



# Hartley Primary School

## Inspection Report

---

**Unique Reference Number** 102726  
**Local Authority** Newham  
**Inspection number** 286472  
**Inspection dates** 12–13 March 2007  
**Reporting inspector** Daniel Kilborn

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Hartley Avenue
<b>School category</b>	Community		East Ham
<b>Age range of pupils</b>	3–11		London E6 1NT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8472 2523
<b>Number on roll (school)</b>	736	<b>Fax number</b>	020 8472 4976
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Paul Douglas
		<b>Headteacher</b>	Mr Paul McNeil
<b>Date of previous school inspection</b>	25 February 2002		

---

---

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	12–13 March 2007	286472

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by four Additional Inspectors

## Description of the school

This very large school serves a community with high levels of social and economic disadvantage. Attainment on entry is well below average. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils who have been identified as having learning difficulties is below average. The majority of pupils are from Pakistani, Indian, Bangladeshi and Black African heritage. Most pupils have English as an additional language and a small minority are refugees and asylum seekers. The proportion of pupils joining and leaving the school at other than the normal admission time is higher than in the great majority of schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school has improved well in most aspects of its work since the previous inspection and now provides a good education. This is the result of the determined leadership of the headteacher and senior managers. They are supported well by staff and governors. Most of the parents who responded are happy with the education provided by the school.

Pupils' achievement overall is good and standards are broadly average by the end of Year 6. The school recognises that pupils' achievement in reading by the end of Year 2 and science by the end of Year 6 should be higher, and have begun to address these areas. Children make a sound start to their school life in the Nursery. Despite the satisfactory opportunities they receive and their satisfactory progress in the Foundation Stage, the majority do not reach the expected level for pupils entering Year 1. There is good additional support for pupils with learning difficulties and disabilities and those who are at the early stages of learning English. This ensures they make good progress in their language acquisition.

Teaching is good in Years 1 to 6 and satisfactory in the Foundation Stage. Teaching has improved since the previous inspection as a result of a strong commitment to professional development by all staff and more rigorous monitoring by the headteacher and senior managers. Systems to track pupils' progress are good overall. However, they are not sufficiently accurate in the Foundation Stage and consequently best use is not always made of the activities provided particularly in the good outdoor learning environment. Computers are increasingly used well by staff to support work across a range of subjects and enhance the understanding of pupils at the early stages of learning English.

The personal development and well-being of pupils are good as a result of the good care, guidance and support that they receive. Pupils greatly enjoy school and behave well. They care for and respect each other and relationships throughout the school are very good. This contributes well to the good progress pupils make and their good attitudes to work. Spiritual, moral, social and cultural development is promoted well and pupils have a good understanding of beliefs other than their own. They know what constitutes a healthy lifestyle and how to keep safe. There is a good curriculum, which includes outstanding opportunities for enrichment, sport and the arts. Pupils make an outstanding contribution to their community and are prepared well for their economic well-being.

Leadership and management are good. The headteacher, ably supported by senior managers, has been successful in moving the school forward in most areas of its work. A good team ethos has been established and a shared vision clearly focussed on ensuring the best for all pupils. Self-evaluation is good and as a result, there is accurate knowledge of where improvement is needed. Consequently, the capacity for further improvement is good.

## **What the school should do to improve further**

- Raise standards and pupils' achievement in reading by the end of Year 2 and in science by the end of Year 6.
- Improve assessment procedures in the Foundation Stage and make more effective use of the outdoor learning environment.

## **Achievement and standards**

### **Grade: 2**

Children make satisfactory progress through the Foundation Stage. By the time they enter Year 1 the majority do not reach the level expected nationally, particularly in communication, language and literacy. Progress accelerates through Year 1 and is good towards the end of Year 2. Standards are below the national average at the end of Year 2 but have improved over the past three years. Reading is the weaker aspect of learning. Recent initiatives to link reading and writing have brought greater structure and consistency to learning. This is improving standards and beginning to accelerate progress. By the end of Year 6, pupils of all abilities and backgrounds and those pupils who join the school other than the normal admission time, achieve well in English and mathematics. Standards are broadly average in these two subjects and the school is on course to reach its challenging targets and to maintain these standards. Whilst achievement is satisfactory in science, standards are below average. Pupils have not had sustained opportunities to use and apply their knowledge in investigative learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good as a result of the good provision. There are very good relationships within the school and pupils say that they feel secure and happy. They know where to find help with their work or other concerns. Pupils understand the importance of making healthy eating choices and taking regular exercise. Their contribution to their own and the wider community is outstanding. The school council approaches its responsibilities maturely and has an important role in helping to improve the school. Peer mentors are well respected by the pupils and provide a useful way of promoting harmony and resolving occasional conflict. Opportunities for pupils to be class monitors, members of the Children's Parliament and serve on the school council prepare them well for their future life. Pupils' attitudes and their behaviour are good. By the end of Year 6, pupils have developed into mature and sensible individuals. There is a high degree of racial harmony and bullying is rare. As one pupil commented, '...we know that even if we are different to each other we can still be friends.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good in Years 1 to 6 and enables learning to progress well. The high degree of consistently good teaching towards the end of Key Stage 2 is the main reason for the rapid progress and good achievement of pupils at the end of Year 6. Teachers have high expectations of behaviour and pupils' commitment to learning. This leads to a good working atmosphere in lessons. Teachers make it clear what pupils are expected to learn and make effective use of questioning and pupils' discussion to ensure that they have understood. Much of the work is suitably challenging and reflects improvements in the quality of assessment in Years 1 to 6 over the past year. Good additional support for pupils who need it most is effective in helping them to make good progress. Teaching in science, whilst satisfactory, does not develop investigative learning in a consistent way. Teaching and learning are satisfactory with good features in the Foundation Stage. All adults have good relationships with the children and a good range of activities is planned. However, the outdoor environment is not structured well enough to develop the learning potential in the activities provided. There is a recognised need to improve the accuracy of assessment so that there is a more secure base from which subsequent learning can be planned and delivered.

### **Curriculum and other activities**

#### **Grade: 2**

Improvements in the curriculum have ensured that issues concerning breadth and balance of subjects have been addressed successfully. As a result, the school gives all pupils a wide range of experiences. There is an appropriate emphasis on the teaching of literacy and numeracy. It meets the needs of pupils who have English as an additional language and those pupils who have learning difficulties and disabilities. There is an outstanding range of extra-curricular and enrichment activities, including music, art, sport and residential visits. The curriculum reflects the cultural heritage of the pupils, which makes learning more relevant for them. Community links are well established and promoted and involve parents increasingly in the work of the school. The satisfactory Foundation Stage curriculum provides a good range of learning experiences, which the children enjoy.

### **Care, guidance and support**

#### **Grade: 2**

Highly skilled learning mentors provide outstanding support for vulnerable pupils and those who are new to school. There are good links with outside agencies including speech and language therapists and the behavioural support team. With good support from all adults in school, these ensure that pupils receive effective guidance. There are good procedures for safeguarding pupils and effective child protection arrangements. Pupils with learning difficulties have good individual education plans

with appropriate targets that are monitored regularly and effectively. The many pupils entering the school at other than the usual admission time receive good support, which enables them to settle well. Academic guidance is mostly good, although assessment in the Foundation Stage lacks the accuracy and clarity to ensure that subsequent learning starts from a secure base.

## **Leadership and management**

### **Grade: 2**

The senior managers support the headteacher well and are good role models in their own teaching. The school is well managed and the team approach developed by the headteacher has involved all staff well in the many school initiatives aimed at raising achievement and standards. There is a strong emphasis on staff development and teaching is improving as a result of more focussed and regular monitoring by senior managers. Teachers new to the school receive good support. There is effective self-evaluation based on good systems to track pupils' achievements. Data from national tests are used increasingly well to target specific groups and has led to improvement, particularly in pupils' writing. Standards across the school have steadily improved over the past three years and by the end of Year 6 are close to national averages. The personal development of pupils is very well promoted both within school and from outside agencies. The school development plan provides a clear focus for further improvement. Governors support the school well, are aware of school priorities and are beginning to hold the school to account for its performance.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

I would like to thank you on behalf of the inspectors for the very friendly welcome we received on our recent visit to your school. I would also like to tell you what we found out. We think that your school has improved well and gives you a good education. We are confident that with your help, the headteacher and all the staff in the school will continue to make your school even better.

We were very impressed with your good attitudes to work and how well you all get on together. We would like to thank the school council for sharing their views with us and were very pleased to see how the 'Yellow Caps' and mediators help you at playtimes. We think the playground equipment is superb and were pleased to see you sharing this so well.

You work hard in your lessons and the teachers make most of these interesting, challenging and enjoyable. You are doing well with your writing and mathematics work and we saw some lovely examples. We think that some younger children could do better in their reading and older ones in their science. We also think that activities could be better planned for the Nursery and Reception children, particularly when they use the good outside play areas.

You tell us there is always someone to help you if you are concerned about anything. We know that your teachers and visitors to school teach you about healthy eating, keeping safe and the importance of taking regular exercise. We think the school provides you with outstanding opportunities to take part in out of school activities.

We really enjoyed our time in your school and we wish you good luck for the future.

Mr D Kilborn (Lead Inspector)