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30 March 2011

Ms J Brumby and Mr R Boshier
Executive headteacher and head of school
Haseltine Primary School
Haseltine Road
Bell Green
Lower Sydenham
London
SE26 5AD

Dear Ms Brumby and Mr Boshier,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Haseltine Primary School

Thank you for the help which you and your staff gave when I inspected your school on 29 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. It was particularly helpful to meet with the executive headteacher, two of your governors, leaders of key subjects and a representative from the local authority.

As a result of the inspection on 23 and 24 March 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Following the inspection the school entered into a federation with another local school. The headteacher of that school is now the executive headteacher of Haseltine. A head of school has been appointed at Haseltine to work with the executive head, with support from the local authority.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The previous inspection indicated that pupils' attainment was starting to rise, although it was still well below average when compared with that of pupils nationally. Pupils were making satisfactory progress from very low starting points. Inspection sampling of lessons and the school's rigorous analysis of data on pupils' performance now indicate that improvements in attainment and achievement have been seen across the school. In the Early Years Foundation Stage, aspects of mathematical development are above the national average by the end of



Reception, although children's ability to link sounds with letters is still below average for their age. The school has rightly made this a focus for development here and in Key Stage 1. At Key Stage 1, attainment has been improved, in spite of weaker elements of language and literacy which pupils still have from the Early Years Foundation Stage. This has had a negative effect on the proportion of pupils reaching Level 3 in writing and reading, although the latest data show that currently between 20% to 30% are on track to achieve this, the highest level in at least five years. At Key Stage 2 improvements have been made not only by a range of well-planned strategies, to encourage writing for example, but by more consistently good teaching. This has been achieved by regular monitoring of teaching, which has led to individual support and school-wide support for specific issues highlighted through monitoring. The proportion of pupils reaching the nationally expected levels in English and mathematics is currently 80%, but with a smaller-than-average proportion of pupils reaching the higher Level 5. Teachers plan carefully for their full range of abilities, with a clear drive to ensure that all pupils reach the expected average level. This represents good progress in management and good progress in terms of achievement for pupils. In Year 5, pupils are already working well within Level 4 and are on track to achieve a larger number of Level 5 results when in Year 6. This was seen in both lessons and in the school's predictions related to carefully moderated assessments.

As a result of lessons being more closely planned to their needs, pupils are much more engaged in the curriculum. A Year 6 class, working at time problems, were offered a wide range of activities, including the most able pupils. Their interest levels were high. In Year 5 literacy lesson the learning objectives were set out so that pupils could see what levels they were working at, compared to the National Curriculum. This helped them understand the challenges they faced and gave them a clear picture of how to judge their own success. This was supported well in most classes by the quality of marking, helping pupils to see their next steps in learning. Year 2 pupils, in literacy lessons, were fully engaged with their learning and thoroughly enjoying looking at characters in a class reading book.

Leaders and managers at the highest levels in the school have brought stability, responsibility and accountability to the roles of leadership. The executive headteacher and the head of school form a formidable partnership for change and improvement. Their clear step-by-step approach and gradual involvement of additional leaders from subjects and phases has already begun to have positive effects on achievement and is giving the staff a more collegiate approach to improvement. Subject leaders have clearly established roles, have been given good training and are clear about strengths and areas for development within their subjects through a range of monitoring activities. This represents good progress in the overall management of the school. The local authority has played a key role in facilitating the partnership, adapting its own strategies in light of the success of the federation. A good overview of progress is established through the Partnership Board, which meets regularly to audit and monitor progress towards the issues of the previous inspection. Here, the link with the governing body gives its members



good opportunities to improve their own monitoring skills. In this way success can, and is, being sustained, giving the school a better capacity to sustain further improvement.

The school's good progress in improving attendance is seen against a backdrop of high levels of mobility, a significant proportion of Traveller children and a wide range of minority ethnic groups within the school, with some extended trips to Asian and African countries. Attendance at the last inspection was low in comparison to the national average. The school has put in place a wide range of initiatives, many of which include individual and class incentives. This, together with stringent checks on any pupil absences, has resulted in clear progress being made. Attendance is currently just below the national average. Equally important is the school's success in reducing persistent absence from 6.8% to 1.2% in the course of a year.

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

Gavin Jones

Additional Inspector



Annex

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

- Raise attainment by:
 - ensuring teachers consistently match the work set to pupils' individual needs
 - ensuring the curriculum fully engages all pupils, including those who find it difficult to concentrate.

- Ensure leaders and managers at all levels are actively involved in monitoring the school performance so that the recent rapid improvement in progress is sustained.

- Work with parents to improve attendance by encouraging pupils to come to school.