

Hartley Primary School

Hartley Avenue, East Ham, London, E6 1NT

Inspection dates 29–30 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment and progress in Years 1 and 2 require improvement. Although there is evidence of improvement, it is not enough to ensure good progress for all pupils in Key Stage 1.
- Pupils' attainment by the end of Year 6 in reading writing and mathematics is broadly average because although pupils make good progress overall from Year 3, they do not make up for earlier slower progress.
- Teachers do not always use assessment information to help them set work at the right level of difficulty. This is particularly so for the most able pupils, who are capable of learning more deeply and more quickly.
- Too many pupils are uncertain about how to improve their work. Teachers do not mark work often enough or provide advice that will help pupils improve their work.
- Teachers generally use questions to check basic understanding rather than help pupils to build deeper understanding and learn more quickly.
- Although senior leaders have begun to improve areas such as assessment and teaching, these changes have not had time to become established and bring about the improvements the school needs.
- School plans do not have timelines to help ensure actions are carried out swiftly enough. They also do not link the success of school actions to improvements in pupils' learning.
- When school leaders check the quality of teaching, they do not focus sharply enough on how well pupils are learning.

The school has the following strengths

- Children in the Early Years phase and many older pupils make good progress from their different starting points.
- The two acting headteachers have chosen their priorities well. They have harnessed the energies of other senior leaders to help drive the school forward.
- Pupils behave well in this school. There is a strong culture of hard work and ambition. Teachers and pupils respect each other.
- Parents, staff and pupils all agree that pupils feel safe and know how to keep themselves safe.
- Governors understand the strengths and challenges for the school. They give strong support to the leadership team to improve teaching and pupils' achievement.

Information about this inspection

- Inspectors observed 32 lessons or part lessons. These included joint observations with the headteacher and senior leaders and observations of pupils receiving additional support. In addition, the inspection team examined pupils' work in their books and listened to pupils read.
- Meetings were held with a group of pupils, the governing body, senior and middle leaders, a representative from the local authority, and a National Leader of Education working with the school.
- Inspectors took account of the 41 responses to the online questionnaire (Parent View), discussions with parents as they brought their children to school, and responses to the staff questionnaires.
- Inspectors observed the school's work and looked at relevant documentation, including policies and improvement plans and records of staff development, pupils' achievement, teaching, the curriculum, behaviour, attendance and safeguarding.

Inspection team

Mehar Brar, Lead inspector	Additional inspector
Olson Davis	Additional inspector
Margaret Wolf	Additional inspector
Richard Griffiths	Additional inspector

Full report

Information about this school

- Hartley Primary School is much larger than the average-sized primary school.
- The proportion of boys is a little higher than that of girls in the school.
- The proportion of disadvantaged pupils (those known to be eligible for free school meals or who are looked after) for whom the school receives additional funding through the pupil premium is above average.
- The vast majority of the pupils are of Indian, Pakistani or Bangladeshi heritage. The remaining pupils are from a range of ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils who are disabled or have special educational needs is much lower than average.
- The turnover of pupils joining and leaving the school at different times is a little higher than that seen nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club which is managed by the governing body.
- At the time of this inspection the school was being led by two acting headteachers, who have held this position since September 2014. They are being supported by the headteacher of Upton Cross Primary School, who is also a National Leader of Education.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Years 1 and 2, so that all pupils make good progress by:
 - using questioning in lessons to help deepen and accelerate learning, as well as checking pupils' understanding
 - providing more difficult work and opportunities to learn more quickly for pupils who are capable of this, particularly the most able pupils
 - strengthening the quality of feedback given to pupils so that they know how well they are learning and understand more clearly how to improve their work
 - using information about how well pupils are learning in order to provide more helpful support and challenge according to pupils' capabilities.
- Improve the impact of leadership and management on how well the school is improving by making sure that:
 - plans for improvement have timelines to help drive changes more quickly
 - actions that the school takes are clearly judged by improvements seen in how well pupils learn
 - checks on the quality of teaching focus more rigorously on how well pupils are learning.

Inspection judgements

The leadership and management

require improvement

- School leaders have been slow to respond to the weak teaching identified in the previous inspection in Years 1 and 2. Although pupils are making a little better progress, the quality of teaching is still not good enough in these year groups. Attainment in reading, writing and mathematics is still no better than average by the end of Year 6.
- Leaders' plans for improvement have identified the correct priorities, but this planning does not include timelines to help the actions be completed as quickly as necessary. The success of the actions in these plans is usually not linked to how they will improve pupils' learning. Consequently, although improvement is apparent, it is not sufficient or rapid enough.
- Leaders' documents that describe how they judge the quality of teaching place more emphasis on what teachers do than on how well pupils learn. As a result, their judgements are sometimes generous.
- Subject leaders are committed, knowledgeable and enthusiastic. They use their subjects to help pupils develop important skills of reading, writing and mathematics.
- The primary school physical education and sports premium has helped to provide more sports coaches, more competitions and a wider range of sporting opportunities. The school has established a useful partnership with a local secondary school to aid the development of sport. The school has not yet evaluated how this extra funding and more participation in sport are helping pupils improve their physical well-being and learn better in other subjects.
- Leaders ensure that the pupil premium funding is used well. As a result, eligible pupils make good progress and any gaps there may be between their attainment and that of their peers are closed.
- The school ensures that all pupils have equal opportunity to access the wide range of subjects taught. This includes opportunities to strengthen learning of reading and writing that are increasingly available across the school. Additional activities such as sports clubs, revision classes, educational visits such as the Year 6 residential visit of the Lake District and visitors to the school enhance learning for all pupils. The school has responded to the most recent changes in the National Curriculum and adjusted its plans accordingly. The school is beginning to collect pupil assessment information in ways that fit with the new curriculum.
- Spiritual, moral, social and cultural education is evident throughout the school. For example, children examine issues such as fate and honesty when studying *Macbeth*. Pupils show that they are ambitious and will work hard to succeed. They sing songs from different cultures and celebrate a variety of festivals to help them understand and value differences and similarities in how we all live. They embody the British values of hard work, living together with respect and a commitment to each other's success. As a result, pupils are well prepared for life in modern Britain.
- The local authority has enabled another headteacher from a local school to work with the leaders of this school. As a result of this recent partnership, senior leaders have identified useful priorities and are beginning to examine how well teaching and learning are improving across the school.
- **The governance of the school:**
 - The governing body holds senior leaders accountable for the improvement of the school. They recognise that improvements in pupil progress have been slow, especially in Key Stage 1, because the school's earlier strategies have not been effective enough. Governors know that the school's current priorities are the ones that will make the most difference. They understand performance data so that they know how well the school is performing compared with the national picture. Governors know the strengths of teaching, including how pupils eligible for pupil premium funding are learning and how the school promotes British values of understanding and tolerance. They have ensured that the pay policy of the school is linked to teacher performance so that good teaching is rewarded and poor performance is managed appropriately. Governors ensure that safeguarding procedures are compliant, so that pupils are safe and well cared for.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Inspectors agree with staff, parents and pupils that teachers model respect and courtesy effectively and that pupils reflect this in their behaviour. There is very little disruption in any part of the school at any

time.

- Pupils are ambitious and keen to learn. Most also work hard at home, supported by their parents. They enjoy the wide range of subjects that are offered by the school, and concentrate well in lessons. Sometimes when they want help to understand something more clearly, or have finished the work given to them, some pupils lack confidence to let teachers know, and teachers do not always notice this. The time that pupils then spend off task slows their progress.
- Attendance is slowly improving because the school discusses this clearly with parents. Overall, attendance is now average and persistent absence is also reducing. All pupils arrive at school on time. The breakfast club helps parents balance their work commitments with good school attendance by their children.

Safety

- The school's work to keep pupils safe and secure is good.
- This is a caring school. Inspectors agree with parents, staff and pupils. Pupils' emotional well-being and safety needs are as central to this school as their academic needs.
- The school is a cohesive community with strong relationships and no discrimination. Pupils learn about the wider community in this country and across the world. They have an understanding of different faiths through their friends and by visiting different places of worship. They speak with interest and enthusiasm about all the faiths and cultures they learn about.
- Pupils confirmed the views of staff and parents that bullying, including any kind of prejudice-driven bullying, was not a concern for them. Pupils are confident that any issues that might arise are dealt with quickly by the staff, and parents are informed about how the issues have been resolved.
- Pupils feel safe in school and know how to keep themselves safe in their wider lives. They learn about risks in our lives and about how to stay safe, for example, when using the internet.

The quality of teaching

requires improvement

- Teaching has not been good enough to help enough pupils make good progress in Years 1 and 2. Teaching from Year 3 to Year 6 has not enabled pupils to make fast enough progress to help them catch up after earlier weak teaching. This has also held back attainment, which is average by the end of Year 6 for the vast majority of students.
- Teachers' questions are mainly used to check basic understanding of the ideas being taught, rather than to also help pupils think about ideas more deeply and to learn more quickly.
- Teachers do not use assessment information carefully enough to make sure that all pupils are able to finish the work set for them or be extended with further learning.
- Most able pupils, in particular, are often not given work that is hard enough for them. They are also not given enough opportunity to learn more quickly. Consequently, these pupils do not reach the high standards of which they are capable.
- Teachers do not use marking skilfully enough and often enough to make sure that pupils understand how well they are learning and how to improve their work.
- Interesting reading and writing activities are linked together in Years 3 to 6. This has been a recent development and is beginning to bring about faster improvement in the quality of both reading and writing. Pupils in Year 1 and 2 have too few opportunities like this and so their work does not show enough improvement.
- The teaching of mathematics covers the curriculum well. The use of data-handling and word problems is helping older pupils improve their mathematical skills and understanding. The teaching of mathematics is not always as good in Years 1 and 2.
- Teaching in the Early Years has improved since the last inspection. Children are making good progress overall because of improvements in their confidence and English language skills.

The achievement of pupils

requires improvement

- Pupils' attainment has remained similar to that seen during the last inspection. By the end of Year 6, attainment is broadly average in reading, writing and mathematics. Attainment by the end of Year 2 in 2014 was significantly below the national average. Work in pupils' books and school records of attainment show that it is now a little better, but still variable. Pupils' progress from Year 3 to Year 6 is still not fast enough to enable pupils to catch up and attain better than average by the end of Year 6.

- Progress of the most able pupils has been too slow in reading, writing and mathematics for the past three years. As a result, not enough pupils attain the higher levels. Inspection evidence shows little improvement during the current school year.
- Children who join the school in the Nursery do so with levels of skills and knowledge that are well below those typical for their age. This is especially true of personal, social and emotional development and also communication, language and literacy. These children make good progress across the early years so that by the time they enter Year 1 the proportion showing a good level of development matches the national average and they are well prepared for learning in Year 1.
- There is no overall difference between the progress made by boys and girls, any particular ethnic group, those who speak English as an additional language and those who join the school at different times of the year.
- Disabled pupils and those with special educational needs make similar progress overall to that of other pupils in the school. They receive prompt and effective support to help them keep up with their peers.
- Pupils eligible for the pupil premium make very similar progress in reading, writing and mathematics. Their attainment is no different to that of other pupils in school by the end of Year 6. It is also similar to other pupils nationally who receive this funding.

The early years provision

is good

- The early years teachers and staff enable most children to make good progress in all areas of their development. This includes children who speak English as an additional language and those with special educational needs. In the Nursery, teachers prepare children well by building their confidence to ask questions, explore different activities and begin to share and play with other children.
- In the Reception class, teachers continue to develop children's language and number skills and build their confidence. Sometimes children are less confident when they are choosing activities provided outdoors. Adults encourage them in decision-making, when necessary, and overall children make good progress.
- The leader of the early years provision is energetic and sets a strong example for other teachers and staff. Parents are involved from the very beginning and they regularly visit the school to help their children learn. Teachers, and other staff, build the confidence of parents to continue to help their children when they are at home.
- Children learn in an emotionally and physically safe environment, where staff model a confident, caring and cheerful approach to learning. As a result, all children play well together. They use resources carefully so that they and their friends can play safely.

WHAT INSPECTION JUDGEMENTS MEAN

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102726
Local authority	Newham
Inspection number	448715

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	832
Appropriate authority	The governing body
Chair	Mark Fletcher
Headteacher	Paul McNeil
Date of previous school inspection	18–19 May 2010
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