

# The Jenny Hammond Primary School

## Inspection report

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<b>Unique reference number</b>	103082
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	376816
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	Jennifer Barker

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neal Chubb
<b>Headteacher</b>	Deborah Gibbon
<b>Date of previous school inspection</b>	19–20 September 2006
<b>School address</b>	Worsley Road
	London
	E11 3JN
<b>Telephone number</b>	020 8519 3977
<b>Fax number</b>	020 8519 2708
<b>Email address</b>	school@jennyhammond.waltham.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	21–22 March 2012
<b>Inspection number</b>	376816



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## Introduction

Inspection team

Jennifer Barker

Additional inspector

Ian Robert McAllister

Additional inspector

Val Ives

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons led by nine teachers, as well as some teaching of reading. Discussions were held with staff, governors, groups of pupils and parents and carers. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including the school development plan, assessment data and the minutes of meetings of the governing body, as well as pupils' work. They considered the responses to questionnaires from 120 parents and carers, 100 pupils and 30 staff.

## Information about the school

This is an average-sized primary school. The number on roll is increasing and there are two forms of entry in the Reception Year and in Year 1. The proportion of pupils who speak English as their second language is above the national average, as is the number of pupils who come from ethnic minority backgrounds. A higher-than-average proportion of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is above average. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress. There is a breakfast club, managed by the governing body. The after-school club is managed by another organisation and is inspected separately. The school has achieved the first level of Rights Respecting School status and Artsmark status and is a Stonewall School Champion.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The strong leadership team together with the governing body have developed a vibrant and harmonious community, with a focus on learning. The school is not outstanding because there is inconsistency in assessment and marking across the school and teachers do not always use information to plan learning linked to pupils' targets. This is particularly evident in the Early Years Foundation Stage, where the very detailed assessments are not used well enough to plan activities that are focused on children's next steps in learning.
- All pupils make good progress. Attainment at the end of Year 6 is above average in mathematics and has been sustained over the last three years. Standards in English are also typically above average, with the school having recovered from a dip in writing in 2011.
- The quality of teaching is good. Daily teaching of skills such as letters and the sounds they make (phonics) and of number facts, such as multiplication tables, ensures that all pupils make good progress. Teachers have high expectations and pupils listen and respond well to teachers' good questioning in lessons. However, marking and assessment is inconsistent across year groups and results in variable rates of progress across the school.
- The behaviour of pupils is outstanding, both in lessons and around the school. Relationships between pupils and adults are exceptionally good and all pupils thoroughly enjoy coming to school. Parents, carers and pupils are overwhelmingly positive about the extremely safe environment in this community school.
- Members of the leadership team work well together. Subject leaders systematically monitor and evaluate planning and provision, ensuring there are opportunities for purposeful writing across the curriculum. However, there are missed opportunities to enhance pupils' learning through information and communication technology (ICT) in lessons, including the use of interactive whiteboards. Teaching and staff performance are well managed.

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

- By December 2012, raise achievement by improving teaching from good to outstanding by:
  - ensuring teachers use marking and assessment to inform planning and provide effective challenge for all pupils
  - increasing teachers' use of ICT and providing opportunities for pupils to use a wider range of new technologies across the curriculum.
  
- Use the detailed assessment in the Early Years Foundation Stage to plan effectively for children's next steps in learning.

## Main report

### Achievement of pupils

Parents and carers overwhelmingly agree that their children are making good progress throughout their time at the school. Inspection evidence supports this. Pupils are enthusiastic and keen learners who are able to work independently as well as collaboratively. The involvement of parents and carers through homework tasks and the 'Early Bird' skills teaching sessions, to which parents and carers are invited, helps to develop a range of pupils' skills, such as handwriting, spelling and number facts. These sessions support parents and carers well in helping their children with their work.

Pupils' achievement is good overall. Children enter the Early Years Foundation Stage with achievement that varies from year to year, but it is generally in line with typical expectations for their age. Calculation and number is stronger than communication, language and literacy. They make good progress in the Reception year and this continues through the school so that attainment is above average by the end of Year 6, although there was a dip in writing in 2011. Standards in reading at the end of Key Stage 1 are broadly average, across all groups. Progress accelerates in Key Stage 2 and attainment in reading for all pupils, including those known to be eligible for free school meals, is above average.

Good progress was seen in lessons and in books, particularly in writing and especially in upper Key Stage 2. In Key Stage 1, the majority of pupils quickly develop good phonics skills, are able to apply them and gain good fluency and understanding when they read. Pupils are enthusiastic about reading and read confidently and with expression to inspectors, showing they use punctuation well to extract meaning. The daily skills sessions provide a good basis for improving writing, spelling and calculation across the curriculum. However, in some lessons all pupils are working on the same skills, such as learning a particular multiplication table or working on the same handwriting aspect, rather than working on particular skills that are matched to their ability levels, ensuring all pupils are challenged.

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## Quality of teaching

The quality of teaching is good. All parents and carers are extremely positive about the teaching and inspection evidence supports this view.

Teachers use their strong subject knowledge to plan lessons, and this supports pupils' good progress. However, teachers do not always use information from marking and assessment when planning work to meet pupils' needs linked to individual targets. As a result, tasks occasionally lack challenge. Good links are made across subjects so that there are opportunities for purposeful writing, such as that seen in a writing workshop about the Victorians. The role of support staff enhances the quality of learning and assistants work with a range of pupils in lessons. In the best lessons, teachers use a range of questions, linked to prior learning, and focus on the development of key vocabulary, with opportunities for collaboration, including partner talk. Teachers have good strategies for assessment, such as the use of small whiteboards for pupils to show their answers. In a few lessons the pace of learning is slowed down when pupils have to listen to teachers for too long and there are missed opportunities for pupils to share and evaluate their own and each others' work in lessons.

Teachers use the interactive whiteboards to present learning intentions and information about lessons. However, there are missed opportunities to enhance learning by using these more extensively, for instance for developing ideas through video clips, linking vocabulary to pictures and involving pupils in presenting their work to others. Pupils have secure skills in using ICT, for example in developing presentations linked to a theme around the Second World War and developing colour for a title page. They reflected well on reasons for choosing the colours, such as red and yellow for the blitz, and drab, because 'that is what it was like then', and were able to use the technology to try out different ideas. Nevertheless, there is potential for these skills to be developed further through increased opportunities to use ICT. Teachers widen and deepen pupils' spiritual, moral, social and cultural understanding through providing opportunities for pupils to discuss and reflect on their work in lessons. The many visits, such as trips to the National Gallery, develop their wider cultural experiences and promote their creativity and imagination, seen in their work around the school.

## Behaviour and safety of pupils

Behaviour is exceptional in this calm and harmonious school, contributing well towards trust between pupils and teachers. Parents, carers and pupils are overwhelmingly positive about the excellent attitudes and behaviour, which create an extremely positive climate for learning. Pupils and their parents and carers rightly say the school is a very safe place to be. Occasional incidents are quickly and effectively sorted out. Younger pupils say they feel extremely well supported by older pupils. They know how to keep themselves safe, and have particularly good understanding about road safety from an early age. There are opportunities for older pupils to become road safety officers. Pupils enjoy taking part in a range of activities in the

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school playground, where the new Trim Trail gives pupils a chance not only to develop fitness, but also to learn to manage and extend their physical skills and assess risk. They understand extremely well the difference between right and wrong and respect each other, through the Rights and Respect agenda. In lessons they reflect on others' views. Pupils have an excellent understanding of different types of bullying, including cyber-bullying and homophobic and emotional bullying, such as name calling and making others feel isolated. Behaviour has improved in the playground, since the previous inspection. A range of strategies, including better links with families and other agencies through the work of the learning mentor, has improved attendance, which is now high.

### **Leadership and management**

Leaders and managers at all levels, including governors, work well together. Strengths and areas of weakness in teaching are identified and a range of strategies is used to support and strengthen teaching. Teaching is monitored well, through lesson observations, curriculum planning and regular scrutiny of pupils' work. Teachers are supported effectively through professional development opportunities. Although progress is systematically tracked, regular progress meetings do not yet support teachers well enough in using assessment to plan lessons more effectively to meet the needs of individuals. In the Early Years Foundation Stage, planning is not consistently focused on children's next steps in learning across the curriculum.

The governing body is effective in supporting the school and well-organised structures and systems are in place. Governors have a strategic view in planning priorities for school improvement and ensure these are funded and implemented. Currently, they are supporting the school with the development of ICT in classrooms so that this can be more purposefully used by pupils as a tool for learning. As a result of a range of good practice in safer recruiting, policy review and training in child protection, safeguarding is an area of strength.

All issues from the previous inspection have been fully addressed. Pupils listen well and discuss their work across all lessons. Those pupils with language and communication needs are identified early and well-trained assistants work explicitly on the development of key skills. Pupils at risk of underachievement make good, and sometimes better, progress in all areas of English and mathematics. As a result, gaps in achievement between different groups are narrowing and equality of opportunity is promoted well. The school ensures that there is no discrimination, and this is exemplified by the positive attitudes of all pupils to work and to each other. Improvements since the previous inspection and the impact of the continuous drive for improvement among all leaders and managers show that the school has a strong capacity to improve further.

The creative curriculum is rich and stimulating and can be seen in the exciting displays around the school, as well as in class books. All pupils contribute to information on the topics that run as a thread through their lessons and homework tasks. This ensures that homework tasks are purposeful and pupils enjoy this

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independent work, with opportunities to use their good reading, writing and mathematics skills for independent research. The curriculum provides good opportunities in lessons, in the playground and through visits for their spiritual, moral, social and cultural development. Some selected pupils are taking part in the opening ceremony of the Olympic Games, a high reward for their hard work and exceptional attitudes and behaviour.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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.
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.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 March 2012

Dear Pupils,

### **Inspection of The Jenny Hammond Primary School, London E11 3JN**

Thank you all for the warm welcome we received when we visited your school recently. We were impressed by the results of your writing and creativity which we saw in lessons and around the school. Your enthusiasm for learning and good relationships with each other, including your teachers and assistants, ensure the school has an uplifting atmosphere. We enjoyed our discussions with you and know from these as well as the questionnaires that your school is a good school and keeps you safe. You are well prepared for the future and develop the skills you need for reading, writing and mathematics.

Here are some of the best things we found:

- Your behaviour is excellent; you respect others and make good friends
- You like your teachers and enjoy your lessons and appreciate the ways they help you to progress
- You go on lots of trips, and these help you with your work across many subjects
- You like taking responsibility and helping others
- From a young age you learn how to keep yourselves safe, particularly on the roads, and you understand about internet safety.

Although your school is a good place in which to learn, we have asked your headteacher, teachers and the governing body to help you make even better progress by:

- teachers using the marking and assessment of your work to plan lessons that help you to progress towards your own targets
- giving you more opportunities to use information and communication technology (ICT) to achieve more across all subjects
- teachers planning more opportunities to help you learn in the first year of school.

Enjoy your experience either taking part or watching your friends at the Olympics in the summer!

Yours sincerely,

Jennifer Barker

Lead inspector

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