought about significant questioning on how and what influenced patterns across the world, and what can be understood about those influences. In music, different types of instrument and forms of music are taught and learnt in both key stages to good effect. In several other subjects, important attention is given to wider cultural influences and successfully woven into, for example, the English curriculum where the work of writers from across the world is well taught.
20. Significantly the school is very successful at extending cultural awareness in formal ways. The continuing high quality musical and drama work that parents and the community praise highly, succeeds in celebrating many aspects of different culture. The annual productions show how well pupils can achieve with clear direction, their own spirit, enthusiasm and talent. Currently, *Faust* is being produced and displays the same energy. Pupils have not only learnt the words to sing, but have a deeper understanding of the cultural, moral and spiritual implications of the work. High quality singing is a notable strength of this production. Those involved publicly praise each other for their work. During the inspection the string orchestra were observed rehearsing Pachebel's *Canon* to the obvious pleasure of admiring peers who applauded them for the quality of their work. This is usual practice in the school. A debating society that draws in pupils from many backgrounds has started, particularly as part of the gifted and talented initiative, showing how well pupils can argue quite complex moral matters - *Is There a God* - with enthusiastic and articulate debate. Two years ago, the Haggerston Conference - dealing with the pupils' role in school - was essentially run by the pupils. For Moslem pupils, a prayer room is available that is treated with respect and due care, even by those who are not of the Islamic faith. The outcomes of this, and the many opportunities the school provides, enable pupils to develop high levels of self knowledge and self belief.

WHAT COULD BE IMPROVED

Whilst standards of achievement have risen in mathematics, there are still weaknesses in the quality of teaching, as well as the curriculum.

21. Since the last inspection, satisfactory improvements in pupils' achievements in mathematics at both Key Stages have been recorded. Whilst results at Key Stage 3 have improved since 1997, this has been at a slower rate than the improvements made in English and science. The headteacher and governing body had been concerned about the curriculum offer of the School Mathematics Individualised Learning scheme (SMILE), as the challenges this provides do not always match the demands of the National Curriculum. Whilst evidence showed that a few pupils had made very good progress, wide variations between the progress of different classes and pupils in those classes was evident. The learning programme has been changed for Year 7 now to incorporate the National Numeracy Strategy pilot work: this is having a more positive impact on pupils' learning. However, SMILE is still being used in Years 8 and 9: progress here is less evident overall.
22. At Key Stage 4, the recent improvement in GCSE results reflects the impact of careful monitoring by the senior management team, better whole-class teaching and teachers' improved subject knowledge. However, the faculty has not yet developed rigorous enough guidance for planning what whole classes will be expected to learn and understand across both key stages, thus making the tracking of what pupils will learn difficult. This needs to be remedied as soon as possible. Much of what is planned at present concentrates on the tasks pupils are expected to complete, rather than what they will learn and understand by doing them. Generally, the faculty is unclear about what should be assessed, thus weakening future planning. Additionally, the pace of lessons drops to an unacceptable rate so that several pupils cannot be challenged to work and learn more productively. This was observed in a Year 10 lesson. Here pupils were effective in using the SMILE marking scheme well, but little significant checking of the impact on their learning was evident by the teacher. In several double lessons, the level of challenge for pupils cannot be sustained, because of the lack of variety in teaching approaches evident. Yet pupils were observed as persevering with tasks in most lessons, being motivated enough to want to succeed even when their learning was not being extended sufficiently. The time allocation for mathematics overall is below that recommended by government.
23. Despite the concerted efforts of the senior management team and governing body to bring about systematic change, not enough improvement in understanding how to develop an effective curriculum offer has been made by the faculty. Several teachers of mathematics recognise that their class organisational skills need improvement, as does their understanding of more direct teaching of whole classes and groups so that pupils can be fully challenged.

The school still needs to make provision for a daily act of collective worship

24. There is still one issue arising from the previous inspection that has not been fully resolved. Despite the good quality of assemblies that are held, pupils still only experience two assemblies a week. The celebration of the school as a creative learning community in both Key Stage 3 and 4 assemblies during the inspection was clearly understood by the pupils. A very good piece of drama by Year 10 students for Key Stage 3 was well received. The Key Stage 4 assembly emphasised different communities, including creative ones. Again students readily understood the main point of the talk given. Assemblies therefore connect with all pupils more effectively than in many schools. They have a spiritual aspect in that they raise pupils' awareness and help them recognise important matters in their lives. They also make an important contribution to pupils' personal development and to the sense of community and shared values that are so evident within the school.
25. However, very little time was given for personal reflection during these assemblies. Several assemblies recognise the existence of a deity and of the multi-faith community of which all pupils are a part. This is effective, and reflects the recent determination from the local Standing Advisory Committee for Religious Education (SACRE) to allow the school to develop a broader approach to spiritual aspects in the curriculum. A daily reflection time is used during tutor periods, yet is not always developed well through discussion or contemplation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Haggerston School is a very good school that already meets the needs of its pupils very well. In order to become even better the headteacher, senior managers and governors should:

1. improve the teaching of mathematics by ensuring that the faculty
 - ◆ provides all teachers with sufficient guidance on planning for whole class lessons that meet the needs of all pupils;
 - ◆ emphasises what pupils are expected to know, understand and do as a consequence of what they are taught, rather than concentrating on the tasks pupils carry out;
 - ◆ uses the assessment of pupils' achievements more effectively so that further learning can be planned properly:

2. continue to seek ways by which it might accommodate the statutory requirement for a daily act of collective worship, to include the existing good practice of spiritual and personal reflection practised in form tutor times.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	33	33	12	2	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Y7- Y11	Sixth form
Number of pupils on the school's roll	886	-
Number of full-time pupils eligible for free school meals	549	-

Special educational needs

	Y7- Y11	Sixth form
Number of pupils with statements of special educational needs	34	-
Number of pupils on the school's special educational needs register	268	-

English as an additional language

	No of pupils
Number of pupils with English as an additional language	492

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	8.9
National comparative data	7.9

Unauthorised absence

	%
School data	1.1
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	0	180	180

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	104	76	67
	Total	104	76	67
Percentage of pupils at NC level 5 or above	School	58 (51)	42 (37)	37 (34)
	National	63 (64)	65 (62)	59 (54)
Percentage of pupils at NC level 6 or above	School	9 (17)	18 (15)	11(11)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	85	93	101
	Total	85	93	101
Percentage of pupils at NC level 5 or above	School	47 (51)	52 (47)	56 (58)
	National	64 (64)	66 (64)	62 (59)
Percentage of pupils at NC level 6 or above	School	23 (22)	21(20)	29 (29)
	National	31 (31)	39 (41)	29 (28)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	0	166	166

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	0
	Girls	68	135	150
	Total	68	135	150
Percentage of pupils achieving the standard specified	School	41(34)	81(89)	90 (94)
	National	49 (47)	89 (91)	94 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	36.1 (36.3)
	National	38.7 (38)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0	-
	National		N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	148
Black – African heritage	109
Black – other	22
Indian	16
Pakistani	1
Bangladeshi	200
Chinese	18
White	323
Any other minority ethnic group	48

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	23	0
Black – African heritage	8	0
Black – other	18	0
Indian	0	0
Pakistani	0	0
Bangladeshi	2	0
Chinese	0	0
White	12	0
Other minority ethnic groups	1	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y7 - Y11

Total number of qualified teachers (FTE)	60.3
Number of pupils per qualified teacher	14.7

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	3
Total aggregate hours worked per week	135

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	71
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Average teaching group size: Y7 – Y11

Key Stage 2	-
Key Stage 3	18.4
Key Stage 4	21.1

Financial information

Financial year	1999/2000
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	£
Total income	3607327
Total expenditure	3361340
Expenditure per pupil	3794
Balance brought forward from previous year	80116
Balance carried forward to next year	326103

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	886
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	2	0	5
My child is making good progress in school.	48	50	2	0	0
Behaviour in the school is good.	52	44	4	0	0
My child gets the right amount of work to do at home.	43	46	9	2	0
The teaching is good.	48	46	0	2	4
I am kept well informed about how my child is getting on.	37	41	18	0	4
I would feel comfortable about approaching the school with questions or a problem.	45	42	11	0	2
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	32	60	6	0	2
The school is well led and managed.	52	43	0	2	3
The school is helping my child become mature and responsible.	53	42	0	0	3
The school provides an interesting range of activities outside lessons.	35	50	0	2	13

Summary of parents' and carers' responses

A small number of questionnaires were completed. The vast majority of parents hold a positive view of the school. Inspection findings support this view and would place the very good leadership still higher in the order of the school's strengths. The school communicates clear judgements about girls' work and progress, both through reports and at the regular parents' evenings. Inspectors checked reports and other information sent to parents: these were of good quality. Good relationships have been established with parents who have approached the school about concerns. Homework is well organised overall, but on limited occasions it is set outside the agreed schedule. Some concerns were raised about the quality of work in mathematics: inspectors agree that improvements are needed.