

Inspection of a school judged good for overall effectiveness before September 2024: Berger Primary School

Anderson Road, Hackney, London E9 6HB

Inspection dates:

11 and 12 March 2025

Outcome

Berger Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils say this is a vibrant, welcoming environment where they feel both happy and safe. The school's ethos centres on nurturing each child, and this is seen in the pride that pupils take in their school. Older pupils are proud to be ambassadors, librarians, or members of the school council. Pupils learn how to keep themselves safe and feel supported by their trusted adults.

The school has high expectations for its pupils. Pupils consistently strive to achieve well and demonstrate confidence in tackling challenging tasks. They learn the school's curriculum well. Behaviour in the school is calm and positive, with clear routines and strategies in place. The school has considered carefully how to support pupils to manage their emotions. Any issues are taken very seriously and are dealt with promptly. This ensures that pupils feel respected and valued.

The school helps pupils develop life skills through lessons, workshops, and assemblies on kindness, respect and democracy. To broaden their education, pupils visit places like art galleries, the Houses of Parliament, and go on a camping trip. The school works closely with parents and carers to ensure that pupils benefit from these aspects of school life.

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

The school provides a well-rounded education, ensuring that subjects are taught effectively in each year group. What the school wants pupils to learn is carefully set out. This is regularly checked to make sure that pupils are learning what is expected. One example of this is the school's approach to reading. The school adapts teaching to meet the needs of pupils, so that everyone gets the right support to succeed, especially those

who find it difficult to become confident readers. Books that pupils use for practising reading are carefully chosen to support their learning and help them to improve.

In mathematics, the school ensures that pupils progress well through the curriculum. Its approach helps pupils to build strong numeracy skills. For example, pupils benefit from extra sessions to help them to quickly recall multiplication facts. Hence, pupils typically become confident and fast with mental arithmetic. The school also encourages pupils to explain their reasoning and use the correct mathematical vocabulary when talking about their learning. However, there are instances where pupils are not provided with sufficient practice to apply and deepen some of their mathematics skills, including, for example, to solve problems with confidence and accuracy.

The school places great importance on pupils' personal and social development. Through lessons, assemblies and extra activities, pupils develop an understanding of responsibility and respect for others. For example, leadership roles, such as school councillors and ambassadors, help pupils take responsibility for their learning and contribute to their school community.

Pupils with special educational needs and/or disabilities (SEND) receive strong support to help them to fully participate in school life. Teachers adjust their lessons so that pupils learn successfully alongside their peers. The Iris class provides a flexible space for pupils with SEND, where they can regain their focus or work with a member of staff if needed. Pupils' learning is closely checked, and parents are kept informed about how their children are progressing.

In Nursery and Reception, children experience a rich and engaging curriculum that supports their early development well. This includes the provision for two-year-olds where staff help children to learn about the world around them. Children take part in phonics activities, creative tasks, and cultural celebrations like the festival of Holi, which encourage curiosity and learning. Outdoor spaces and hands-on activities help develop their language and thinking skills. This nurturing approach builds strong foundations and supports children's emotional well-being. They are well prepared for the next stage of their education.

The school takes attendance seriously and acts quickly when there are concerns. Staff keep parents informed and work with families who face difficulties in getting their children to school regularly. The school promotes positive behaviour in a calm and supportive environment. Staff work with pupils, including those with additional needs, to help them manage their emotions and succeed in school.

Leadership is strong. Staff receive regular training and mentoring to help improve their teaching practice. Governors play an important role in supporting and challenging school leaders to ensure that high standards are maintained.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school's approach to the mathematics curriculum does not provide pupils with sufficient practice in applying fundamental knowledge and skills. This reduces how well pupils are supported to deepen and use their understanding, including to tackle and solve mathematical problems in different contexts. The school should strengthen the mathematics curriculum so that it enables pupils to deepen and apply their understanding successfully.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2016.

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	100218
Local authority	Hackney
Inspection number	10345630
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	The governing body
Chair of governing body	Gillian Brady (interim chair)
Headteacher	Yusuf Gleason
Website	www.berger.hackney.sch.uk
Dates of previous inspection	19 and 20 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school has a provision for two-year-olds.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other senior staff. The inspector also held separate meetings with members of the governing body and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector examined a range of documentation provided by the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector also spoke to some parents and considered the responses to Ofsted's online survey for parents, Ofsted Parent View. He also reviewed the responses to Ofsted's online survey for staff.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

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