

Hanover Primary School

Inspection report

Unique Reference Number	100407
Local Authority	Islington
Inspection number	276302
Inspection dates	3–4 October 2005
Reporting inspector	Nicola Davies

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	Ms Karen Patrick Mrs C Thumwood
Date of previous school inspection	Not previously inspected
School address	Noel Road London N1 8BD
Telephone number	02076898949
Fax number	02072881700

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Hanover Primary School is 3-11 primary school in Islington. The majority of pupils are of White British heritage, but many other ethnic, linguistic and cultural backgrounds are represented in the school. The proportion of pupils with learning difficulties and disabilities is broadly average. However, there is a very wide range of abilities in each year group. The number of pupils who are eligible for free school meals is above average. The school has a stable core of teachers along with more recent appointments. The school has been through a period of considerable uncertainty and change since its last inspection in 2000. The current Head has been in post since 2003.

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

* Evaluate the school's performance rigorously in order to focus sharply on strategic planning to raise standards.* Improve standards in mathematics by providing more opportunities for pupils to use their numeracy skills in other subjects.* Improve attendance and punctuality.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is satisfactory and enables pupils to enjoy their education and make the progress they should. Teaching is good in the Foundation Stage and children learn enthusiastically. There is a strong focus on practical work. Opportunities to talk and play develop children's early reading and writing skills. In Years 1 to 6, pupils enjoy working and learning more independently and respond very well to challenge. Several good lessons in mathematics were seen as teachers responded to the school's new initiatives and focused well on promoting pupils' skills in mental arithmetic. There is a good focus on ensuring that pupils of different abilities do as well as they can. Pupils with special educational needs are identified and supported well. Support staff have benefited from training and contribute well in lessons. Pupils from minority ethnic backgrounds are supported well and their performance tracked. The headteacher and senior staff recognise that consistently good teaching is essential to help pupils learn as well as they can. They have developed systems to promote this, such as additional training in subject areas. Assessment is satisfactory overall although not all marking makes clear to pupils what they need to do to improve. This is done well in some classes in mathematics and English among older pupils.

Curriculum and other activities

Grade:

The pupils do a broad and interesting range of work. The curriculum in the Foundation Stage is good, although there is a shortage of resources here and in many areas of the school. Each teacher has responsibility for a particular curriculum area and helps the school decide how it can improve. This is beginning to have an impact on developing links between subjects and is contributing to some improvement in writing. Good creative work features across the curriculum. Pupils and parents appreciate the 'brilliant' opportunities they have to develop new skills and understandings through music and art. One parent related how an art project 'making giant whales' had given her shy child the confidence to speak clearly and confidently in front of the whole school. School musical productions, choirs, orchestras and open assemblies are enjoyed by pupils and parents alike. These provide excellent opportunities for pupils to develop their individual skills but also to work together in teams. The curriculum for pupils is enriched by a

wide range of visits and trips and by the involvement of the local community in school life. Many local business people have volunteered to provide extra opportunities for pupils to read or play maths games during the school day. Local companies and individuals have also been part of fundraising and development. For example, the new curriculum kitchen has benefited from donations from local businesses.

Care, guidance and support

Grade:

Many parents comment favourably on the care for individual pupils at the school. Good provision is made for children starting school and they settle quickly and begin to learn. Systems to support the progress of pupils with particular skills and needs are effective. For example, many pupils receive good support from the learning mentor. Procedures for tracking each pupil's progress have recently been strengthened. Overall, the school provides satisfactory care for pupils. The many improvements to the school buildings have made the school a safer and more pleasant place for pupils. Staff have a good understanding of child protection and the school works effectively with outside agencies. However procedures to identify risks are not well established. The school consults pupils well through the school council. Pupils are delighted to take part in this and make a good contribution to decision making. Attendance is unsatisfactory. The school has recently begun to focus on reducing absence with the support of external agencies.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

This letter is to tell you about the findings of the recent inspection at Hanover school. Thank you for taking the time to talk to inspectors about the school. We were very impressed by your friendly and mature attitudes in lessons and around the school. We also noticed how much you respect your teachers and how much they respect you. We found out that you learnt a lot in the Foundation Stage and you make good progress. However we also noted that you do not always do as well as you should in Years 1-6. This is beginning to change, but we need to be sure that all of you do as well as you should all the time.

The staff at the school takes a great deal of pride in making sure that you all develop as individuals. They help you to think about the wider world and the people who live in it. They make sure they support those of you who find learning harder or need to learn more English. They do some very good work with you in creative arts which you and your parents enjoy. You behave well but attendance is not good enough and pupils do not always arrive on time.

The headteacher and senior teachers have made many improvements to the school. However, they need to concentrate on making sure that each of you does the best you can all of the time. The school also needs to help you do better in mathematics by giving you more chance to think about maths in other lessons. You need to help the school by coming to school every day and making sure you are always on time.