

# Hanover Primary School

## Inspection report

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<b>Unique Reference Number</b>	100407
<b>Local Authority</b>	Islington
<b>Inspection number</b>	323272
<b>Inspection dates</b>	25–26 November 2008
<b>Reporting inspector</b>	Sheila Nolan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	308
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Howard Revill
<b>Headteacher</b>	Miss Amanda Reese
<b>Date of previous school inspection</b>	3 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Noel Road London N1 8BD
<b>Telephone number</b>	020 7689 8949
<b>Fax number</b>	020 7689 8944

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<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 November 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hanover Primary School serves an area that is very diverse, culturally and economically. Around a half of the pupils, higher than average, are from a wide range of ethnic backgrounds and an above average proportion has a home language other than English. Many more pupils than is typical nationally are eligible for a free school meal. The proportion of the pupils with specific learning difficulties is double that nationally. Barriers to learning are mostly moderate learning difficulties and speech and language delay. The school provides both part-time and full-time Nursery places. A second Reception class will open at the beginning of next year as increasing numbers join the school after the Nursery year.

The school hosts an after-school club for both Hanover pupils and others from a nearby school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hanover is a good school. There have been significant improvements since the last inspection. Parents are very appreciative of how well the school is developing. A parent commented, 'It is a very happy school and my children enjoy what it offers.' Many others echoed this view, noting, 'We are extremely pleased with all aspects of life at Hanover'. The school council added its voice in praise of the school saying, 'We like the way teachers help us to learn and all the creative things we do.'

In the three years since the last inspection, pupils' performance has risen to reach close to average standards at the end of Year 2 and at least average standards at the end of Year 6 in English, mathematics and science. Pupils' overall achievement is satisfactory between Years 1 and 2 but they make slower progress in mathematics than in reading and writing. Some vulnerable pupils also lag behind in writing, particularly the boys. By the end of Year 6, all groups of pupils achieve well. In the most recent national tests, a greater proportion of pupils than in previous years gained the highest levels available. This was not the case in science, however, where there was a decline. The school has rightly identified the development of science in its new curriculum as a priority. Children's progress in the Nursery and Reception is good. They make fastest progress in their communication skills because the school has focused sharply on developing their fluency in English. They achieve least successfully in problem solving within mathematics.

The senior team leads the school exceptionally well. They have enthused staff with their vision of school improvement. The restructuring of staff roles, better and accurate procedures to check pupils' progress, and the greater involvement of parents in school life have made the greatest impact in moving the school forwards. Staff at all levels understand their responsibilities very clearly and are accountable for the progress of their pupils. Outstanding parental involvement has enriched opportunities for the pupils, both within the timetable and in the many exciting visits and clubs. Parents are now part of the learning community with some attending daytime classes. These programmes do much to cement good community relationships across the school.

Pupils genuinely enjoy school, not least because of the good care, guidance and support for each individual. Pupils' personal development and spiritual, moral, cultural and social development are good. Pupils, from whatever cultural group, feel valued and understand the importance of respecting their many different traditions. They are helped in this by the well-considered curriculum with its stimulating and creative themes. The school's inclusive ethos means pupils feel very safe and get to know each other in a secure environment. Most pupils attend well but there are some who take too much time off school and this has a negative impact on attendance figures.

Pupils have a clear understanding of how to keep healthy. They eat sensibly and participate well in physical activities. Not all, however, manage to organise their packed lunches to meet the school's recommendations. Many pupils make a difference to the lives of others, not least through the school council and through generous support for those less well placed than themselves. Pupils prepare well for the next stage of their education through their positive attitudes to work, their sound standards of work and through their appreciation of how to live in a diverse community.

Since the last inspection, teaching has improved. It is now good. Well-focused training is helping staff to develop expertise in assessing pupils' learning, in developing pupils' writing, and in enriching the curriculum. Partnership with the local community is strong.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

A range of good quality learning experiences, both indoors and outdoors, harnesses children's natural curiosity and gets them off to a good start. Children's skills on joining the Nursery and Reception fluctuate from year-to-year but are more often than not below those typical for their age group. Teachers and support staff rightly focus on developing children's social skills and their proficiency in language so that they develop positive attitudes to school. Resources are excellent and offer stimulating opportunities such as learning about how living animals grow. The hens are a clear favourite. The good balance between adult-directed activities and those that children choose for themselves enables them to make very steady progress in most areas of learning. They achieve best in linking sounds and letters and writing but are least successful in problem solving, reasoning and number.

Teachers and support staff work hard to ensure parents are well informed and fully involved in their child's development. The settling procedures are good and include opportunities for parents and children to visit the school, meet staff, and share in workshops to understand about how children learn through play. Children behave very well and are enthusiastic about their tasks. Relationships with adults and other children are very positive. Welfare is given a high priority and as a result children feel secure and enjoy their first experiences of school life. The Early Years Foundation Stage (EYFS) provision is well led and managed but the assessments of children's progress are not yet fully accurate in all areas.

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

- Raise standards in boys' writing and mathematics, particularly in Years 1 and 2.
- Ensure that the new curriculum supports fully the development of scientific skills.
- Intensify efforts to work with parents to improve attendance.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and reach average standards by the end of Year 6. National test results in each of English, mathematics and science rose in 2007 as did the provisional results for 2008. Pupils made faster progress than in previous years with close to three quarters of the cohorts achieving well in both English and mathematics between Years 3 and 6. This good progress is the result of improvements since the last inspection in the school's procedures for checking the pupils' performance against challenging targets. As they go through the school, the pupils' progress accelerates. The school ensures that pupils across the range of minority ethnic groups make equally steady progress. All achieve well, including those with moderate learning difficulties.

For many, starting points in the Nursery are lower than is typical nationally. Pupils make good progress by the end of the Reception class. Until this year, standards at the end of Year 2 have been below average with pupils making barely satisfactory progress from their starting points. However, in 2008, pupils achieved satisfactorily to reach average standards in reading, writing and mathematics. Progress in mathematics, however, is slower than that in writing and reading.

The school has also accurately identified that some boys, mainly those eligible for a free school meal, are performing less well in writing than their peers nationally.

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

### **Grade: 2**

Pupils enjoy school, behave exceptionally well and most attend regularly. They show very positive attitudes to learning. Relationships at all levels are harmonious and characterised by mutual respect. Pupils know about their own and others' culture. For example, pupils were keen to explain their musical and artistic links with an African school.

Pupils know about healthy eating and are aware of the importance of good nutrition. They approve of the changes to the school dinner menus. Pupils participate well in the extensive after-school activities including sports. Many are keen on the weekly swimming. The school council reports that the school deals speedily with any unkindness among pupils, and they feel very secure and know that adults are always there to help them. Pupils carry out a range of responsibilities with pride. They are especially pleased with their roles in drama and music presentations. Some run the fruit tuck shop while others contribute to the school newspaper. Besides raising money for charities both at home and overseas, pupils visit local elderly residents and share activities such as carol singing with them. Pupils' good progress in basic skills, their lively interest in local events, and their experience of living and working in a very diverse community help them to prepare well for their futures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Classrooms are lively and stimulating places to learn. Exciting displays, particularly the 3-dimensional artefacts, are excellent resources for learning. Pupils are well motivated to learn because of the warmth and concern teachers and support staff show for them. In the most successful lessons, there is a strong emphasis on discussion, on helping pupils to judge their own work and that of their peers. A real strength of teaching is the way planning allows pupils to work in the way they learn best. Questioning is often skilful and provokes pupils to think deeply. A Year 5 group, for example, were intrigued as to how to weigh a grain of rice. Despite these good features, there are inconsistencies. For example, in some classes, marking is not linked carefully enough to targets and pupils are not routinely expected to follow-up on errors and misunderstandings. Sometimes, activities are over long so that pupils become quietly distracted.

### **Curriculum and other activities**

#### **Grade: 2**

The school has adopted a topic-based approach to the curriculum. This has been effective in enthusing staff and pupils because of the many creative opportunities for links across subject areas. However, it is not yet clear that there are sufficient opportunities to support the pupils' scientific development well within the current two-year rolling programme. A very rich programme of visits supports classroom learning well. Museum visits are highly rated by the pupils. Expert visitors help bring the curriculum to life. Year 3, for example, were enthralled when a specialist on volcanoes talked to them about their work. After-school clubs are many and varied. They range from opportunities to learn modern languages to cookery.

## Care, guidance and support

### Grade: 2

Hanover provides a very caring and safe environment so that all pupils can flourish. This positive ethos provides a platform for the school's work and gives rise to excellent relationships between staff and pupils. Close links with external agencies ensure that most vulnerable pupils receive the support and attention they need. There are a few instances, however, where parents consider that help for children with complex needs is sometimes too slow. Inspection evidence shows that generally pupils with learning difficulties benefit from the close attention by staff to their individual education plans.

Recent robust systems to check on pupils' progress are used well by staff and understood by pupils. A notable feature of the school's procedures is the way vulnerable pupils' academic progress is scrutinised and strategies put in place to help them achieve as well as possible. However, the quality of feedback to pupils on their work is not yet good in all classes.

## Leadership and management

### Grade: 2

Leadership and management are good overall but there are aspects that are outstanding. In particular, the headteacher and senior leaders provide excellent direction for the school. Over the last year, they have been relentless in developing the skills of the staff in raising the pupils' attainment. The impact is evident in rising standards and in improvements in the quality of teaching. Curriculum leaders and the EYFS co-ordinator are increasingly skilful in how they manage their responsibilities. Rigorous self-evaluation is developing well at all levels of the school. For example, the school is clearly aware that standards at the end of Year 2, in particular, mathematics and boys' writing must improve. It also knows that the further development of pupils' scientific skills is a priority as is work with parents on improving attendance. Hanover is now demonstrating clearly its good capacity to improve further.

Governance is good. Governors visit regularly, and challenge and support the school well. There is a strong partnership with local support agencies, with the manager of the after-school club, and with parents. Opportunities such as the parents' language group, the family health sessions, and the support for pupils' learning activities are popular with parents. These occasions promote very successfully parents' sense of belonging to the school community. The school has good strategies in place to identify and make contact with hard-to-reach groups of parents.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

09 December 2008

Dear Pupils

Inspection of Hanover Primary School, London, N1 8BD

Thank you very much for your warm welcome when we visited your school recently. We were delighted to know that you enjoy school and work hard in lessons.

We think you go to a good school. We know you agree with us because the school council was very clear that you are cared for well and learn well in lessons. We were also impressed by how well you get on together, respect each other and the adults around you, and celebrate festivals together. You also tell us you feel very safe in school and that adults are always there to help you.

There are many things that are special about Hanover. We would like to single out your headteacher and her senior team who have done so much to improve your school since inspectors visited last. You are very lucky to have such committed teachers and support staff. Your parents, too, are keen to get involved in school life and help you to do things like swimming. There are some really good opportunities to be very creative in lessons. Your 3-dimensional artefacts make excellent backdrops to the topics you study. You also have a vast range of after-school clubs to choose from as well as specialist visitors and visits to the many exciting venues around you in London.

Before we left, we talked to your teachers about how Hanover could be even better. They told us they will make sure that you reach higher standards in mathematics and in writing particularly in Years 1 and 2. We also asked teachers to make sure that the new curriculum allows you to develop your scientific skills as fully as possible.

Your school works hard to ensure you attend regularly. However, although we have asked your school to do even more to support you, we would like those of you who take too much time off to do better. Some of you, too, could try to match your lunch box to the school's recommendations. Otherwise, we are sure you will continue to work hard and cooperate with your teachers.

Yours sincerely

Sheila Nolan

Lead Inspector