

Hartley Primary School

Inspection report

Unique Reference Number	102726
Local Authority	Newham
Inspection number	335956
Inspection dates	18–19 May 2010
Reporting inspector	Gordon Ewing

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 of pupils on the school roll	731
Appropriate authority	The governing body
Chair	Reverend Dr Jane Freeman
Headteacher	Paul McNeil
Date of previous school inspection	12 March 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 34 lessons, observing 24 teachers. A total of 19 hours of inspectors' time was spent observing learning. Meetings were held with the headteacher, other senior leaders, governors, members of staff and groups of pupils. Informal discussions were conducted with some parents. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, pupils' work in their exercise books and teachers' planning and marking. Inspectors took account of separate questionnaires completed by 345 parents and carers, 24 staff and 88 older pupils.

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

- how much progress children make in the Early Years Foundation Stage from their starting points
- the rates of progress that younger pupils make in reading, writing and mathematics and especially girls, boys, Asian British pupils and those with special educational needs and/or disabilities
- the rates of progress for older pupils in English, mathematics and science and especially that of girls, boys, Asian British pupils and those with special educational needs and/or disabilities.
- how effectively leaders at all levels improve the quality of teaching and ensure that assessment information is used effectively so that all pupils achieve as well as they can
- the quality of provision and the overall effectiveness of the Early Years Foundation Stage.

Information about the school

Hartley is a large primary school. The proportion of pupils from minority ethnic backgrounds is very high. The largest groups of pupils are those from Asian and Asian British backgrounds. A majority of pupils are at the early stages of learning English. The proportion of pupils who are known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities is below that found nationally, and they have predominantly moderate learning difficulties. The proportion of pupils who enter and leave the school at other than the normal times is very high.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hartley Primary is a good school that has maintained the momentum of improvement since the last inspection. Its success is founded upon excellent relationships amongst all stakeholders and an inclusive and supportive ethos. Pupils' good attendance reflects their real enjoyment of school and the school's positive atmosphere contributes much to their good spiritual, moral, social and cultural development. Behaviour is good, and often outstanding in lessons. Pupils feel extremely safe and know that adults are always there to help them. The school successfully promotes a sense of community and respect for others so that the feeling of belonging is tangible. As one parent wrote, 'The teachers are really caring and have good impact on my child's education and character.' The vast majority of parents and carers evidently agree.

Children enter the Nursery with very low skill levels. Children make secure progress because good teaching and an effective balance of child-initiated and adult-directed activities challenge and motivate them. Rates of progress falter in the Reception classes because teaching is of variable quality and learning activities are not always adequately tuned to the needs of all children. Children make satisfactory progress overall and move to Year 1 with low average attainment in all areas of learning.

In the last three years, attainment in reading, writing and mathematics in Years 1 and 2 slipped significantly and recent concerted action by the school has begun to address clear weaknesses in teaching and assessment. Consequently, the performance of boys and Bangladeshi pupils, in particular, has improved. However, more needs to be done to ensure that all pupils achieve higher standards by the end of Year 2. The attainment of the current Year 6 pupils is broadly average in English, mathematics and science. The key factor in their strong achievement from low starting points is the good, and sometimes outstanding, teaching in Years 5 and 6. Pupils who join the school at times other than normal are well supported and many make swift gains in their learning. Pupils with special educational needs and/or disabilities make good progress because their varied needs are effectively met.

Teaching across the school, although good overall, varies considerably because assessment data is not always used effectively to pitch learning activities so that they challenge pupils of all abilities. Furthermore, teachers' marking and guidance to pupils on how to improve lacks precision and consistency. Consequently, opportunities are sometimes missed to accelerate learning and increase independence. The curriculum is well balanced and enriched by an extensive range of extra-curricular activities from which pupils gain considerably in terms of their personal and creative development. Pupils across the school are well looked after and cared for.

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The good leadership of the headteacher and his senior staff ensures that the school does not rest on its laurels and recent initiatives to raise the achievement of targeted groups, such as Bangladeshi pupils, are having evident impact. Leaders at all levels are ambitious to do more by building on recent successes to raise the achievement of other groups, such as Indian pupils, and by improving outcomes for learners in the Reception and Years 1 and 2. Self-evaluation is accurate and effectively informs improvement planning. Governors are committed and well informed. They ensure that policies and practices regarding safeguarding, child protection and equal opportunities are effective and regularly reviewed. They are developing the skills necessary to monitor the school's effectiveness by tracking the impact of provision on outcomes for pupils. Overall, leaders' recent track record in raising achievement for key groups and in sustaining improvements since the last inspection indicate that the school has a good capacity to improve.

What does the school need to do to improve further?

- By the end of the December 2010, raise attainment in reading, writing and mathematics in Reception and Years 1 and 2 by:
 - using assessment data effectively to track the progress of key groups and ensuring that intervention strategies are swiftly implemented so that under-achievement is rapidly addressed
 - ensuring that planning and assessment procedures are consistent across the Early Years Foundation Stage and best practice is celebrated and shared.
- By the end of December 2010, improve the consistency of teaching and learning across the school and, thereby, raise standards further by:
 - sharing existing good practice to raise the quality of good teaching to at least 80% and by April 2011 to at least 90%
 - systematically monitoring teachers' planning and observing lessons to ensure that activities are finely tuned to pupils' needs and that pupils' targets are regularly assessed and more frequently updated
 - ensuring that when teachers mark pupils' work they give frequent and focused guidance about how to improve their skills and increase their independence.

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

The quality of learning and progress is good overall. The gap in progress between different groups is closing as the school is now more effective in identifying and reducing under-achievement. Progress strengthens considerably as pupils move through school. By Years 5 and 6 it is consistently good because teachers ably challenge and extend pupils by providing stimulating and high-quality learning activities. Throughout the school pupils are enthusiastic about their tasks, even when some activities lack challenge or are unimaginative. They respond well to teachers' questioning and demonstrate high levels of perseverance and cooperation. In an outstanding Year 6

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lesson pupils were highly engaged in a range of challenging activities tightly geared to their ability. They used computers, calculators and pencil and paper methods to solve simple problems in algebra. The teacher and teaching assistant astutely questioned pupils to assess and extend their learning. Pupils supported each other and showed high levels of collaboration. Pupils then applied their learning effectively to problem-solving situations found in the work place.

Pupils demonstrate a good understanding of how to maintain a healthy lifestyle and exercise good healthy choices when visiting the tuck shop and the dining room. They gave an inspector very good advice about the components of a healthy meal. Pupils are evidently proud of their school. They understand and care about local issues and play a formative part in school life and wider community as school councillors, peer mediators, play pals and in supporting charities nationally and worldwide. Bullying is rare and pupils are very confident that the school's 'no tolerance' stance is effective. Pupils' basic skills strengthen as pupils progress through the school. Their skills in information and communication technology (ICT) are a particular strength. Given their very positive attitudes to learning, their ability to work in teams and their strong sense of community, pupils are well prepared for the challenges of the next stage of their education.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

The majority of teaching is securing good progress and learning, especially for older pupils. Teachers have good subject knowledge and access to detailed assessment data is available in all classes. In the best lessons, this information is used on a daily basis to provide challenging and thought-provoking activities. Pupils receive targeted advice as they work and learn so that they take the next step with confidence and purpose. This is not consistently the case throughout the school and particularly in Reception and Years 1 and 2. Pupils with special educational needs and/or those with disabilities and those for whom English is a second language achieve as well as their peers because well-considered strategies are in place to increase their access to the curriculum. In particular, teaching assistants are often well deployed to support learning in the classroom and small group tuition boosts pupils' capacity to engage in normal lessons. The curriculum provides good opportunities to broaden pupils' experience and personal development. Creative aspects of the curriculum are highly valued by pupils who appreciate additional opportunities to develop skills, for example in gardening, cookery and playing the piano. Typical comments from two pupils readily reflect their enjoyment of school. 'Learning here is fun,' and, 'I love literacy and history.' The curriculum is well supported by partnerships, for example in sport and music, through links with local schools and the Music Academy. The curriculum celebrates well the many cultures present in the school and links with schools in France and Bangladesh bring an increasing global dimension to learning. However, more could be done to develop pupils' awareness and understanding of contrasting localities in the United Kingdom. Pastoral care is good. 'The teachers look after you well,' reported one pupil. There are good links with external agencies to support vulnerable pupils and their families. The school works hard to secure additional funding, for example to raise the achievement of Bangladeshi pupils and to support Somali families new to the country.

These are the grades for the quality of provision

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

How effective are leadership and management?

The strong partnership across the senior leadership team is a key factor in the school's continuing success. A common sense of purpose permeates the whole school and there is a clear ambition and commitment to improvement. Middle leaders, some of whom are recent appointments, are building their skills and capacity to monitor effectively

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outcomes for pupils in their subjects. Leaders at all levels are increasingly proficient in identifying underachievement and are keen to build on the success of recent initiatives by applying existing good practice to raising the achievement of other key groups, especially in Reception and Years 1 and 2. A good range of assessment data is available but it is not used consistently to improve teachers' day-to-day planning or to ensure that the level of challenge is right for all pupils.

Procedures to safeguard pupils are robust and the school maintains an attentive eye on those who are most vulnerable. However, the recording of incidents has yet to be centralised, reducing the school's ability to track and monitor how incidents are managed. The school has a robust stance in ensuring that equal opportunities are central to the school's actions. Variations in achievement and learning are now being tackled with greater precision so the gap between different groups is closing. The school is a harmonious and cohesive community and pupils demonstrate a keen appreciation of the cultural and religious diversity within, and beyond, the school. Community workshops on literacy, numeracy and supporting families with homework help to engage parents and carers in their child's education and in developing a strong community identity.

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
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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, children make satisfactory progress from low starting points. Those for whom English is an additional language make good progress towards developing fluency in English because they are well supported and teaching programmes are appropriately

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focused on their needs. The key worker system ensures that children settle swiftly in the Nursery and feel safe and confident. They develop self-esteem and independence so that they make good improvements in personal and social development. All children behave well because they know and understand their boundaries. They enjoy being at school and are enthusiastic to learn. Children in Reception classes do not make consistent progress because activities are not sufficiently focused to extend them or to develop increasing independence.

Since the last inspection necessary improvements in gathering evidence for tracking children's progress have been made so that activities are better matched to children's needs, especially in the Nursery. Relationships with parents and carers are well developed through a truly open door policy, which has a favourable impact on learning. Children are effectively supported as they move to face the differing challenges of Year 1. The Early Years Foundation Stage leader understands how children learn, knows where improvements are needed and currently provides satisfactory leadership.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately one half of parents and carers returned completed questionnaires. The responses of the overwhelming majority were positive about their child's overall experience at school. They agree that their children enjoy school, feel safe and are encouraged to adopt healthy lifestyles. A very few parents and carers expressed concern about the rates of progress that younger pupils make. The inspection team judges that the majority of younger pupils are now making satisfactory progress, although more needs to be done in Reception and Years 1 and 2 to ensure that the quality of learning for all pupils is regular. A small minority of parents and carers took the view that pupils were not adequately prepared for their future adult lives. The inspection team does not concur with this view because pupils' excellent attitudes to learning and their improving basic skills in literacy, numeracy and ICT play a key and effective part in preparing them for their life as future citizens. A very small minority of parents and carers were of the view that the school did not always take account of their suggestions and concerns. The inspection team found convincing evidence that the school regularly seeks the views of parents and carers and offers other opportunities to listen to stakeholders, for example through a weekly drop-in session to meet with the headteacher. The inspection team judged that the school does take account of the views of all stakeholders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hartley Primary 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 345 completed questionnaires by the end of the on-site inspection. In total, there are 731 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	205	59	135	39	2	1	0	0
The school keeps my child safe	165	48	173	50	5	1	0	0
The school informs me about my child's progress	144	42	184	53	11	3	2	1
My child is making enough progress at this school	119	34	197	57	22	7	2	1
The teaching is good at this school	153	44	177	57	8	2	2	1
The school helps me to support my child's learning	121	35	190	55	27	8	2	1
The school helps my child to have a healthy lifestyle	132	38	194	56	15	4	0	0
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)	95	28	211	61	19	6	2	1
The school meets my child's particular needs	102	30	213	62	15	4	4	1
The school deals effectively with unacceptable behaviour	103	30	196	57	31	9	3	1
The school takes account of my suggestions and concerns	84	24	214	62	23	7	4	1
The school is led and managed effectively	104	30	215	62	12	3	1	0
Overall, I am happy with my child's experience at this school	138	40	193	56	6	2	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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:	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. ■ 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.



20 May 2010

Dear Pupils

Inspection of Hartley Primary School, London E6 1NT

We really enjoyed our recent visit to see you at work. You made us feel very welcome and you spoke very positively about school life.

You reported that Hartley Primary is a good school and we totally agree with you. Like you, almost all parents and carers are happy with the school. In particular, we liked these things about your school.

- You behave really well and get on together as a whole school community.
- You work hard, show perseverance and determination so that you make good progress, particularly in Years 5 and 6.
- You feel really safe and secure and thoroughly enjoy lessons. Your attendance is good too.
- Your headteacher and his senior team have a good partnership that has helped the school to continue to improve since the last inspection.
- You are well cared for and you are confident that all adults are there to help should you have any worries.
- You have plenty of exciting things to do in lessons, after-school clubs and the numerous visits offered to you.

Everyone at Hartley wants the school to be even better and to achieve this we have asked the staff and governors to:

- ensure that those of you in Reception and Years 1 and 2 reach higher standards in reading, writing and mathematics
- improve the quality of teaching and learning so that all of you experience the best possible teaching and receive good advice about how to take the next step in your learning with confidence.

We wish you all every success in your future education and life.

Yours sincerely

Gordon Ewing

Lead inspector

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