

Hague Primary School

Inspection report

Unique Reference Number	100903
Local Authority	Tower Hamlets
Inspection number	276417
Inspection dates	30 November –1 December 2005
Reporting inspector	Judy Keiner

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	Makmoder Khanom Yvonne Hargreaves-Pizer
Date of previous school inspection	Not previously inspected
School address	Wilmot Street London E2 0BP
Telephone number	020 7739 9574
Fax number	020 7613 3139

Age group	3–11
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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 social deprivation. The overwhelming majority of pupils have family origins in Bangladesh and are first language Bengali speakers. There are small numbers of pupils from other ethnic backgrounds. Almost all these pupils have first languages other than English. The school has a high proportion of pupils with learning disabilities and a unit for deaf and hearing impaired pupils. Recently, the number of families of older pupils moving to other areas with better housing has increased, resulting in a drop in the roll. Attainment on entry is well below average in most areas of learning.

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 standards in mathematics by making more effective provision for higher achievers
- * Ensure that management roles are more effectively shared across the school
- * Ensure that the governing body carries out its role of challenging the school more effectively.

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 across the school. Teachers explain and organise lesson tasks well. Many give pupils exceptionally good opportunities to develop their ideas and understanding through discussion. The very well thought out reading and writing tasks which follow help promote very good achievement in English, particularly by pupils at the early stages of learning English. Teachers provide good challenges which interest and engage pupils, for example, by dressing up to play a character from history, such as Samuel Pepys. Very good use is made of visiting specialists, for example, in helping to teach cricket. Pupils with learning disabilities are well supported by carefully briefed support staff. The knowledgeable support staff for the deaf and hearing-impaired use electronic aids, good visuals and different group tasks to ensure these pupils get the most out of lessons. In some lessons, teachers spend too long talking and leave too few opportunities for pupils to discuss their learning. In some lessons, particularly in mathematics, there is too little challenge for the highest achievers, which slows down their progress. Teachers mark work regularly. Most have a good understanding of how pupils are doing, but their marking does not offer pupils enough guidance on how to improve their work.

Curriculum and other activities

Grade:

The curriculum is good with some outstanding features. It is much improved since the last inspection. Planning is good in the Foundation Stage and for all subjects except mathematics and wider numeracy skills, where there is some inconsistency, which results in pupils' slower progress. Provision for literacy is excellent and is particularly well suited to the needs of the great majority of pupils whose first language is not English. Work is well planned, exciting and relevant. Although ICT provision has been satisfactorily improved, it is not yet being used effectively enough to support pupils with learning difficulties and disabilities. Special funding has been used well to ensure good curriculum provision for the needs of pupils with learning difficulties and disabilities. Curriculum provision for pupils' personal, social and emotional development through enrichment and extra-curricular activities is exemplary. A local historian works very successfully with the pupils in the Year 6 topic on the East End, exploring the

changing nature of the area. Pupils in the lunchtime mathematics club work on extended mathematical challenges supported by volunteers from a major bank.

Care, guidance and support

Grade:

The school evaluates care, guidance and support as outstanding. Inspectors judge it to be good. The care and welfare of children is of utmost importance to the staff. The school works exceptionally well with parents and they hold it in very high regard. There are very good systems and staff training for child protection. Vulnerable pupils and their families get good support from the learning mentor to enable them to take an active part in school life. Good communication between class teachers and specialist support staff means that pupils who need extra help are identified swiftly and appropriate support put in place. Teachers usually give pupils clear advice about how to make better progress in English, but do not do so satisfactorily in mathematics.

Leadership and management

Grade:

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

We would like to thank you for making us so very welcome when we visited Hague Primary School. We thought that you were very friendly and we were very impressed by the thoughtful and lively way you talked with us. We enjoyed the many opportunities to see you learning and helping the school, including seeing your School Council in action.

These are the things that we liked about your school: * you told us you really enjoy coming to school and love the subjects you learn about * you feel completely safe at school and know there is always an adult you would go to if there is anything worrying you * you feel you are always treated fairly and the school's rules help to make sure you can always enjoy learning and playtimes * you like the opportunities you get to help the school go on improving and you are keen to help; you thought of excellent questions, like 'What skills do you have for playground friends?', when you were planning how to interview volunteers for the new scheme.

You do well at school and leave well prepared for your secondary school. We think the school can help some of you do still better, especially in mathematics, by giving you clear advice on what to do to improve your work. We think more of your teachers could share the task of running the school, and the governors could do more to make sure that lots of good alternative ideas are considered for making it even better.