



Jenny Hammond Primary School

Inspection Report

Unique Reference Number 103082
Local Authority Waltham Forest
Inspection number 276837
Inspection dates 19–20 September 2006
Reporting inspector Gulshanbir Kayembe

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

Type of school	Primary	School address	Worsley Road
School category	Community		Leytonstone
Age range of pupils	4–11		London E11 3JF
Gender of pupils	Mixed	Telephone number	02085193977
Number on roll (school)	180	Fax number	02085192708
Appropriate authority	The governing body	Chair	Mr Neal Chubb
		Headteacher	Miss Deborah Gibbon
Date of previous school inspection	13 March 2000		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a relatively deprived area of Waltham Forest and this is reflected in the above average proportion of pupils eligible for free school meals. Pupils come from a wide variety of social and ethnic backgrounds. The numbers leaving or joining midway through the year is high. Almost a fifth of pupils have English as an additional language although only eight are beginners. Attainment on entry is below average. There is an after school club for 15 pupils run by the YMCA.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Jenny Hammond is a good school which provides a good quality education for its pupils. As a result, pupils flourish academically reaching standards that are in line with national averages, and slightly above average in mathematics and science. In English, work is not quite as good mainly because pupils' writing lets them down. Spelling and handwriting in particular are weaknesses. Nonetheless, pupils achieve well overall and standards in writing are broadly average by the end of Year 6. Pupils at the early stages of learning English as an additional language make rapid progress, often to the amazement and delight of others in their classes. Those with learning difficulties and disabilities also achieve well and there are no significant differences in the achievements of pupils based on their ethnic background. Children in the Foundation Stage get a good start to their education and achieve well.

Under the well-informed leadership of the headteacher, staff work as a close-knit team towards the same goals. High expectations and consistent application of the school's policies and procedures contribute to the good achievement of pupils and prepare them well for the next stage of education. Teaching and learning are uniformly good, leading to good progress as pupils move through the school. In particular, the strong emphasis on meeting the needs of individual pupils contributes to their progress and ensures that newcomers to the school settle in quickly. Staff track and monitor individual progress very effectively so that they can pitch work at the right level and set challenging targets for pupils to reach. Pupils receive regular feedback on their progress but are not always told exactly what they need to do to improve their work, particularly their writing.

The curriculum is well planned to support pupils' academic progress and achievement. It also makes a strong contribution to pupils' good personal development. They are able to explore their own and others' values and beliefs, learn about other cultures and contribute to the community. Pupils demonstrate a strong understanding of the need for a healthy lifestyle and how to achieve this. Many put this into practice by eating healthy foods and exercising regularly. The school promotes a warm and welcoming ethos and this means that pupils are happy at the school and feel safe. Pupils' success is celebrated publicly and they feel proud of their achievements. There is good racial harmony and behaviour is good, often because it is well managed by staff. However, pupils listening skills are relatively weaker and there are missed opportunities in lessons to develop these further.

The school's evaluation of itself is accurate and used well to identify priorities for development. Much work has already gone into planning improvements in pupils' writing skills and developing the performing arts curriculum. Good progress is also being made in improving the provision for pupils with English as an additional language. Parents have very positive views of the school, summed up by the following quote from one parent: 'Jenny Hammond is a great environment for any child. My children have been encouraged to pursue their dreams and ambitions.'

What the school should do to improve further

- * Provide regular opportunities for pupils to practise listening and understand what makes good listening to improve these skills
- * Provide pupils with detailed information and clear short term targets on how to improve their writing.

Achievement and standards

Grade: 2

Pupils achieve well, reaching standards that are in line with national averages by the end of both key stages. Standards are better in mathematics and science, where they are slightly above average by the end of Year 6. Weaknesses in pupils' writing, especially in spelling and handwriting, mean that standards in English, though still broadly average, are lower. There is not the same sustained trend of improvement in English as there is in mathematics and science. Many pupils also need to develop a wider and more interesting vocabulary. Nonetheless, pupils achieve well in English considering the low starting points of many. Children in the foundation stage make good progress and achieve well across all areas of learning. The good progress made by pupils with English as an additional language is due to the positive ethos and the consistently good teaching. Beginners make rapid progress in picking up English. Support staff are well used to help pupils with learning difficulties and disabilities, who make good progress as a result. The few pupils with Autism are very well supported and make marked progress.

Personal development and well-being

Grade: 2

The personal development of pupils is good. They enjoy school life, show high regard for their teachers and get on well with one another. Behaviour is consistently good although the over-ebullience of a few pupils is evident when not directly supervised. Attendance is satisfactory and improving as a consequence of the learning mentor's work with children and their parents. Pupils' spiritual, moral, social and cultural development is good. They know how to keep themselves safe, and are aware of the importance of eating a balanced diet and taking exercise. Pupils are actively involved in improving the school and contributing to the wider community. The school council is rightly proud of its work in promoting a 'Healthy Lunch Box' award. Pupils' good skills in working together and their good achievement in literacy and numeracy prepare them well for the next stage in their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good across the school and there is some outstanding teaching and learning. Teachers are particularly good at keeping a close check on how well individual pupils are doing and planning work that effectively meets their needs. They use their good subject knowledge well to ask pupils probing questions, which promote pupils' knowledge and understanding across a wide range of subjects. Relationships between teaching staff and pupils are strong and help to keep pupils well motivated and focused on their work. However, opportunities for developing speaking and listening skills are missed and pupils' listening skills are not always as good as they should be. Occasionally, time is not efficiently used. Teachers make good use of computers. Support staff make a good contribution to pupils' learning.

Curriculum and other activities

Grade: 2

Curricular provision is good. It is well planned and matched, in most instances, to pupils' differing needs. Provision for pupils with English as an additional language is satisfactory and improving. Meaningful links between subjects lead to a well structured and co-ordinated curriculum, enabling pupils to become confident learners who can think for themselves. The Foundation Stage curriculum is well focused on making learning fun and providing meaningful experiences which promote learning well. Provision for pupils with learning difficulties and disabilities is good, promoting their well-being and academic development. Effective personal, social and health education ensures that pupils know how to stay safe and healthy. Breakfast Club provides an enjoyable, healthy and highly valued start to the day for many. Learning is made interesting through a rich programme of visits, including residential trips, and visitors to school. Pupils take part in a wide variety of sporting, drama and musical activities and events which they enjoy and which promote their self-confidence.

Care, guidance and support

Grade: 2

The school takes good care of pupils, and guides and supports them well. Procedures to ensure health and safety are good and understood by all staff. Teachers use assessment information well to promote learning and the school is sharpening up the feedback to pupils so they are clearer about exactly what they need to do to improve their work. The learning mentor is very effective in helping pupils who find school difficult, so that they settle in and improve their social skills. Very close links with outside agencies and parents ensure that pupils with learning difficulties and disabilities are well supported. One parent whose child has learning difficulties said 'my daughter is now very confident and excels in all she does'. Support for pupils learning English as an additional language is satisfactory and improving.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides good leadership and is well supported by her deputy who is driving key developments, such as the support for pupils with English as an additional language and provision for the performing arts, at a good pace.

High expectations and a strong drive to meet the individual needs of pupils are key features of the leadership. There is regular and thorough checking of the quality of the school's work, which provides senior and middle managers with valuable insights on how to make the school even better. This information is actively used to improve the school. For example, the school has improved pupils' performance in science by focusing on developing their skills in investigative and experimental work. This is being piloted in Year 6 and will be extended to the rest of the school over this year. Good teamwork amongst staff means they are working towards the same goals and, hence, contributing well to the effectiveness of the school. Governors are actively involved working in partnership with the school towards the same key goals. As a result of all these factors, the school is well placed to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We enjoyed visiting your school very much and most of all we enjoyed visiting your classrooms and talking to you. We would like to thank you very much for making us feel welcome. In particular, we were very impressed with how polite and helpful you were. We are pleased to say the school provides a good quality education for you.

We saw a number of things that were good about the school including the following:

- * You do well in your school work especially in mathematics and science;
- * You get on well with one another and value the support you get from staff;
- * You have a really good understanding of healthy living and try hard to eat well and take regular exercise;
- * The school takes good care of you;
- * Teaching is good and you are good at learning;
- * The activities the school provides for you help your learning and you enjoy them;
- * The headteacher leads the school well;
- * The staff are keen to make Jenny Hammond even better;
- * Your parents are pleased with the school.

There are, as is the case in all schools, some things that could be better. These include:

- * Making your writing better, especially getting your spellings right and improving handwriting
- * Improving your listening skills by regularly practising speaking and listening

You can certainly help to improve how well you are doing by working on your writing targets, learning spellings and taking more care over your handwriting. You can also improve by making a bigger effort to listen and by understanding what good listening is.

Best wishes,

Gulshan Kayembe

Lead Inspector