

Harrington Hill Primary School

Inspection report

Unique Reference Number	100256
Local Authority	Hackney
Inspection number	276277
Inspection dates	7–8 December 2005
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Jennifer Bell Kae McSweeney
Date of previous school inspection	Not previously inspected
School address	Harrington Hill Mount Pleasant Lane Upper Clapton London E5 9EY
Telephone number	0208 806 7275
Fax number	020 8806 3364

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is located in an area of high deprivation. A high percentage of pupils are eligible for free school meals. A third of the pupils have learning difficulties and disabilities. Almost all pupils are from minority ethnic backgrounds and a high proportion has Pakistani or Black African heritage. Attainment on entry is very low particularly in language, knowledge and understanding of the world, and in social skills. The percentage of pupils starting school after the reception year is high. Most of the current Year 6 pupils started school after Year 2.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve pupils' skills when working on space, shape and measures. * Improve pupils' competence in understanding complex ideas and texts.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good with some outstanding features. Teaching and learning are consistently good in the Foundation Stage. At other stages, well matched, challenging work brings relevance and enjoyment to learning in the large majority of lessons. Outstanding teaching in Year 5 motivates pupils with behavioural difficulties, involving them in their learning. One girl said 'Teachers help us, but they don't give us the answers'. Teaching assistants work effectively to promote learning. Throughout the school, pupils with learning difficulties are helped effectively. Strategies such as the widespread use of visual cues support pupils with English as an additional language well. Assessment procedures are good. The tracking of pupils' progress is both rigorous and thorough. Small group activities accelerate learning effectively.

Curriculum and other activities

Grade:

The curriculum is good with outstanding strengths in enrichment activities. It meets the needs of most pupils effectively. Good systems identify areas in need of greater emphasis such as the innovative reorganisation of the Year 3 curriculum where a focus on using the creative arts as a starting point is already motivating pupils and raising achievement. Recognition of diversity and a commitment to the individual are central to the school's work. Good provision for pupils with learning difficulties, the gifted and talented and those for whom English is an additional language, helps them make good progress. Careful attention is paid to pupils who start and leave at different times. There is an excellent range of clubs. Extensive visits make learning enjoyable whilst promoting good achievement across the curriculum. Personal, social, health and citizenship education helps to ensure pupils understand the importance of staying safe and being healthy, and prepares them very well to make effective contributions to the community.

Care, guidance and support

Grade:

The care of pupils is outstanding. Parents and carers appreciate regular opportunities to meet teachers to discuss their children's progress. Outside agency and parental links are very supportive. Induction and transfer arrangements are carefully and systematically developed to maximise their benefit for pupils. The school has very good systems to inform pupils about how well they are doing and how they can improve. Reorganisation of the Year 3 curriculum has improved pupil motivation. The school has also identified the need to improve pupils' skills when working on space, shape and measures and to improve pupils' competence in understanding complex ideas and texts. Excellent procedures ensure the safety and well being of pupils. Very clear child protection and health and safety procedures are understood by all staff who are well aware of vulnerable pupils. Pupils are very clear about who they can approach if they have problems and so feel safe and well supported. Pupils told the inspectors: 'if there is bullying, it gets solved fairly and swiftly.'

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Thank you so much for being so welcoming and helpful to us when we came to visit your school. You took great care of us and we were impressed with how friendly and confident you were. Mrs McSweeney works so hard together with all of the other teachers to make your school a happy place where you learn lots of new and exciting things. We especially liked:

* The way your teachers and other adults help you to do your best and get the most out of each day. * Your enthusiasm for learning and your hard work in lessons* Your good behaviour and respect for one another.* The way teachers and teaching assistants work very hard to care for you and make sure everyone is valued.You already work very hard in writing, mathematics and science. We would now like to see you work just as hard in reading. We would also like to see more of you achieving higher standards in reading and shape space and measure.

Many thanks for being so friendly. We think your school is an exciting place and would have loved to stay for longer.