

Hermitage Primary School

Inspection report

Unique Reference Number	100936
Local Authority	Tower Hamlets
Inspection number	276424
Inspection dates	15–16 November 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	Ms Josee Brisebois Dr Abdul-Hayee Murshad
Date of previous school inspection	Not previously inspected
School address	Vaughan Way London E1W 2PT
Telephone number	020 7702 1037
Fax number	020 7702 4458

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school serves one of the most deprived inner city areas in the country. The majority of pupils come from families whose economic circumstances are much lower than those usually found. The school has a high percentage of pupils eligible for free school meals. One fifth of the pupils have special educational needs. Three quarters of the pupils are from minority ethnic backgrounds, a significant number of whom are Bangladeshi. Attainment on entry is very low particularly in language. In September 2003 the school was identified as having serious weaknesses. Since that time there has been a significant change in staffing.

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

* Raise standards in all subjects to match those in English, mathematics and science* Extend the opportunities for class teachers to have access to and use the schools system of tracking pupils' progress* Improve standards in mathematics for more able pupils in Years 1 and 2.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

A rigorous programme of monitoring and well targeted support and training has vastly improved the quality of teaching and learning. Teachers know how to challenge all pupils. They use the interactive white boards well to enhance pupils' learning and have high aspirations for their pupils. Very good subject knowledge and an insistence on accuracy ensure that learning is secure. Planning is clear in English, mathematics, science, and information and communication technology but is not as focused in other subjects. All support staff are very effective in working with groups and individuals to ensure that all pupils make good progress. Teachers know their pupils well and use this knowledge effectively to match work to pupils' differing abilities. Parents say they are 'very impressed with teachers' attention to detail when discussing our children'. The high quality of teachers' marking clearly identifies pupils' next steps in learning. The school systems for assessment are not yet used effectively by all teachers.

Curriculum and other activities

Grade:

Positive improvements since the last inspection mean that the quality of the curriculum is now good. Pupils are well equipped for their future because the school correctly focused on improving their basic skills. To help pupils make the most of what they learn and to use their skills, teachers link subjects together when they plan activities. For example, in one lesson pupils' learning in history was linked to their writing and computer work. A good range of after school and lunchtime clubs means pupils develop creative and sporting skills, often supported by members of the local community. This, together with the school's healthy eating initiatives, helps pupils improve their levels of fitness and understanding of the need to adopt a healthy lifestyle.

Care, guidance and support

Grade:

The school places a very high priority on pupils' welfare. As a result, the school is a happy and secure place where pupils thrive. One parent writes how the teachers 'are very caring and conscientious in their efforts to draw out the best in the children'. Parents are kept well informed

of what is happening in school and are invited to offer their views. Pupils have regard for their own and others' safety in lessons and at playtimes, when they are very well supervised. Effectively organised and relevant assemblies and circle times are very significant features in promoting pupils personal development. Excellent systems identify which pupils need most support. Health and safety routines and risk assessments are fully carried out. Very effective means of dealing with bullying and racism are in place and recorded incidents are low. Very close links with outside agencies help to provide strong support for vulnerable pupils. Child protection procedures are securely in place.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your lovely school.

We were very impressed with how keen you are to learn, and how much you enjoy your lessons. We think your teachers and teaching assistants do a superb job and get the best out of you. They work very hard to care for you and make sure everyone is valued. It is clear that you are making very good progress, and the new marking system helps you to see this. You behave well in class and around the school, and look out for one another.

You already work very hard in English, mathematics, science and ICT. We would now like to see you work just as hard in other subjects. We would also like to see the top groups in Year 1 and Year 2 working even harder in mathematics. When all your teachers are using the schools' system to check on your progress they will be able to give you even more support just when you need it.