

Hungerford Primary School

Inspection report

Unique Reference Number	100435
Local Authority	Islington
Inspection number	276308
Inspection dates	9–10 November 2005
Reporting inspector	Andrew Marfleet

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 Margaret Dunn Mr Paul Larkey
Date of previous school inspection	Not previously inspected
School address	Hungerford Road York Way London N7 9LF
Telephone number	02076074187
Fax number	02076094941

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is situated in an area of social deprivation. Pupils come from a range of ethnic groups, the largest being white British, black African, Asian and Bengali. Almost half speak English as an additional language, with 16 percent at an early stage of the acquisition of English. Some pupils come from asylum seeking and refugee families. A very high number of pupils are eligible for free school meals. Many pupils leave and join the school at other than the usual times. Attainment on entry is low. The previous inspection found serious weaknesses in the school, but there have been significant changes since then. An experienced headteacher was appointed in January 2004. The school has also been designated as a Children's Centre and the school buildings have been consolidated onto one site. A special school, which is expected to work closely with Hungerford Primary, is being constructed alongside the school.

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

* Continue to develop the sharing of good practice between teachers.* Make the introductions of lessons clear for all to understand.* Ensure that teachers' marking gives pupils better information about how they can improve their work.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The school believes that the quality of teaching and learning is satisfactory, but inspection evidence shows that it is good. Pupils are motivated to learn well. They particularly enjoy opportunities to work in pairs or in groups, where they can share their understanding with each another. In the most effective lessons, the classroom atmosphere is positive because learning proceeds at a lively pace, and good use is made of time. Teachers make clear what pupils are learning about at the start of each lesson. They also explain to the pupils how they will know if they have been successful in completing the work set. As a result, pupils make rapid progress. This good practice is not consistent across the school. Some explanations are too complicated for pupils to understand fully and this slows their progress. Good assessment procedures mean that teachers take good care to help pupils build on what they have learned before. Tasks are adapted well to pupils' previous levels of attainment and offer greater challenge. Teachers have high expectations of their pupils, manage them well, and provide interesting work to maintain their attention and concentration. Effective teamwork between teachers and support assistants enable pupils who join the school at different times of the year, have learning difficulties or English as an additional language to do well. Teachers mark pupils work thoughtfully, but do not always provide pupils with enough information in words all can understand, about their progress or the next steps in their learning.

Curriculum and other activities

Grade:

The curriculum was judged to be unsatisfactory when last reported, but now it is good. The curriculum is relevant to the needs and interests of all pupils so they make progress in all the National Curriculum subjects and religious education as they move up the school. Skills in literacy and numeracy are used effectively across the curriculum. New resources for information and communication technology (ICT) are also helping to raise standards. Close links with the local community, secondary school and pre school services are helping to make the curriculum more exciting for all pupils. The programme for pupils' personal, social and health education promotes personal development successfully. The school's extended services are very good. Activities from 8.00 a.m. to 5.00 p.m. on weekdays, that include board games and circus skills,

supported by over half the pupils, make learning pleasurable. Classes for parents develop their understanding of education so they can help their children at home and enhance their progress. Both, children and parents have gained GCSE qualifications. 60 older pupils regularly attend the 'Shine Academy' on Saturday mornings. They view their selection to participate in this highly imaginative programme, staffed by teachers from the school but privately sponsored, as a real privilege that also helps them to learn a great deal.

Care, guidance and support

Grade:

The school accurately judges this area as good. Staff know all pupils well and quickly identify and respond to needs. Support is arranged quickly for families who need it, especially when their children have little experience of education. Academic achievement of all pupils is the school's main priority and determined action has been taken to make sure that the school's care and guidance supports this. All pupils are now making good progress and most achieve their challenging targets. Pupils speak confidently about their learning, recognise when they are doing well and generally know how they can improve. However, teachers' marking of work is not always consistent, and detailed written comments can be unhelpful where language that pupils cannot yet understand is used. Support for, and work with families, such as learning groups for whole families, is developing and becoming increasingly effective. Pupils feel safe at school, speak to staff if they have concerns, and are confident that staff will help and support them. Health and safety and child protection procedures are rigorous.

Leadership and management

Grade:

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

I want to thank you for the very friendly welcome you gave us when we visited your school. We enjoyed talking to you and seeing your work. We also enjoyed talking to your teachers and watching your assemblies.

What we liked most about your school* You are well looked after and enjoy going to school.* You are given interesting and useful things to learn and to do, in lessons and in the activities before and after school.* The 'Shine Academy', on Saturday mornings, is helping a lot of the older pupils to improve their learning.* You are making good progress, thanks to the hard work of your teachers and those who help them provide good lessons.* You behave well, and are becoming more confident about what you do.* Your school has a good headteacher. He and the other senior teachers understand well how the school works and are doing the right things to make it even better.* Your parents are very happy with the school.

What we have asked your school to do now* Encourage teachers to share the good ideas they have, so that all your lessons can become even better.* Help you understand more easily, by using simpler language when teachers give you things to do or mark your work.

We hope that you will continue to do your best and wish you every success in the future.

Andrew Marfleet, Lead Inspector