

# Haggerston School

Weymouth Terrace, London, E2 8LS

**Inspection dates** 12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The school has gone from strength to strength since the previous inspection. Students now make good progress and almost all achieve well.
- The improvement in students' achievement is a direct result of the school's transformation of teaching, which is at least good and sometimes of high quality. Teachers provide engaging and interesting activities that extend students' learning.
- Students who need extra help to catch up are given effective support. As a result, gaps in attainment between different groups of students are closing and almost all groups achieve well.
- The leadership team and governors have worked successfully to raise standards and improve the quality of teaching and learning.
- The sixth form is good. It is growing in size and students achieve well, in line with the main school.
- Students are keen to learn and they behave well. They recognise the positive changes in the school and say that this has helped to improve their achievement and behaviour. Behaviour is good, attendance is improving rapidly and exclusions are falling.
- Governors have a clear oversight of the school's work and an accurate understanding of how well it is doing.

### It is not yet an outstanding school because

- Achievement in a few subject areas, including music, physical education (PE) and textiles, is not as strong as that in other subjects.
- Students are not always encouraged to be independent in their learning, particularly in discussing how to improve their work.

## Information about this inspection

- Inspectors observed 40 lessons, eight of which were jointly observed with members of the senior leadership team. In addition, a number of shorter visits to lessons were made as part of a themed learning walk.
- Discussions took place with groups of students, governors, the school’s local authority adviser and a wide range of staff including the headteacher, senior leaders and middle leaders.
- The inspectors looked at 19 responses to Ofsted’s on-line questionnaire, Parent View, to inform the inspection and took into account a number of letters and emails received from parents. Inspectors also took into account the school’s own surveys from parents and 61 responses to the staff questionnaire.
- A wide range of documents were scrutinised including the school’s development plan, students’ work, progress data, minutes of governing body meetings, attendance data and records showing how the school cares for, and protects, students.

## Inspection team

Chris King, Lead inspector	Additional Inspector
Hugh Betterton	Additional Inspector
Cosmos Charles	Additional Inspector
Heather Leatt	Additional Inspector
Roisin Chambers	Additional Inspector

## Full report

### Information about this school

- Haggerston School is slightly smaller than the average-sized secondary school. It changed from being a girls' only school and admitted boys for the first time in September 2010. At this time it also started a sixth form. Both of these changes mean that the school is now growing in size.
- The proportion of students known to be eligible for support through the pupil premium (additional funding for specific groups of pupils, including those known to be eligible for free school meals) is above average.
- The school works with the Learning Trust within the local area to ensure that approximately 15 students can access courses not provided on site.
- The proportion of disabled students and those with special educational needs supported through school action is above the national average, as is the proportion supported through action plus or with a statement of special educational needs.
- The proportion of students for whom English is an additional language is above average.
- The numbers of students from minority ethnic groups is also above national averages.
- The school meets current government floor standards, which set a minimum expectation for students' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to raise attainment further by developing students' ability to be independent in their learning, particularly in discussing how their work might be improved.
- Reduce the variation in performance so that achievement in all subjects, including music, physical education and textiles, is as good as that in the highest performing subject areas.

## Inspection judgements

### The achievement of pupils is good

- Students make good progress. They often start school with below average levels of attainment and by the end of Year 11 the standards they reach are broadly average. Standards are rising and progress is improving.
- Students are prepared well for the next stage of their education or training because almost all leave with a range of qualifications. In 2012, 95% of students gained five or more A\* to G grades at GCSE, which is in line with the national figure. Although there was a dip in the proportion of students gaining five or more A\* to C grades including English and mathematics in 2012, the school's tracking systems show that achievement for current students in Year 11 will be in line with national expectations. Inspection evidence supports this.
- Although the sixth form is small and only recently established, progress is good overall in lessons. Some students are gaining good grades at A level and have had offers of places at prestigious universities, including Cambridge.
- Students with English as an additional language are well supported in school and make good levels of progress in line with the majority of their peers.
- Those students entitled to free school meals who are eligible for support through the pupil premium attain at higher levels in English and mathematics than similar groups nationally, as shown in their average point scores at the end of Key Stage 4. These students are effectively supported by a range of strategies. These include additional tuition, support with literacy skills the opportunity to benefit from a range of partnerships the school has developed, such as that with a local law firm that provide mentoring support for students.
- The gap in performance between those students eligible for the pupil premium and those that are not is closing rapidly.
- All students exceed the expected levels of progress in both English and mathematics.
- Disabled students and those who have special education needs make good progress in line with their peers.
- Performance in subjects such as music, PE and textiles is not yet as strong as that in other subjects. The school is beginning to tackle this and internal tracking is now showing that improvements in performance are being made in these subjects.
- Those students that attend off-site courses with the Learning Trust network achieve well.
- No groups of students underachieve, but the school is working closely with White British students to ensure they make the same good levels of progress as their peers. This demonstrates the school's commitment to promoting equality of opportunity, fostering good relationships and tackling discrimination effectively.
- The school's effective use of teaching strategies to promote literacy means that students' skills in reading and writing are well developed over time. This is especially true of those students that start from a low baseline because of language barriers.

### The quality of teaching is good

- The quality of teaching has improved since the last inspection, with much good and some outstanding teaching observed across subjects. As a result, most students and groups of students, including disabled students and those with special educational needs, make good progress and achieve well over time.
- Teachers plan lessons that build well on students' knowledge. They have high expectations of their students and encourage them to work in pairs and small groups. As a result, relationships are supportive and this promotes students' learning very effectively. For example, in one economics lesson the teacher's strong subject knowledge, confident explanations and high order questioning ensured that students were confidently prepared to answer an examination

question.

- Teachers listen to and skilfully question students during lessons in order to maximise opportunities for learning. However, in some lessons there are not enough opportunities for students to develop the skills they need to discuss and improve their own learning. Such skills were evident where teaching is most effective and as a result students made excellent progress.
- Teachers work well with teaching assistants and other adults that support students who need additional help. Support for those who have English as an additional language is particularly effective, as is the support for disabled pupils and those who have special educational needs.
- Sixth form students demonstrate positive attitudes to their learning, with study skills focused on developing their reflective and analytical skills. Students are confidently able to apply their skills, knowledge and understanding to new learning.
- Teachers create a positive climate for learning in their classes and, as result, students are engaged and interested. Students talk highly of their teachers and the work they do to support their learning and development.
- Teachers assess students' work regularly and accurately. They ensure that students know how well they have done and what they need to do to improve.

### **The behaviour and safety of pupils** is good

- Behaviour is good. Low-level disruption in lessons is rare. Teachers and support staff manage behaviour effectively and put in a range of provision and support for behaviour to ensure that students make good progress in their learning.
- Students have a good understanding of the different forms of bullying. They realise that bullying happens in everyday life, and know that the rare incidents that happen in school will be dealt with effectively.
- Students treat each other extremely well. School behaviour rules are clear, teachers apply them firmly and fairly, and students know what is expected of them. Students are proud of their school and appreciate the help and support they receive from adults.
- Students are keen to learn and enjoy being in lessons. They say the school has improved over the last few years.
- When students are given the opportunity, they work together well in small groups, helping each other and listening to each other's ideas and comments about what they are learning. They collaborate in practical activities and in producing group decisions about what they have learned. This supports their spiritual, moral, social and cultural development.
- Most students attend school regularly. Their attendance has improved steadily and the school is rigorous in its approach to dealing with absence. It works effectively to improve the attendance of those students who are often away from school. The school is, however, aware that further improvements are needed to raise levels of attendance to above average levels.
- Students know how to keep themselves safe in practical lessons, around and out of school, and in using the internet and mobile devices. They know who to go to for help if they need it.

### **The leadership and management** is good

- The headteacher, supported by the senior leadership team, has a relentless approach to improving standards and challenging underachievement. Leaders focus on improving teaching and learning and provide effective and focused professional development for all teaching staff.
  - The school provides a good range of subjects and courses that take account of students' aspirations, interests and needs. It has a blend of both academic and vocational qualification programmes, and where the school does enter students early for examinations this does not impact negatively on their performance.
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- All leaders and managers are highly ambitious for the students. They have an accurate view of the strengths of the school, as well as its weaknesses, which are being addressed. They work hard to ensure that all students are treated equally, having the same ambition and expectations for all students no matter what their starting points.
  - The school's improvement planning is of good quality. Leaders set targets that are challenging and ambitious.
  - A robust performance management system, linked to salary progression, identifies those teachers who are consistently highly effective in their teaching. This encourages, challenges and supports teachers' improvement so that the proportion of good and outstanding teaching has improved since the previous inspection.
  - The school's arrangements for safeguarding students meet statutory requirements and all staff have received suitable training in safeguarding and child protection.
  - Expectations are high. The school is not complacent and recognises areas for improvement. For example, the relative underperformance of White British students is being tackled decisively and gaps between their progress and other students are narrowing.
  - The responses to Parent View are positive, showing that parents and carers have confidence in the school and its performance.
  - The local authority expresses confidence in the school and provides light touch support for this good school.
  - **The governance of the school:**
    - Governors now have an accurate picture of the school's strengths and weaknesses. They make good use of information on students' achievement to inform their judgements and to compare performance against national standards. They are aware of how the pupil premium funding is spent and the impact of this on improving standards for eligible students. They understand the links between performance management and the quality of teaching, and challenge the senior leadership team and headteacher in the decisions they make, holding them to account for the improvement of the school. Governors receive regular training to help them support leaders in improving the school further.
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## 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

<b>Unique reference number</b>	100277
<b>Local authority</b>	Hackney
<b>Inspection number</b>	400403

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	939
<b>Of which, number on roll in sixth form</b>	101
<b>Appropriate authority</b>	Hackney
<b>Chair</b>	Mr B O'Brien
<b>Headteacher</b>	Dr Jane Keeley
<b>Date of previous school inspection</b>	12–13 May 2010
<b>Telephone number</b>	02077397324
<b>Fax number</b>	2077398603
<b>Email address</b>	<a href="mailto:haggerstonschool@haggerston.hackney.sch.uk">haggerstonschool@haggerston.hackney.sch.uk</a>

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