

# Haimo Primary School

## Inspection report

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<b>Unique Reference Number</b>	100129
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	376350
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	David Gosling

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>	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Wyr
<b>Headteacher</b>	Kathleen Barnes
<b>Date of previous school inspection</b>	31 March 2009
<b>School address</b>	Haimo Road Eltham London SE9 6DY
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## Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons and observed 13 teachers. Meetings were held with two members of the governing body and some staff and pupils. Inspectors looked at a range of documentation, including samples of pupils' work, pupils' records and assessments, school policies, and information relating to safeguarding and plans. Questionnaires from 100 pupils in Years 3 to 6, and 37 parents and carers were also reviewed.

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

- Whether the underachievement in 2010 has been addressed and attainment and progress are now good enough.
- Progress in English, especially in writing, which has been slow in recent years and below that in mathematics.
- The attainment and progress of the most-able pupils and whether they are challenged enough in lessons.
- Equal opportunities, especially the monitoring and support for different ethnic groups and how much pupils are learning about different cultures.

## Information about the school

Haimo is an average-sized primary school situated in the south west of Greenwich. The school has a very high proportion of pupils known to be eligible for free school meals. Pupils come from a range of ethnic backgrounds, with the majority being White British. An average number come from homes where English is not believed to be the first language, with a wide range of languages spoken. Almost a third of pupils have special educational needs and/or disabilities, those with speech, language and communication needs forming the largest group. The proportion of pupils with statements is similar to the national average. A daily breakfast club, managed by the school, is provided for pupils for a small charge. The school has received a number of awards including Healthy School Status (Established) and an Extended Schools Award. From Years 1 to 6, most classes are mixed-age, with three Year 3/4 classes, three Year 5/6 classes and one Year 1/2 class.

**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

This is a satisfactory school, highly regarded by parents and carers. It is providing satisfactory value for money. There was a big decline in Year 6 national test results and pupils' progress in 2010 but this is being addressed well, with results improving in 2011 and the rate of progress better in all year groups. Although the school is moving forwards and the curriculum is developing well, there is still some way to go before pupils' achievement is good. This is because of weaknesses in English, especially boys' basic writing skills, and an insufficient drive in lessons to move pupils of all ability groups to higher levels. This is a particular problem in the mixed-age classes where there is a wide range of ability. The most-able pupils especially are not always being stretched enough in tasks set. Pupils with special educational needs and/or disabilities overall make satisfactory progress, partly because of the extra support given by specialists and teaching assistants. However, this is not of consistent quality across all classes.

The improvements in standards reached in 2011 and leaders' careful monitoring and evaluation indicate satisfactory capacity for continued improvement. The leadership team has made the right decision to work on the progress of all year groups, rather than just improving Year 6 results and this is creating more sustainable improvement. The headteacher has an excellent grasp of strengths and weaknesses in all year groups and has tightened up accountability procedures with regular pupil progress meetings. School self-evaluation is detailed and identifies a range of specific actions to address weaknesses. The school's capacity to improve is hindered by an over-generous view of the quality of teaching and not enough clarity in school self-evaluation about what teachers need to do to improve. The governing body is supportive, has a sound grasp of strengths and weaknesses, and is beginning to help set the direction of the school.

The purposeful learning atmosphere and good behaviour of pupils are providing a solid foundation for future success. The school looks after pupils well and helps keep them healthy and safe. Pupils very much enjoy going to school, one parent writing on a questionnaire, 'My child has only been at the school for four weeks and she loves it.' Pupils' attendance, although average, is improving. Their spiritual, moral, social and cultural development is good, with considerable progress being made in developing an understanding of other cultures since the last inspection. The pupils work well together in groups and are reflective about their lives.

The good classroom management skills of teachers and the interesting activities set

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in lessons contribute to the good behaviour. The lack of focus on moving different ability groups forward in lessons and guidance for them on how to reach higher levels are key weaknesses in teaching. Learning in the Early Years Foundation Stage, although satisfactory, is being hindered by inconsistencies in the quality of teaching and weaknesses in the provision for learning in outdoor spaces. The observations and assessments of children in Nursery and Reception classes are not being used well enough to match work to their abilities and needs. The curriculum is being developed well throughout the school, with some imaginative programmes in place for addressing weaknesses in basic literacy and making lessons more interesting.

The school places a high profile on equal opportunities and rigorously meets statutory requirements. Despite some excellent work on building a racially harmonious community, analysing the data of groups and widening pupils' understanding of different cultures, insufficiently close matching of work to different ability groups in lessons means that this area is good rather than outstanding.

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?**

- By the end of 2012, raise attainment in reading and writing, especially boys' basic spelling, punctuation, grammar and handwriting skills.
- Ensure that teachers use pupils' assessments much more to target work on the different ability groups in lessons, especially the more-able pupils.
- Make it clearer in marking and in ongoing assessments in lessons what the pupils need to do to reach higher levels.
- Improve the learning and progress in the Early Years Foundation Stage by:
  - ensuring more consistency in the quality of teaching
  - improving the quality of outdoor equipment so that it enables a wider range of learning.

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

3

Despite improvements since 2010, attainment remains low, with reading and writing the weakest areas. Fewer pupils gain the higher Level 5 in English and mathematics than nationally and, as in the last inspection, the progress of the most-able pupils is slower than for other groups. Pupils join the school in the Nursery with below average starting points and in each stage pupils make satisfactory progress. The pace of learning has improved considerably over the past year, pupils' books showing considerable gains in mathematics and in writing in different styles. Although some of the writing is very lively, especially the work on descriptions, letters and diaries, progress is slow in handwriting, spelling, punctuation and grammar. Boys especially, have difficulty in handwriting and basic accuracy, many still having trouble using

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capital letters and full stops even in the older year groups.

The progress of pupils with special educational needs and/or disabilities is satisfactory but is occasionally hindered by insufficiently targeted support. Pupils who speak English as an additional language make satisfactory gains as a result of individual help and support from a range of visual resources.

Almost all parents and carers in the inspection questionnaires thought their children enjoyed school. Pupils’ attitudes to work and their enthusiasm for school are good and the purposeful working atmosphere in lessons remains a strength. A few pupils have challenging behaviour but in nearly all lessons pupils stay focused on the work set and work well independently.

Behaviour is good around the school and in lessons and pupils feel safe. Pupils play together well and there is calm and order as they move around the school and eat together at lunchtime. In lessons, they are polite and cooperative, showing respect for each other’s views. There is very little bullying and pupils say that when it occurs it is dealt with promptly. No incidents of racism have been recorded in recent years. Attendance is average and has improved considerably over the last year as a result of increased rigour in following up absences with parents. Pupils make gains in their ability to work independently and in their use of computers, but the slow progress in developing basic writing skills is leading to only satisfactory preparation for secondary school and the workplace. The very large majority of parents and carers in inspection questionnaires thought that the school helped their children to lead healthy lifestyles. Pupils have a good understanding of health issues and participate well in the wide range of physical activities on offer; this is reflected in Haimo’s Healthy Schools Award. They willingly take on a wide range of responsibilities in school and make a reasonable contribution to the wider community, particularly through fund raising.

*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>2</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>

<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

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<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching has a number of strengths. Teachers are good at managing classes but there is not always enough focus on pupils' progress in lesson planning, nor clarity about what is to be learnt. This is the key contributory factor to satisfactory achievement and is why teaching remains satisfactory overall. The good curriculum and use of partnerships are not sufficient to compensate for these weaknesses.

Teachers are energetic and sometimes even inspiring. They provide a range of interesting activities, including regular use of games and practical work. In one Year 5/6 mathematics lesson, for example, a class was thoroughly involved in making different shapes from cereal boxes and this was leading to good progress in understanding different shapes. Lessons are very well organised, with a range of stimulating resources made available for pupils. There is a positive atmosphere in lessons and this is helped by the calm authority with which even the most challenging classes are managed. There are some weaknesses in teaching, the most important being the lack of use being made of assessments to target work on groups in lessons. With the wide range of ability in most classes, this is leading to slower progress, especially for the most-able pupils. Marking is detailed and regular but teachers are not making it clear enough either in marking or in lessons what the pupils need to do to reach higher levels. Although teaching assistants are skilful and sensitive, they are not targeted well in plans and consequently they are not making enough impact on learning, especially of basic writing and reading skills.

The curriculum is broad and balanced, with an appropriately strong focus on English and mathematics, for example through the programme to improve boys' reading which is being introduced. There has been some innovation with the recent introduction of a more creative curriculum which is clearly engaging pupils' interests. A wide range of well-attended clubs is on offer. Some of these, such as the popular and well-established breakfast club, provide valuable childcare support and a healthy start to the day. The holiday and after-school activities provided by the Extended Schools Cluster make an important contribution to the pupils' well-being and enjoyment of school.

The school knows its vulnerable pupils well and has developed close links with a number of outside groups to ensure that a good level of support is provided for them. One example is the regular targeted classes provided for pupils with speech, language and communication needs, in liaison with the local authority specialist. The school takes effective steps to improve attendance and has very good and effective systems for ensuring good behaviour.

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*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The impact of leadership on attainment and progress is satisfactory. In 2010/11, leaders were reasonably effective in raising attainment and improving progress but this was from a low base in the previous year. Teacher assessments show considerable acceleration of progress in all year groups during the past year but this is just beginning to make an impact on attainment and progress by the time pupils leave the school at the end of Year 6. The school is aware of this and has set high expectations for raising attainment and established a good range of training and support to improve teaching. There is a clear and ambitious vision in place and challenging targets have been set. The school improvement plan is of high quality, providing an innovative and demanding programme for improvement. A particular strength of the school is the clear overview of attainment and progress provided by the tracking system. The school knows who is underachieving, including groups of pupils such as those with special educational needs and/or disabilities, and uses the data to provide additional support and hold teachers to account. These strong systems support the school's good promotion of equal opportunities which are allied with a vigorous approach to tackling discrimination. The quality of teaching is monitored carefully, but although joint observations with inspectors showed accurate grading by school staff, the overall grade for teaching in the school's evaluation is too generous. Core subject leaders have a good grasp of strengths and weaknesses but are not used enough to observe lessons and do not pay close enough attention to the progress over time shown in pupils' books.

Governors are ambitious and recent changes to the governing body have led to a sharper focus in meetings on holding the school to account. Regular visits, analysis of data, and detailed headteacher reports are providing the governing body with a reasonable grasp of the school's strengths and weaknesses. The governing body, in liaison with school leaders, has taken an active part in developing the school's vision but has not been actively involved in the writing of the school improvement plan.

The school has a good and developing relationship with parents and carers – a weakness in the last inspection. Nearly all parents and carers who returned questionnaires thought they were well informed about their children's progress. Communication between the school and parents is regular and comprehensive. One



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parent wrote on a questionnaire, 'Communication between the home and school is top.' Parents' views are taken into account and have led to some changes to the buildings and setting of homework in particular. Partnerships are used well by the school to develop learning, especially those with nearby primary and secondary schools. Some very useful links have also been developed with the business world and local groups.

The school is keeping its pupils safe, with robust vetting procedures and effective site security. Staff are well trained and statutory requirements are met well.

Although the school is providing a wide range of activities to develop multicultural understanding, the promotion of community cohesion is not yet systematic enough. A plan to further develop community cohesion is in place but the analysis of the ethnic, social and religious groups in the local community is underdeveloped and no evaluation of actions has yet taken place.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with skills and knowledge below those normally expected for their age. They make satisfactory progress, leaving Reception with below average standards. The weakest areas are in reading, writing and calculations. Girls achieve much better than boys. The best achievement is in children's personal, social and emotional development and physical skills. Children settle happily into the life of the school and are well looked after. They apply themselves well to work but occasionally become restless when activities are not matched to their levels and needs. The children have access to fruit and milk and healthy eating habits are reinforced well.

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There have been some recent changes to staffing in the Early Years Foundation Stage and teaching and learning, judged good in the last inspection, are now satisfactory, with some inadequate aspects seen. Some activities interest the children but teachers are not consistently making them meaningful and exciting. In Nursery and Reception classes, information from assessment is not being used well enough to meet the learning needs of all the children. Although there is a climbing frame and gardening area available, the outdoor provision is limited and does not sufficiently provide opportunities for children to learn the range of skills needed.

Leaders show a satisfactory understanding of strengths and weaknesses and have a sound plan for improvement. One key area not identified or addressed sufficiently is the large gap in boys’ and girls’ achievement. The staff work well with parents, who are encouraged to bring their children into school and help them settle. Sound steps are taken to ensure that those working with children are suitable people.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Almost all parents and carers are happy with the school. While inspectors think the school has strengths, they think that the school is satisfactory mainly because pupils’ progress and teaching are not good enough for the school to be judged at a higher level. Questionnaires show high levels of satisfaction with all areas. A very small minority of parents and carers expressed some concern in questionnaires about their involvement in their children’s learning but inspectors found the school to be working hard to bring parents into the school and to share targets.

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

Ofsted invited all the registered parents and carers of pupils registered at Haimo 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 271 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	13	35	1	3	0	0
The school keeps my child safe	24	65	13	35	1	3	0	0
The school informs me about my child’s progress	16	43	20	54	1	3	0	0
My child is making enough progress at this school	14	38	18	49	3	8	0	0
The teaching is good at this school	16	43	18	49	1	3	0	0
The school helps me to support my child’s learning	16	43	15	41	4	11	0	0
The school helps my child to have a healthy lifestyle	9	24	26	70	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)	7	19	26	70	0	0	0	0
The school meets my child’s particular needs	12	32	23	62	0	0	0	0
The school deals effectively with unacceptable behaviour	11	30	22	59	3	8	0	0
The school takes account of my suggestions and concerns	8	22	25	70	2	5	0	0
The school is led and managed effectively	19	51	17	46	0	0	0	0
Overall, I am happy with my child’s experience at this school	20	54	16	43	1	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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"><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.**



10 October 2011

Dear Pupils

### **Inspection of Haimo Primary School, Eltham SE9 6DY**

Thank you very much for the welcome you gave us when we inspected your school. We are especially grateful to those of you who took time to talk to us about your work and tell us what you think about the school. We thought you were very polite to us. We can see why you said you liked the school in your surveys. There are some good things about your school and here are some that really stood out.

- You enjoy school and behave well in lessons and around the school and help the school run smoothly.
- You feel safe in the school and teachers look after you, taking care to ensure you stay safe.
- You have a good understanding of how to be healthy.
- You are learning about lots of different countries and the different ways people live.
- The school works well with your parents and other groups in the area to help you learn more.

To make your school even better we have asked the headteacher and other school leaders to do the following things.

- Ensure you make better progress in your reading and writing and particularly improve your spelling, punctuation and handwriting.
- Ensure teachers plan work a little more carefully so that new learning in lessons builds on what you can already do.
- Help teachers make it clearer in marking and lessons how you can do better.
- Improve your learning in the Nursery and Reception classes.

You can help the school even further by continuing to work hard and by checking for mistakes after you have finished your writing.

Yours sincerely

David Gosling  
Lead inspector

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