

Haggerston School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 100277 |
| Local Authority | Hackney |
| Inspection number | 335517 |
| Inspection dates | 12–13 May 2010 |
| Reporting inspector | Thomas Gibson |

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

| | |
|--|--|
| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–16 |
| Gender of pupils | Girls |
| Number of pupils on the school roll | 720 |
| Appropriate authority | The governing body |
| Chair | Barry OBrien |
| Headteacher | Barry Hersom |
| Date of previous school inspection | 4 December 2006 |
| School address | Weymouth Terrace London E2 8LS |
| Telephone number | 020 77397324 |
| Fax number | 020 77398603 |
| Email address | haggerstonschool@haggerston.hackney.sch.uk |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 31 lessons, undertaking three joint observations with school staff, and observed 30 teachers. They held meetings with staff, students and governors. Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation form, its monitoring of students' progress towards their targets and the school development plan. They also considered responses to questionnaires completed by staff, students and 107 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies to improve attendance and punctuality
- the school's effectiveness in ensuring that all groups of students make sustained and substantial progress, including White British students and higher-attaining students
- how effectively teachers use data on the prior learning of students to plan and develop their lessons
- the effectiveness of the governing body in shaping the direction of the school and holding it to account.

Information about the school

Haggerston School is below average in size, and serves a local community where the number of students known to be eligible for free school meals is significantly above average. Over three quarters of the students are from minority ethnic backgrounds and over half speak English as an additional language. The proportion of students with special educational needs and/or disabilities is above average, although the number of students with a statement of special educational needs is below average. A high number of students join or leave the school partway through their secondary education.

The school is a specialist technology school and is also an accredited language college and training school. Since September 2009 Haggerston School has been in a partnership with Mossbourne Community Academy.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Haggerston is an improving and forward-thinking school. The school has been through a period of turbulence and instability since its last inspection, but the new leadership team has made a significant impact in a short period of time on raising expectations. Despite a growing number of positive features, however, the school is not yet good because its systems for identifying and supporting students with different needs are not yet sufficiently well established across all year groups to ensure that all groups of students achieve consistently well.

Teachers use their expertise well to ensure that lessons are engaging and interesting, so that students make good progress. Students are developing good learning habits. They are enthusiastic and motivated to succeed. Behaviour has improved and is now good in class and around the school. Attainment on entry to the school is below average, but because of the good teaching and positive approach to the learning of the students, attainment by the end of Year 11 is broadly in line with the national average. Students overall make good progress, although the school does not yet use the information gathered from assessments well enough to adjust planning so that lesson activities and the curriculum fully meet the needs of all ability groups. As a result, the most-able students are not always fully challenged, and students with special educational needs and/or disabilities are not always given the support they need to do consistently well.

Attendance levels have improved and the number of students who are persistently absent from school has declined significantly, although the rate of attendance of White British girls remains low and exclusion rates, particularly in Key Stage 4, are still high. This has a further negative impact on the achievement of the students affected. The curriculum is now increasingly well matched to students' needs. Despite the specific limitations in terms of provision for different groups in lessons, the recent extension of the range of vocational courses and the increasingly flexible approach to examination entry are beginning to have a positive impact on students' outcomes.

The new leadership team has a clear understanding of the strengths and areas for development in the school. The headteacher and senior leaders have established a culture of high expectations, and staff morale is good. Given the successful results already seen as a result of their decisive actions, these positive features mean that the school is well placed for further sustained and rapid improvement.

What does the school need to do to improve further?

- Ensure that the learning needs of students with special educational needs and/or disabilities are fully identified and met in all year groups.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Ensure that teachers make consistently good use of assessment information in their lesson planning, particularly so that the most-able students are challenged to aim high.
- Work closely with parents and carers to bring down the rate of exclusions, and to improve the attendance of White British girls.

Outcomes for individuals and groups of pupils**2**

It was clear from the lessons observed that students enjoy their learning, and are reaching broadly average standards in the oldest year groups. They are able to work independently and in groups. Students are enthusiastic and willing to ask questions of their teachers. In the main, students have developed good work routines and aspire to achieve, although the most-able students are not consistently challenged and, therefore, they have not always achieved the highest grades of which they are capable. Overall, students make good progress from their different starting points in Year 7, although White British and Caribbean students and students from Any Other Mixed backgrounds make less progress than other students. The school is beginning to reduce this gap through its improved mentoring provision, so that individual needs are better catered for.

It is clear from discussions with students and responses to parents' and students' questionnaires that students feel safe in the school. They are confident that any incident or issue raised will be dealt with promptly by the school. Students' good behaviour makes a strong contribution to good learning in lessons. Following robust action by the school earlier in the year, students have responded well to high expectations and are increasingly aware of the importance of setting high standards for their own learning. Students are considerate towards one another and mix well within this very diverse community. Exclusion figures, however, remain high and the school is fully aware of the need to maintain its efforts in pursuing effective methods to support the minority of students who find it difficult to conform to the high expectations of the school.

The extent to which students develop workplace and other skills that will contribute to their economic well-being is good. Students have a clear understanding of the steps they need to take in the future through the informative support and advice made available to them in, for example, the 'aim higher' presentation attended by Year 9 students. The school has a clear focus on improving literacy and numeracy and the impact of this is demonstrated by the good rates of progress students make in English and mathematics.

The school has successfully started to address the low levels of attendance and high levels of persistent absence that existed in the previous academic year. Attendance overall is now average and the number of students persistently absent from school has significantly declined. However, the level of attendance for White British girls remains too low. Punctuality to school has improved and lessons start punctually.

Students value their school community and are constructive in contributing to wider aspects of school life. They are involved in range of activities, including the active school council and fund-raising for charities such as the 'Hearts for Haiti' appeal. They are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

involved in contributing to staff training days and are training as facilitators to run 'student circles' a project designed to further increase the student voice within the school. Positive mentoring links with an international law firm have helped develop and raise the aspirations of students in Year 10.

Students are able to engage in a range of artistic, sporting and cultural activities, including well-attended drama productions and working with the Design Museum to support national exhibitions. Students respect each other's needs. Year 11 students have taken responsibility for coordinating peer support services by ensuring the effective use of a help card service and a helpline via email. Overall, students' spiritual, moral, cultural and social development is satisfactory; there is limited structured provision for their spiritual development.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teachers provide a range of strategies to engage students in their learning. Teachers display good subject knowledge, are enthusiastic and know their students well. Lessons are well paced with positive interaction between teachers and students, and include

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

many opportunities for active learning. While lessons are well planned in terms of general activities, they do not always focus enough on the progress made by individuals or groups of students and so do not always provide enough challenge. Students are encouraged to assess their work and that of their peers and have a good understanding of the level they are working at. However, the marking of books does not consistently provide students with specific guidance on how they can make further progress.

Recent changes and adaptations to the curriculum have increased the flexibility of the provision, but the impact of these developments has not yet had time to be fully established. In Key Stage 3 cross-curricular project-based learning has focused on numeracy, literacy and developing thinking skills. In order to further improve literacy skills there is a literacy theme for each week. The Key Stage 4 curriculum has been developed to include applied learning courses in information and communication technology, business studies, science, and health and social care. The increased flexibility enables early examination entry in students' home languages, and support for students who speak English as an additional language is improving through breakfast clubs and better after-school support. The provision for physical education in Key Stage 4 is limited, but the school is rightly planning to increase this allocation next academic year.

Transition arrangements with primary schools are effective. Year 7 students are enthusiastic about vertical tutoring and the buddy system, which support their induction to secondary school. Support for students moving between Key Stages 3 and 4 includes 30% of students being offered one-to-one meetings with senior staff, and Connexions workers support students at the end of Key Stage 3 and 4 to plan their next steps. However, the school, through staff changes, has only recently begun to address the need for a structured system to ensure that students with special educational needs and/or disabilities are effectively identified and that their needs are fully catered for. The structure is now in place and is beginning to have an impact, particularly at Key Stage 3. Though the school has improved overall levels of attendance, there remain groups of students, such as White British students, whose attendance is low. Better systems to support and improve students' behaviour are beginning to have an impact. However, although the levels of exclusion are showing a slightly declining trend, they remain too high.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

The new leadership team has consistently communicated high expectations to staff and students about how the school can improve. After a turbulent period in relationships between staff and school management, the new leadership team has moved quickly to establish productive working relationships and staff morale is now good. School leaders have identified and tackled key areas of weakness and set out a clear vision for the school. The management of teaching and learning is based on a good understanding of the strengths and areas for development. A robust but supportive structure has been established to ensure that the quality of teaching continues to improve.

The new governing body established in September 2009 has only had full delegated responsibility for the school since April 2010, but has already developed effective routines and systems for governance and has established a clear view of the school and the expectations for its future development. It is now well placed to provide the appropriate balance of support and challenge for the school to ensure its continued improvements.

The effectiveness of the school's engagement with parents and carers is satisfactory. The school has developed an impressive newsletter to improve communications and has translators available at school events. The headteacher has an open 'surgery' one evening a week. However, in the parents and carers' questionnaire returns approximately a quarter of respondents were concerned about the level of information about their daughter's progress. The school has started to address this concern through the five student progress reports which are sent home each year.

The school has developed effective partnerships to promote learning and well-being. The association with Mossbourne Academy through the role of the executive headteacher has had a significant impact on developing the quality of leadership in the school. The established relationship with an international law firm provides individual mentoring opportunities for over 40 Year 10 students. Through the school's specialist status in technology, teachers have supported curriculum developments in local primary schools and modern foreign languages. Safeguarding procedures are thorough and the governors have a clear understanding of their responsibilities.

The school has a good understanding of the diverse community it serves. Students from different backgrounds get on well together. Through the effective monitoring of participation and achievement of different groups of students, the school is able to promote effective strategies to tackle differences in outcomes between groups. For example, the Daymer project for Turkish, Kurdish and Cypriot students and their families is supporting the development of literacy and numeracy within the community. As a result, gaps in outcomes for different groups of students continue to close.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|---|----------|
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

Most parents and carers were positive about their daughters' experience at school. A small minority of parents and carers would like more information about the progress their daughter is making and a similar percentage of parents and carers do not feel that the school takes account of their views and suggestions. The school is aware of the need to further improve communication with parents and carers following the challenges of the previous academic year. Inspectors agree that there is more to do improve communications, but acknowledge that the school has started to address this issue.

A small minority of parents and carers did not agree that their daughter's needs were being met. Inspectors agree that the school needs to embed a robust structure to ensure the needs of all students are fully met. The school has started to develop such a system. A small minority of parents and carers do not agree that school help keeps their child healthy. Inspectors agree that the school needs to increase the curriculum time available for students to participate in physical education, particularly at Key Stage 4.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haggerston School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 720 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 25 | 23 | 70 | 65 | 10 | 9 | 1 | 1 |
| The school keeps my child safe | 31 | 29 | 63 | 59 | 9 | 8 | 2 | 2 |
| The school informs me about my child's progress | 26 | 24 | 53 | 50 | 22 | 21 | 4 | 4 |
| My child is making enough progress at this school | 28 | 26 | 66 | 62 | 11 | 10 | 1 | 1 |
| The teaching is good at this school | 16 | 15 | 70 | 65 | 17 | 16 | 1 | 1 |
| The school helps me to support my child's learning | 22 | 21 | 58 | 54 | 23 | 21 | 4 | 4 |
| The school helps my child to have a healthy lifestyle | 11 | 10 | 63 | 59 | 27 | 25 | 4 | 4 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23 | 21 | 62 | 58 | 12 | 11 | 1 | 1 |
| The school meets my child's particular needs | 15 | 14 | 63 | 59 | 21 | 20 | 5 | 5 |
| The school deals effectively with unacceptable behaviour | 26 | 24 | 62 | 58 | 12 | 11 | 3 | 3 |
| The school takes account of my suggestions and concerns | 13 | 12 | 62 | 58 | 12 | 11 | 3 | 3 |
| The school is led and managed effectively | 16 | 15 | 73 | 68 | 12 | 11 | 2 | 2 |
| Overall, I am happy with my child's experience at this school | 28 | 26 | 67 | 63 | 9 | 8 | 1 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 May 2010

Dear Students

Inspection of Haggerston School, Hackney, London E2 8LS

On behalf of the inspection team who visited your school recently, I would like to thank you for your warm welcome and for helping us with the inspection. We enjoyed meeting you and talking to you around the school. You were very positive about your school and the improvements that have taken place this academic year. We have taken your views into account in judging that Haggerston School is a satisfactory school which has made significant recent progress.

You clearly enjoy your learning and the quality of teaching that you receive is good. The staff are enthusiastic and keen for you do well. Your good behaviour in class supports the good pace of lessons and the progress you make overall. Under the guidance of the new leadership team, the school has established high expectations for you and in a short period of time the team has made significant improvements to your school.

To improve your school further, we have asked the senior leaders to:

- further improve the curriculum so that you all have the opportunity to develop your talents and succeed, including students who have additional needs
- ensure that in all lessons the learning needs of the most-able students are met
- work with your families to ensure that exclusions come down and attendance goes up even further.

You can do your bit to help by coming to school as often as you possibly can. With your support the school has made considerable progress this year, and the inspection team has every confidence that it will continue to improve.

Yours sincerely

Thomas Gibson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.