

Inspection of Harrington Hill Primary School

Mount Pleasant Lane, London E5 9JG

Inspection dates: 2 and 3 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

The school guides pupils to value and respect one another. A pupil in Year 2, typical of many, said, 'The school is like a family.'

Leaders have high expectations of pupils' academic work and demand excellent behaviour from all pupils. Pupils respond positively to these high expectations. All staff work together closely to support pupils to flourish here. Pupils are kept safe. Staff teach pupils how to behave, and they model the kindness that they expect from pupils. Through playground superhero role models, such as 'Forgiving Fabio', the school makes clear to pupils of all ages how to act intelligently in social situations.

Pupils have multiple opportunities to take on leadership roles. For example, the elected school council recently introduced a 'buddy bench' at breaktime, run by well-being champions, so that no one feels left out.

Pupils have access to a wide and varied personal development programme. They take part in activities regularly, including sports, drama workshops and music. The talent show is popular. The school organises educational visits regularly. Children in the early years visit local landmarks, such as the fire station. As part of 'no pens' day, pupils participate in outdoor learning in the school's forest school area.

What does the school do well and what does it need to do better?

In recent time, the school has redesigned the curriculum across all subjects. The school provides a broad curriculum that is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Those responsible for governance support leaders to improve many areas of the school. They make sure that all pupils and staff are treated fairly and equally.

In many subjects, the school's curriculum thinking is clear. For example, in science, pupils learn about producers, predators and prey. This enables pupils to understand how the animal food chain works. In the early years, the school's curriculum design is very clear. Here, leaders have identified with great precision the vocabulary and knowledge that children need to learn over time.

The school provides regular training for teachers and subject leaders. The school also ensures that teachers' workload is sustainable.

Staff provide regular opportunities for pupils to discuss what they are learning in class. Pupils enjoy this and participate keenly in learning. Teachers routinely check that pupils know and remember the curriculum. Where the school's curriculum thinking is less well developed, the key knowledge that pupils should know and remember is not identified as precisely. Where this is the case, pupils' knowledge of curriculum content is less secure.

In the early years, teaching ensures that children understand and memorise important knowledge carefully. Children build up increasingly complex knowledge and skills. For example, children in the Nursery gradually develop their finger muscles so that they can hold a pencil correctly.

Pupils with SEND receive appropriate support in and out of class. Leaders work with external experts to ensure that pupils with SEND receive the support they need. Pupils with SEND are integrated fully into learning in class and wider school life.

The school introduces pupils to new ideas and to key vocabulary systematically. The school also provides pupils with a carefully chosen range of books to read. Each week, the school provides pupils with different books to take home to read. Leaders work closely with parents to support them in helping their children to read at home. Pupils who require support to improve their reading fluency attend additional classes to help them to improve.

Pupils are highly focused on their learning in lessons. The school has established very clear routines, which all pupils follow. Pupils move swiftly and smoothly between different activities in class. This ensures that no learning time is wasted. The school teaches pupils to express their feelings sensibly. This helps pupils to build resilience and establish healthy peer relationships with their classmates. Pupils work calmly in class. This is because the school makes expectations clear and supports any pupils who may need additional help to manage their emotions. In the early years, children take turns, listen and routinely thank each other.

Leaders prioritise pupils' mental well-being and physical health. As part of 'healthy choices week', pupils are taught to cook, and have classes with the school's in-house chef. Pupils are taught how to understand ingredients labels on supermarket food packaging. During 'world of work week', pupils hear about the professional lives of engineers and mathematicians. Pupils are also taught how to manage their personal finances.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that the key knowledge that pupils should know and remember is identified precisely in all subjects. As a result, pupils do not deepen their curriculum knowledge over time equally securely across the curriculum. The school should ensure that the key knowledge that pupils need to know and remember is identified equally precisely in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100256
Local authority	Hackney
Inspection number	10287170
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Simon Brandon
Headteacher	Rebecca Kennedy (Head of School) Geraldine Fitzmaurice (Executive Headteacher)
Website	www.harringtonhill.hackney.sch.uk
Date of previous inspection	20 February 2018, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher joined the school in 2020.
- The school is partnered with Sir Thomas Abney Primary School, Stamford Hill. The executive headteacher works across both schools. Each school is overseen by a separate governing body.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, the head of school and other senior leaders. Inspectors met with leaders with responsibility for pupils with SEND, personal, social and health education, behaviour, early reading, pupils' wider development and early years.
- Inspectors met with representatives from the governing body and a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history and science.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the respective responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Guy Forbat, lead inspector	His Majesty's Inspector
Lisa Strong	His Majesty's Inspector
Lando Du Plooy	Ofsted Inspector

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