

# Henley Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	133476
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	360518
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	David Shears

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Horton
<b>Headteacher</b>	Joanne Murphy
<b>Date of previous school inspection</b>	11 October 2007
<b>School address</b>	Wyken Croft Coventry CV2 1HQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons taught by nine different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 115 parents and carers, 14 members of staff and 98 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistently do teaching and learning help all pupils, including those with special educational needs and/or disabilities and more-able pupils, to make good progress, particularly in writing?
- How effective is the curriculum in supporting the development of core skills?
- How effectively do leaders and managers identify, monitor and evaluate specific areas of development to ensure better progress?
- How effectively are children's communication, language and literacy skills developed in the Early Years Foundation Stage?

## Information about the school

Henley Green is an average-sized primary school. About half of the pupils are of White British origin and a third are Black African, with a few that are of Asian origin. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average; their needs are mostly moderate learning difficulties. The proportions of pupils who speak English as an additional language, those known to be eligible for free school meals and those who arrive or leave the school during the school year are above average. The school has a breakfast club for pupils at the school. This is run by the governing body. There is an enhanced resource nursery that caters for children with special educational needs and/or disabilities who are at school action plus and whose additional needs may be autism, global delay, physical, learning or speech and language. This provision is managed by the governing body. This provision is due to close at the end of the current academic year. The school has achieved Healthy School status and the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Henley Green Primary is a satisfactory school. Children settle quickly into the Early Years Foundation Stage and make good progress from exceptionally low starting points. From Year 1 to Year 6 they make satisfactory progress so that they leave with low attainment.

Leaders and managers have a sound understanding of the school's strengths and areas for development, demonstrating a satisfactory capacity to improve. They have rightly identified what needs to be improved and have put in strategies to support development. For example, the school has focused well on the teaching of mathematics across the school and, in particular, pupils' basic number skills. As a result of clear whole-school initiatives, the attainment of pupils in mathematics has improved in both Key Stage 1 and Key Stage 2 over the last three years. Pupils are spurred on through a clear reward system, to the extent that many pupils cite mathematics as their favourite subject. However, there are not enough opportunities for pupils to practise their mathematical skills in other subjects or to develop their writing skills across the curriculum. The school has developed a good range of strategies to improve the attendance of pupils, including the excellent work done by the learning mentor. As a result, attendance is now higher than the national average.

Pupils' attainment is consistently tracked to demonstrate the progress that they make, and meetings are held regularly to check pupils' progress and to ensure individuals are not falling behind. Initiatives and interventions are put in place to support any who are at risk of underachievement, although these are not rigorously evaluated to demonstrate how successful they have been. Consequently, there are still small pockets of underachievement.

Pupils enjoy coming to school and feel exceptionally safe and secure in an environment that cares well for them. They have an excellent understanding of how to keep safe, both in school and outside, including their knowledge of keeping safe when using a computer. They know what constitutes an unsafe situation. For example, a group of children known as the Sparkle Team has designed safeguarding signs for the building works that are in progress on the school site.

Although teaching is satisfactory, there are positive signs that it is improving this year. Lessons are purposeful and engaging, and clear learning objectives help pupils to know what they are going to learn by the end of the lesson. However, ongoing assessments are not always used rigorously enough to ensure that the needs of all pupils are consistently met. Teaching assistants are very supportive and have a good impact on the well-being of pupils, although they are not always used effectively in challenging pupils in their learning. Marking is completed and there are some good examples of how it helps pupils to move forward in their learning, although these comments are not consistent across the school. However, most pupils do not have the opportunity to respond to teachers' marking.

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Subject leaders for areas other than English and mathematics are keen to promote their subjects but do not have enough opportunities to develop their monitoring skills so that they can evaluate the progress that pupils make.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Accelerate the progress of pupils, particularly in writing, so that it is consistently good across the school and thereby raises attainment, ensuring that:
  - on-going assessment is used more rigorously to re-shape tasks that will meet the needs of all pupils
  - teaching assistants are used more effectively in challenging pupils in their learning
  - marking consistently tells pupils how to improve and gives opportunities for them to respond
  - there are more planned opportunities for pupils to practise their core skills, especially in writing.
- Develop the wider curriculum to ensure a clear progression of key skills to sufficiently challenge all pupils in their learning.
- Improve the effectiveness of leaders and managers by ensuring that:
  - initiatives and interventions are rigorously monitored for their impact on pupils' learning and progress
  - subject leaders have planned opportunities to develop their monitoring and evaluative role.

**Outcomes for individuals and groups of pupils****3**

While progress overall is satisfactory, the number of pupils making good progress is rising, particularly in mathematics. Pupils with special educational needs and/or disabilities make good progress in their personal development but satisfactory progress in their learning. Pupils with English as an additional language are given good support so that they too make at least satisfactory progress. For example, in the lessons observed during the inspection, pupils were given good opportunities to practise their speaking and listening skills by talking with each other about their learning. Pupils who are known to be eligible for free school meals, more-able pupils and pupils from minority ethnic groups, including Black African pupils, all make satisfactory progress.

Pupils enjoy their lessons because teachers think of innovative ideas to engage and enthuse them. For example, in one lesson the teacher acted as a naughty child in the class who was reprimanded by the teaching assistant, culminating in the teacher being sent out of the room. Pupils eagerly set to work, writing a recount about the day their teacher was naughty. Pupils have a good understanding of what it means to have a healthy lifestyle, including eating sensibly and taking exercise. They enthusiastically participate in a range of physical activities both in school and during extra-curricular clubs. As a result, the school has achieved Healthy School status and the Activemark. Pupils

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make a good contribution to the school community in many ways, including being playground pals and reading buddies. They also care for their community, taking part in litter picking and singing in a local church and in homes for older people. The spiritual, moral, social and cultural development of pupils is good. For example, pupils have a clear understanding of right and wrong and there are good opportunities for them to experience other cultures through the curriculum, such as learning Japanese and participating in African drumming and Indian art.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Good relationships are the hallmark of the school. Pupils behave well and have good attitudes towards their learning and work well together. Teachers have secure subject knowledge and use information and communication technology well, such as interactive whiteboards, to enhance the teaching. There are good opportunities for pupils to be actively involved in their learning, rather than just listening, such as in one lesson where pupils were acting out adverbs. There is a good pace in many lessons, particularly in mathematics, and pupils enjoy the challenge. However, this level of challenge does not always transfer to their tasks, limiting the progress they make.

Learning through practical activities is a strength of the wider curriculum. Pupils have good opportunities to go out on visits to enhance their understanding of the topic being studied, such as visiting the Black Country Museum as part of their exploration of the

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Victorians. These include a residential visit for pupils in Years 5 and 6. Special weeks enhance their learning, such as a multi-faith week, and there are workshops for pupils to enjoy, such as in music and drama. Pupils can choose from a range of extra-curricular activities, which are well attended and much enjoyed. These include imagineering, French and science. The provision for pupils' personal, social and health education is good. Although all of these good aspects of the curriculum have a positive impact on pupils' personal development and help them to develop positive attitudes to school, there is not enough emphasis on developing pupils' core skills across the curriculum. Cross-curricular links are being developed but, at present, there are few opportunities for pupils to practise their writing skills in subjects other than English.

The quality of care, guidance and support that pupils receive is good. There are clear induction arrangements for children starting school in the Nursery and Reception classes, and close links with the main two secondary schools, to which most of the pupils transfer at the end of Year 6. A small minority of pupils join the school during the year and there are good procedures to help them settle quickly. The care of pupils for whom circumstances make them vulnerable is good, enabling them to make good progress in their confidence and self-esteem, and this is having a positive effect on their learning. Those who attend the school's breakfast club are given healthy food, and there is a range of activities for them to enjoy, within a safe environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers have a sound understanding of the school's strengths and areas for development. A clear action plan details what needs to be improved, although there are too many targets. Effective systems have been established to track the attainment and progress of pupils, both as groups and as individuals. The data are analysed well and used to inform meetings that check the progress of pupils. Equal opportunities are currently satisfactory although in some lessons not all pupils receive sufficient challenge. However, the school's effectiveness in tackling discrimination is good. The governing body is very supportive of the school and has good relationships with parents and carers, although it does not challenge the school sufficiently with regard to the progress pupils are making.

The management of pastoral care is a major strength of the leadership. Senior staff and governors give this a high priority that is shared by all staff. This is clearly seen in many ways, from the learning mentor encouraging pupils to attend school through to teachers who show obvious delight when pupils achieve well in their work or improve in confidence. This care extends not just to the pupils but also to their families, with whom the school

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has good relationships. There are good partnerships with a wide range of outside agencies to support their work. Arrangements for safeguarding are good. In particular, the high quality of risk assessments both for activities in school and trips out, ensures the good level of care that pupils receive.

The school is a close-knit community where all pupils noticeably get on well together. There is a good understanding of the needs of the local community, and links are made with a variety of groups such as the local church and other schools. Internationally, there are opportunities for pupils to understand other cultures such as reacting to news stories, such as the Chilean miners, through to sending footballs and stationery to schools in Africa. The school has recognised the need to strengthen the national dimension and is currently developing a link with a rural school in Northamptonshire.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The good induction procedures ensure that children make a confident start in the Nursery and Reception classes. Home visits are made to children starting in the Nursery and parents and carers are given a welcome pack. Children with special educational needs and/or disabilities are identified early and given appropriate support. The provision for children who attend the Nursery as part of the enhanced resource nursery is good overall. In particular, the needs of those with global delay are well met. For example, they are helped to engage well with others and make good and sometimes exceptional progress towards their individual targets. The busyness of the Nursery environment is more challenging for children with autism, who benefit more from structured experiences that are provided for them individually. Their progress is more varied but is at least satisfactory and sometimes good. There are good partnerships with external agencies that support the school well, and the school works closely with the parents and carers of these children.



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There is a good balance between teacher-led and child-initiated activities both indoors and outside. Although children make good progress overall, it is stronger in the Reception class than in the Nursery. The progress of children is tracked carefully, although this information is not always used well enough to plan their future learning. There is an appropriate focus on developing children's communication, language and literacy skills, which are particularly poor when they enter the Nursery, through opportunities for speaking and listening, and for the practising of their early reading and writing skills. The care of all children is good, as is the leadership of the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

An above average proportion of parents and carers responded to the questionnaire. All of these parents and carers said that they were happy overall and that their children enjoyed school. The overwhelming majority agreed that the school keeps their children safe, the teaching is good, the children are making enough progress and that they are well informed of this. A similar proportion of parents and carers agreed that the school helps them to support their children's learning and that the school is effectively led and managed. A few parents and carers were concerned about the school meeting their children's particular needs. Inspectors found that, overall, while the pastoral needs of all pupils are well met, their academic needs are being satisfactorily met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henley Green Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 115 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	82	21	18	0	0	0	0
The school keeps my child safe	78	68	35	30	1	1	0	0
My school informs me about my child's progress	80	70	32	28	0	0	0	0
My child is making enough progress at this school	61	53	51	44	3	3	0	0
The teaching is good at this school	61	53	53	46	0	0	0	0
The school helps me to support my child's learning	61	53	53	46	1	1	0	0
The school helps my child to have a healthy lifestyle	60	52	48	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	47	50	43	2	2	0	0
The school meets my child's particular needs	53	46	50	43	6	5	0	0
The school deals effectively with unacceptable behaviour	64	56	45	39	2	2	0	0
The school takes account of my suggestions and concerns	52	45	56	49	3	3	0	0
The school is led and managed effectively	63	55	49	43	0	0	0	0
Overall, I am happy with my child's experience at this school	77	67	38	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 February 2011

Dear Pupils

**Inspection of Henley Green Primary, Coventry, CV2 1HQ**

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your school.

You told us that you enjoy school and that your teachers are really kind, helping you to feel safe. We were particularly impressed with all that you were able to tell us about how to keep yourselves safe. We liked watching you being enthusiastic about your learning, and it was lovely to hear so many of you saying how much you enjoyed mathematics.

We found that you go to a school that gives you a satisfactory education, which means that some things are good but others can be improved. We found that the younger children are making a good start and that your school cares well for you all. We found that most of you make satisfactory progress in your learning. We are particularly pleased that most of you come to school regularly when you are well.

We have asked your school to check in lessons that you are getting the work that is just right for each of you. You can help by letting your teacher know if you are finding the work too easy or too hard. We have also asked your teachers to let you know what you need to do next to improve and for the teaching assistants to challenge you in your learning as well as supporting you.

We have asked the subject leaders to make sure that you are learning lots of new skills in different subjects and that you have the opportunity to practise your writing skills more often.

Finally, we have asked your senior leaders to check that the support you get is helping you to make good progress.

Thank you again for looking after us so well. We wish you all the very best in your future lives.

Yours sincerely

David Shears

Lead inspector

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