

Henry Green Primary School

Inspection report

Unique Reference Number	101229
Local Authority	Barking and Dagenham
Inspection number	354963
Inspection dates	5–6 May 2011
Reporting inspector	Hilary Macdonald HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	The governing body
Chair	Mrs Lena Smith
Headteacher	Ms Susan Paterson
Date of previous school inspection	10 February 2010
School address	Green Lane Dagenham RM8 1UR
Telephone number	020 82704466
Fax number	020 82704464
Email address	office@henrygreen.bardaglea.org.uk

Age group	3–11
Inspection dates	5–6 May 2011
Inspection number	354963

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed 19 lessons and saw 15 teachers. During the inspection, meetings were held with groups of pupils, staff, the Chair of the Governing Body and a representative from the local authority. Inspectors observed the school's work and looked at school documentation that included policy documents, school and subject improvement plans and the tracking and monitoring of pupils' progress and attainment. Inspectors took account of questionnaires completed by 148 parents and carers, Key Stage 2 pupils and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The consistency of the quality of teaching and learning, pupils' progress and attainment throughout the school and particularly in Key Stage 2.
- The use of assessment processes to raise attainment.
- The impact of strategies to raise attainment in mathematics.
- The effectiveness of the curriculum in meeting the needs of all groups of pupils.
- The strength of leadership at all levels.

Information about the school

Henry Green Primary School is a larger than average primary school. Provision for the Early Years Foundation Stage caters for children in two part-time Nursery classes and two full-time Reception classes. The majority of pupils are of White British heritage, with those of Pakistani and Black African heritage making up other significant groups. The proportion of pupils from minority ethnic heritages is much higher than that found nationally, as is the number of pupils who speak English as an additional language. The proportion of pupils with statements of special educational needs is lower than that found nationally, with a broadly average proportion of pupils identified as having special educational needs and/or disabilities. The largest group is represented by pupils with learning difficulties. At the last inspection in February 2010, the school was given a notice to improve. A monitoring visit subsequently took place in October 2010 which found that the school was making satisfactory progress with the areas identified for improvement. At the time of the inspection in February 2010 the substantive headteacher was absent due to ill health. She has been back in post full-time since September 2010.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Henry Green Primary School provides its pupils with a satisfactory education and works effectively to promote pupils' personal and social development. Great importance is placed on caring for pupils and ensuring they enjoy learning in a safe environment. Pupils are well behaved in class and around the school and they understand and respond well to the school's high expectations for their behaviour. Partnerships with parents and carers are strong, with opportunities for parents and carers to take part in learning activities alongside their own children being particularly well received.

As a result of a very determined and rigorous focus to raise attendance, pupils' rates of attendance and punctuality have improved rapidly and are now above average for all groups of pupils. A large majority of pupils are well motivated to learn, especially when they are challenged to think for themselves and overall, pupils make satisfactory progress. Pupils' progress is most effective when work set builds on their previous learning and when activities are well matched to pupils' abilities or when the learning point is clearly explained by teachers and understood by pupils. However, progress is very inconsistent throughout the school because the quality of teaching and learning and the use of assessment is extremely variable.

Most teaching and learning observed during the inspection was at least satisfactory, with consistently good teaching observed in the Early Years Foundation Stage and at the end of Key Stage 2. However, some endemic inadequate teaching has continued over a lengthy period and this has significantly contributed to the erratic profile of pupil progress. Assessment strategies to support learning, such as pupils knowing the targets they are working towards, are inconsistent throughout the school. Examples of good practice include Year 5 pupils giving written feedback to their peers on a piece of English work and Year 2 pupils providing feedback to the teacher on how confident they felt with what they were learning.

The most senior leaders have a realistic view of the key strengths and weaknesses of the school and are aware of inconsistencies. Some inconsistencies, such as the differing performance of girls and boys, are being effectively remedied. Recent changes in governance and in the organisation of school leadership are not well enough established to impact positively on areas requiring improvement. Senior leaders have effective systems in place for tracking and monitoring the progress pupils make, and hold regular meetings with staff to discuss pupil performance. All staff are now aware of performance of individuals as well as the relative performance of different groups of pupils and in different subject areas. Staff are increasingly being held to account for the progress of pupils in their classes.

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

The school has taken action, such as teaching the two Year 6 classes in four mathematics sets (ability groups), and providing additional individual tuition to enable pupils to catch-up on previous poor progress. As a consequence, attainment at the end of each key stage in English and mathematics is broadly average. The significant improvements in attendance and the recent rapid progress made by pupils in Year 6 are indicators of the school's satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged to be 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?

- Raise pupils' attainment in mathematics and English so that an increased proportion of pupils in all classes meet and exceed the nationally expected levels for their age.
- Raise the overall quality of teaching from satisfactory to good so that all pupils make good progress in all classes by:
 - planning activities that are appropriately challenging for pupils of all abilities
 - making the learning intention of each lesson clear to all pupils
 - ensuring that lessons are well paced and time is used effectively
 - taking every opportunity to enable pupils to become independent learners, including providing more opportunities for pupils to discuss and reflect upon their own learning
 - ensuring pupils are fully involved in individual target setting and review
 - marking pupils' work in all classes and subjects to an equally good standard so that pupils understand how to improve their work further.
- Strengthen the procedures used by leaders, managers and the governing body to aid school improvement by:
 - increasing the rigour of systems to monitor, evaluate and improve the school's work, in particular improving the rigour of response to the quality of teaching
 - ensuring that all school development planning is linked to pupils' improved attainment and that milestones show when and how the impact of the school's work is to be measured
 - ensuring that subject leaders have clear roles and responsibilities and are enabled to carry out their roles through appropriate training and support
 - ensuring that members of the governing body are suitably trained and skilled to enable them to hold the school to account and to take a clear role in determining the strategic direction of the school.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and they are polite and thoughtful towards others. In the very small minority of cases where pupils behave less well, this is directly linked to the quality of teaching. For example, on occasions tasks were not sufficiently well planned or prepared

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

and pupils were unclear about how to proceed. As a result, pupils became frustrated and called out or spent time chatting to friends.

On entry to the Early Years Foundation Stage, pupils' skills are well below those found nationally. However, as a result of good progress made, children enter Year 1 with skills that are broadly in line with national expectations. Pupils' progress is very variable through Key Stages 1 and 2. Inspectors observed pupils in Year 2 and in upper Key Stage 2 to be making good, and in some cases rapid, progress, enabling pupils to attain levels in line with national expectations.

Pupils known to be eligible for free school meals and those from minority ethnic heritages were seen to make similar progress to all groups of pupils in school, with no differences in the progress made by boys and girls. In English, and in foundation subjects, texts and activities are often well selected for their broad appeal to all groups. Similarly, those pupils who have special educational needs and/or disabilities make similar progress to their peers. Some of these pupils, however, were observed to make good and better progress as a result of highly targeted small group and individual support. One-to-one support for speech and language development and one-to-one tuition in English were observed to be highly motivating, with a good degree of challenge balanced by encouragement and praise. This approach, coupled with detailed planning, results in targeted pupils making more rapid progress. In-class support for pupils who speak English as an additional language or with special educational needs and/or disabilities is varied. Some pupils are encouraged by teaching assistants who skilfully ask questions to enable pupils to refine their thinking. However, on too many occasions, the role of the teaching assistants in promoting learning or positive behaviour is unclear.

Pupils said that they feel safe in school. They are aware of a range of security measures and say they can always turn to older pupils or staff for support. Pupils from diverse backgrounds get along well together and are interested in and respectful of others' beliefs. A number of pupils hold positions of responsibility, such as being a register monitor or being a member of the school council. The gardening club take pride in cultivating the school garden. Pupils are proud of the individual and collaborative contributions they make to school and wider community life. Swimming and additional sporting opportunities at the local secondary school contribute to pupils' understanding of health and fitness. In some classes, pupils were seen to be 'taking ten', a brief period of exercise between lessons to support fitness and mental alertness. Pupils reported that they enjoy healthy school lunches and understand the need for a healthy diet. The school is working to encourage pupils to adopt more healthy lifestyles, rather than just understanding what being healthy means. Families are asked to support this by providing healthier packed lunches.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

There are some clear strengths in teaching at each key stage, but the variation in quality from inadequate to good undermines attempts to ensure that all pupils make consistently good progress in all lessons. In the best lessons, teachers use interesting and exciting resources, including the school blog and interactive information technology to ensure that pupils make good progress towards the planned outcomes. However, the learning needs of the pupils are frequently not well met, as some lessons are less accurately prepared and the match of task to ability is not good enough. For example, in one lesson, nearly all pupils were completing exactly the same mathematical task. For some children, this was far too difficult and therefore their time was wasted and they made no progress. For the most-able pupils, the task lacked challenge and they told inspectors the work was very easy.

Frequently, teachers miss opportunities to ensure that all pupils take an active part in their own learning. Teachers were observed to talk for long periods of time and therefore, in many classes, opportunities for pupils to reflect and talk about their own learning were limited. However, in Year 6, pupils were seen to have many opportunities to work collaboratively and to discuss what they were learning. Skilled use of time boundaries ensured these tasks had pace and clear focus.

Most pupil workbooks are regularly marked and provide positive feedback. Some give detailed suggestions as to how to improve or give pupils information about the level they

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

are achieving; however, this is not common place. The use of pupil targets is extremely variable throughout the school. When used well, pupils know what their targets are, how well they are working towards them and which ones they have already successfully met. The learning environment is increasingly being used to support as well as celebrate learning, through the use of display spaces in classrooms, known as 'learning walls', as reference points for current learning in English and mathematics.

The curriculum ensures a focus on establishing essential basic skills. Additional opportunities, such as residential trips, and initiatives, including all Year 5 pupils learning to play the guitar as well as sporting partnerships, enhance the curriculum. The school have identified a need to extend cross-curricular links and creativity.

Good and sensitive support is provided, both in the classroom and in withdrawal groups, for those pupils who are vulnerable. One parent commented to inspectors, 'This is such a warm and caring school.' Relationships among all adults and pupils in school were seen to be positive and respectful and one pupil said, 'My teacher is really, really nice and fun, but you still have to behave well.'

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and most senior leaders provide a positive steer for the work of the school. Commitment to engagement with parents and carers is revealed in the many methods of communication used and in the opportunities for parents and carers to come into school to discuss concerns or to join in a range of activities. The headteacher and senior leadership team have clear roles and responsibilities, including planned opportunities to monitor teaching and learning, to seek and respond to parental and pupil views. As a result, they have a clear picture of what needs to be improved further and have taken steps to secure improvement. Some important actions, however, have lacked the robustness required and in some cases, essential improvements have not been achieved. Since the last inspection, more distributive systems of leadership have been introduced, with a number of staff taking on responsibility for different subject areas. While these staff are enthusiastic and committed, systems and practices to ensure effective leadership at this level are not established.

The governing body is fully supportive of the school and discharges its statutory responsibilities as required, including ensuring appropriate safeguarding procedures are in place. However, changes in personnel and in the organisation of the governing body have resulted in only a limited degree of challenge being levelled at senior leaders. While

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

members of the governing body participate in school life, they are not proactive enough in determining the strategic direction of the school.

Effective partnership working exists with a range of agencies and support from the local authority is strong. Community cohesion is very secure within the school environment but is less well developed beyond the immediate locality. The school is committed to equal opportunity and tackles any incidents of discrimination appropriately, as well as responding to any differing performances of identifiable groups.

These are the grades for leadership and management

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

Early Years Foundation Stage

Experienced and skilled teachers, supported by teaching assistants, facilitate children's good learning by providing a variety of purposeful and stimulating activities within a bright and welcoming environment. Children in Nursery and Reception classes settle quickly and display confidence in their surroundings. The behaviour of the youngest children is exceptionally good; they were observed listening and responding to adults, taking an active part in story-telling and playing and learning well together.

Staff routinely make observations of children as they play and during planned activities so that next steps and children's preferences can be taken into account when planning. There is a good balance between child-initiated and teacher-led activities as well as between the indoor and outdoor classrooms. Good links are made between the different areas of learning; for example, children in Nursery have been learning about traditional tales, which included an active retelling of the story of Goldilocks. Children counted out bowls, spoons, cereals and bears, placed them in size order and described them. They increased their vocabulary and their understanding of mathematical language as well as dressing up and re-enacting the story, enhancing their social and language skills. As a result of careful planning, use of assessment and the enticing environment, children make good progress

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

from their starting points and enter Year 1 with skills broadly in line with expected levels for their age. Attainment is varied across the different areas of learning, with personal, social and emotional development above national expectations and communication, language and literacy below.

Leadership and management of the Early Years Foundation Stage is good and highly positive relationships with parents and carers are established.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Approximately one quarter of parents and carers returned completed questionnaires. The vast majority of parents and carers who responded say that their child enjoys school, is safe and they are pleased with the education that their child receives. A number made favourable comments such as, 'My child enjoys coming to school and is doing very well she has become confident and has a good sense of right and wrong, she has wonderful relationships with all of her teachers as do I.'

However, some parents and carers raised concerns and these covered a broad range of issues, including school management, pupil behaviour, consistency of staffing, communication and site management, including lack of cleanliness and danger from cars. During the inspection, pupil behaviour was observed to be consistently good and school leadership and management were judged to be satisfactory, with good systems for communication in place. Some classes were found to have had a number of different teachers in the recent past, and the headteacher was responding by giving careful consideration to class organisation. During the inspection, the school site was found to be clean. The school was found to have a high regard for health and safety and children are regularly reminded about road safety matters. In addition, parents, carers and visitors are asked to be vigilant when driving on or off the school site.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henry Green Primary School 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 148 completed questionnaires by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	44	70	51	6	4	0	0
The school keeps my child safe	53	39	76	56	5	4	1	1
My school informs me about my child's progress	50	37	74	54	10	7	0	0
My child is making enough progress at this school	44	32	71	52	19	14	0	0
The teaching is good at this school	44	32	79	58	8	6	2	1
The school helps me to support my child's learning	18	35	65	48	21	15	0	0
The school helps my child to have a healthy lifestyle	38	28	79	58	13	10	3	2
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)	38	28	74	54	15	11	0	0
The school meets my child's particular needs	36	26	82	60	13	10	0	0
The school deals effectively with unacceptable behaviour	32	24	70	51	28	21	5	4
The school takes account of my suggestions and concerns	25	18	77	57	18	13	7	5
The school is led and managed effectively	31	23	72	53	23	17	6	4
Overall, I am happy with my child's experience at this school	48	35	73	54	9	7	4	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 May 2011

Dear Pupils

Inspection of Henry Green Primary School, Dagenham RM8 1UR

Thank you so much for the welcome you gave to the inspectors when we visited your school recently. It was good to have the opportunity to meet and talk to so many of you and to look at your work. We could see that your school takes very good care of you and provides you with a satisfactory education overall. Many things impressed us, including your good and caring behaviour, your enthusiasm for learning and your excellent attendance and punctuality!

You told inspectors that you enjoy coming to school and feel safe; inspectors agreed that Henry Green Primary School is a safe place to be. The staff work well with your parents and carers to make sure they are as involved as possible in your education and know how you are progressing. Those of you who have responsibilities in school say you enjoy, and are proud of, the contribution you make.

Children in the Nursery and Reception classes make a good start to their school life and by the time you leave Year 6, most of you have made the progress you should. However, inspectors found that pupils do much better in some classes and year groups than others.

To help your school improve, we have asked the headteacher to help you make more consistent progress by ensuring that the work you do is well planned so that it provides challenge to all of you, no matter what your abilities are. We have asked that you are helped to reflect on and talk about your own learning and that when teachers mark your work, it is easy for all of you to understand what you have done well and what you need to do next. We have also asked that all school leaders, including teachers who are responsible for specific subjects in your school, and the governing body play a greater part in moving the school forward. You can help too, by continuing with your very good attendance and by doing your best in all subjects.

Yours sincerely

Hilary Macdonald

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.