



# Hunters Hall Primary School

## Inspection Report

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**Unique Reference Number** 131844  
**Local Authority** Barking and Dagenham  
**Inspection number** 298957  
**Inspection dates** 13–14 March 2007  
**Reporting inspector** Adrian Lyons HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary	<b>School address</b>	Alibon Road
<b>School category</b>	Community		Dagenham
<b>Age range of pupils</b>	3–11		RM10 8DE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8270 4768
<b>Number on roll (school)</b>	656	<b>Fax number</b>	020 8270 4771
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Joseph Fryer
		<b>Headteacher</b>	Miss Pamela Nuttall
<b>Date of previous school inspection</b>	14 November 2005		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	13–14 March 2007	298957

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. At the previous inspection in November 2005 the school was placed in special measures because it was failing to give its pupils an acceptable standard of education. HMI subsequently visited the school on two occasions to monitor its progress, and re-inspected the school in March 2007.

## Description of the school

Hunters Hall Primary School is a popular, large three form entry school in an area of high social disadvantage. The number of pupils with learning difficulties or disabilities is around the national average. There is a higher than average proportion of pupils with statements. The great majority of pupils are of White British heritage. Attainment on entry is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

When the school was placed in special measures the key areas for improvement were to raise standards, particularly in English and mathematics, by: \* identifying and planning more effectively for the pupils' individual needs \* making more effective use of data to identify potential and actual under-achievement \* ensuring that pupils know how to improve their work \* developing approaches to monitoring that are consistently rigorous, evaluative and based firmly upon measurable outcomes \* ensuring that timely and reliable feedback from monitoring is undertaken so that everyone knows whether improvement is being secured.

There has been good progress in all these areas. This is now a good school with outstanding care and guidance.

From relatively low starting points all pupils are now making good progress and achieving well. In 2006 the standards attained by Year 6 pupils were above average.

Whilst there remains some unevenness in the quality of teaching, overall, all aspects of the school's work are judged by inspectors to be at least good. Teaching is far more consistent than was previously the case. No inadequate teaching was observed during the inspection and most was at least good. However, the quality of the teaching experienced by pupils as they move through Years 1-6 is variable.

One reason for pupils' good achievement is that they are exceptionally well cared for and are ably supported in a very caring environment. Pupils really enjoy coming to school and feel they are able to achieve well. The conditions now exist for them to do so. The school uses its resources well and provides good value for money.

Leaders and managers have driven improvement over the last year. Middle leaders are increasingly involved in monitoring and helping to improve their areas of responsibility. Staffing remains stable and this enhances the school's community feel. Provision in the Foundation Stage remains good.

One of the reasons for the enormous improvement over the last year is that the school now knows the academic progress of its pupils very well. It has sophisticated systems for monitoring the progress of each pupil. The information gained is shared with teachers and pupils and used effectively in planning by leaders and class teachers.

What makes this school very distinctive is that all the adults respect and value the children and the pupils reciprocate. This creates a school where behaviour is excellent. Whilst the school has been focussing on raising standards and improving teaching, it has maintained its unique character. For example the school choir recently sang for the Education Secretary. Inspectors were impressed and moved by the inspirational singing of the school song: 'When I look up to the stars, there's a burning deep inside me and I feel a power growing in my soul'. The pupils in this school believe the chorus: 'I can be anything I want, with this hope to drive me onward if I can just believe in me.'

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

\* Ensure that all children receive consistently good teaching to enable all pupils to achieve their full potential.

## **Achievement and standards**

### **Grade: 2**

The overall achievement of pupils is good. By the time they leave school in Year 6, standards are above average. This is a massive improvement on the standards reported in 2005 and is the result of the development of very good systems which track individual and class performance. Previous underperformance has been dramatically reduced but in a few classes as pupils move through Years 1 to 6, progress is not consistently good in all subjects. At times, it is no better than satisfactory because of inconsistencies related to the quality of teaching. In Years 2 and 6, pupils make consistently good progress because of the good and sometimes outstanding teaching they receive. Similarly, the youngest children in the Foundation Stage achieve well in relation to their starting point. Pupils with learning difficulties and disabilities are well supported and as a result, make good progress.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils enjoy coming to school and learning in lessons, referring to them as 'fun' and 'interesting.' They behave exceptionally well in class, around the school and in the playground. Pupils know that they can speak to an adult for support when they need it. They feel safe in school. Pupils understand well why it is necessary to be healthy, eat the right food and take enough exercise. They take on responsibility willingly; older pupils help children in the Nursery. The school council is active and has a voice in the running of the school. Pupils make suggestions for improvement, for example, the school has improved boys' toilets at their request. Pupils' contribution to the improvement of the wider community is innovative. Each class takes turn to raise money each month to support a child in Tanzania. Basic skills in literacy and numeracy are good and prepare them well for future learning and adult life. Attendance is broadly average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers manage classes well and use resources, including information and communications technology, effectively in lessons to reinforce and develop learning. The good relationships between all adults who work

in the classrooms and the pupils contribute well to the good progress the pupils make. In the Foundation Stage, lessons are carefully planned so that children develop their learning well in all areas. Teachers collect much information on individual pupils. This information is used well, in particular in English and mathematics, to ensure that activities build on what pupils already know. In Years 1 to 5, some teaching is less effective because not all lessons address the wide range of abilities within the classes. Because of this, pupils are making better progress in some subjects in some classes than in others. Marking is good and supports pupils learning well.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Following recent improvements, there is now good provision for literacy and numeracy which contribute well to pupil's next stage of learning. Provision for personal development is strong as is the provision for children in the Foundation Stage. There is good provision for art and music, and an increasing variety of enrichment opportunities, including instrumental tuition, and a range of clubs including a popular breakfast club. Modern foreign languages are taught to all pupils in Years 5 and 6. Classrooms are well organised and attractive, with very good facilities that make the most of modern technologies.

## **Care, guidance and support**

### **Grade: 1**

The school values its pupils enormously. It provides outstanding care, guidance and support for pupils, which contributes very well to their enjoyment, excellent behaviour and the progress they make. The school provides pupils with a very safe and secure place; as Year 2 pupils aptly say 'the massive black gate keeps us safe'. Child protection procedures are very thorough, backed by staff training. Policies and procedures for pupils' health and safety are very effective. The school keeps very good records of the checks made on the background of the staff and other adults working in the school. The personal, social and health education programme pays good attention to development of safe and healthy living styles.

Teachers know their pupils very well and monitor their academic progress very systematically. The major thrust of the school's work has been the assessment of pupils' levels of attainment and tracking their progress. Systems are now firmly established and used effectively. There are clear expectations for progress from year to year and from the pupils' starting points. Pupils have individual targets for their attainment in English and mathematics at their fingertips and they also know what they need to do to achieve them. Marking is much improved; the teachers mark pupils' work well and give pointers which help pupils know how to improve their work. Pupils with learning difficulties and disabilities receive very effective support tailored to their needs.

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## Leadership and management

### Grade: 2

The leadership and management of the school at all levels are greatly improved and are now good. The commitment and enthusiasm of the leadership team are infectious and are driving the school forward in terms of standards and provision. They have maintained a cohesive team of staff who are keen to improve their own practice for the benefit of the pupils. Improvements over the past year have been rapid, in terms of raising standards and improving the quality of teaching and learning. The school is well-placed to continue to make good improvement in the future.

The key to the recent school improvement has been the training received by all staff in lesson observation. Staff at all levels have a much clearer idea of what makes teaching satisfactory or good. Opportunities have been created for teachers to observe one another both as part of line management and also for peer review to identify good practice and give supportive developmental feedback.

School leaders now have much improved data which allows sophisticated analysis. This is used effectively to identify strengths and weaknesses in teaching. The analysis is combined with the outcomes of lesson observations to create individualised action plans to enable all teachers to improve their practice. Middle leaders are becoming increasingly involved in the monitoring of their subjects. The school is working with the local authority to provide coaching to make the quality of teaching more consistent.

Governors make a good contribution to the life of the school. They are well organised and successful in balancing support for the school with the need to challenge and question.

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## Inspection judgements

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

<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	2
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 am writing to thank you for the welcome you gave me and the team of inspectors when we visited your school on the 13-14 March 2007 and our previous visits over the last year. We really appreciated the help you gave us and especially in sharing your work and your ideas about the school.

You probably know that for some time inspectors wanted your school to have special help and so your school was in 'special measures'. I am delighted to tell you that as a result of the hard work of you and your teachers, we were able to see that your school has got a lot better and is no longer needs 'special measures'.

You attend a good school that is getting better all the time. Some aspects of your school are outstanding. You told us that one of the best things about your school is that it is 'fun'. You should be very proud of some things in your school. One example is the nature garden. We were pleased that you were able to tell us about chickens and eggs. We were very impressed by your singing.

We found that the school looks after you all very well. You told us that you feel safe and really enjoy coming to school. Your teachers know you well and have a lot of information on how well you are doing. The school is using that information to help you do even better.

This is what we have asked the school to do to make it even better.\* Ensure that all children receive consistently good teaching to enable all pupils to achieve their full potential Just like you sing about in the school song!

Yours sincerely

Adrian Lyons Her Majesty's Inspector