

Tribal  
1-4 Portland Square  
BRISTOL  
BS2 8RR

T 0300 123 1231

Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0845 123 6001

Direct F 0117 315 0430

Direct email: Fiona.allan1@tribalgroup.com

19 October 2010

Ms S Paterson  
Headteacher  
Henry Green Primary School  
Green Lane  
Dagenham  
Essex  
RM8 1UR

Dear Ms Paterson

### **Notice to improve: monitoring inspection of Henry Green Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 8 October 2010 and for the information which you provided during the inspection. Please pass on my thanks to pupils, staff and the local authority who gave up their time to talk to me.

The deputy headteacher filled the headteacher's role in an acting capacity at the time of the last inspection. At the time of this monitoring visit, the headteacher had returned. Three newly qualified teachers joined the school in September.

As a result of the inspection on 10–11 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Although the school made a slow start to tackling the areas for improvement after being given a notice to improve, the rate of progress accelerated during the summer term and has continued to gather momentum this term. The 2010 Year 6 results following the last inspection declined overall and boys underachieved in English, particularly in writing. In mathematics, the attainment gap closed. Boys and girls performed equally well. The school's own tracking data, which have been shown to be historically accurate, demonstrate that attainment is now rising. Current Year 6 pupils are on track to reach broadly average attainment which is a good improvement on the 2010 results. This is the result of decisive action taken by senior leaders. Well-thought-through strategies are in place and these demonstrate a

positive impact on the progress pupils make across both English and mathematics. Pupils' achievement is clearly improving.

Leaders have concentrated well on putting rigorous systems and procedures in place to promote good attendance. As a result, the school has made significant progress in improving the attendance of all pupils because they have focused closely on reducing the persistent absence of individuals and particular groups of pupils. A wide variety of rewards for good attendance are in place which have encouraged a positive attitude to improving attendance from the vast majority of pupils. Punctuality has been a further focus and pupils share in the firm belief that there is a clear link between attendance and achievement. They understand and appreciate the link between their future economic well-being and good attendance and punctuality. One said, 'If you are late for work, or you don't go, you get fired.' In addition, the school has involved parents and carers well in the new drive for better attendance by keeping them informed and ensuring a joint approach. The 'Attendance Matters' newsletter provides advice and encouragement to parents and carers, and makes it clear what they can do to ensure good attendance. The Parent Support Adviser has worked particularly well with a number of families and the impact on attendance has been good.

Systems for tracking pupils' progress are effective and provide a clear picture of attainment and progress compared to national expectations. This information is used well to identify those pupils in danger of falling behind. As a result, a good range of catch-up strategies are in place to accelerate progress. Regular progress meetings ensure that teachers are more rigorously held to account for the achievement of every pupil in their class. At the time of the last inspection, progress in mathematics was weak. Currently, progress in mathematics is satisfactory overall, but good and better for some. There are pockets of outstanding progress in Year 6 because teaching is highly engaging and promotes pupils' thinking skills. Plans are in place to ensure that this practice is modelled across other year groups. Where progress is merely satisfactory, the more able are not challenged as well as they could be and sometimes spend parts of lessons marking time. This is because of an over-reliance on worksheets which do not meet the needs of all learners sufficiently well. Too often, all pupils work through the same sheets, which means work is too easy for some but too difficult for others. The mathematics subject leader, new in post, has already identified where improvements should be made to mathematics teaching. A systematic calendar of monitoring is in place including observations, work and planning scrutiny. As a result, planning and assessment are beginning to improve.

Assessment and marking policies have been reviewed and have been implemented satisfactorily. A scrutiny of exercise books during the monitoring visit showed improvements in the written feedback given to pupils about their work. However, pupils said that, although they now know what is wrong with their work, they would like clearer feedback about 'how to fix it'. Some marking provides clear next-step guidance about how pupils can improve their skills but this is still inconsistent across year groups and classes.

The local authority statement of action meets requirements. The school has made good use of the expertise available within the local authority. Visits from consultants and the School Improvement Partner have been valued by the school and have provided an accurate analysis of strengths and weaknesses. This has enabled the school to gauge its progress towards meeting the areas for improvement set at the time of the last inspection. A good level of support has been provided to aid the school's promotion of good attendance. This has been particularly successful. The leadership of mathematics and assessment has been strengthened and there has already been satisfactory impact in both areas. Overall, the support provided by the local authority has been satisfactory.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Glynis Bradley-Peat  
**Additional Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in February 2010

- By December 2010, improve the attendance of all pupils, and especially that of those groups whose attendance is currently below average, to at least 94% by:
  - analysing attendance data rigorously and agree the subsequent action plan with parents, governors and the local authority
  - widening strategies to engage and support key groups and families of pupils whose attendance is poor and for promoting and rewarding good attendance
  - working even more closely with parents and carers to emphasise the importance of good attendance for their child's learning and progress.
- By July 2010, raise attainment in mathematics by:
  - ensuring that teachers are effectively supported and developed so that at least 60% of mathematics lessons are judged as good
  - improving strategies to assess pupils' progress through focused staff training and regular progress meetings
  - identifying the characteristics of good mathematics teaching and initiating regular lesson observations to secure good practice in every class.
- By the end of the summer term 2010, improve assessment strategies, teachers' guidance and target setting to increase challenge for all pupils, especially the more able, by:
  - reviewing the assessment and marking policies and ensuring that teachers rigorously implement consistent approaches across all subjects
  - improving teachers' planning so that lesson activities rigorously cater for the learning needs of all pupils
  - ensuring teachers' marking gives frequent and clear next-step guidance about how pupils can improve their skills.