

# Henley Green Primary

Wyken Croft, , Coventry, CV2 1HQ

**Inspection dates** 19–20 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too much teaching is not sufficiently challenging, particularly for more-able pupils. There are too few opportunities for pupils to think deeply and work independently.
- While achievement is improving, there are still some pupils who are not making the rapid progress that is needed to fully overcome previous underachievement.
- Lessons in Year 1 sometimes require pupils to sit and listen for too long. In these lessons, teacher's planning does not take sufficient account of how these pupils learn best
- The school does not always identify the specific reasons why individual pupils underperform. As a result, the additional support these pupils receive is not as effective as it could be in helping them to overcome their difficulties.

### The school has the following strengths

- There is a strong and knowledgeable leadership team. They have demonstrated their capacity to improve by driving improvements to teaching and pupils' achievement.
- The governing body is very active and holds leaders to account well. Governors have high ambitions for the school and act as partners with leaders in developing systems to deliver on this ambition.
- Achievement is rising. Pupils are making better progress than they have in the past. This is the result of improved teaching and an exciting range of subjects and activities.
- Behaviour is good around school and in lessons. Pupils feel safe in school. They work hard and enjoy learning.
- The school ensures that pupils, including those whose situations may make them vulnerable, are well cared for and attend school regularly.
- In those classes where teaching assistants skilfully provide additional advice and guidance, pupils with special educational needs are able to access the curriculum particularly effectively.
- Staff in the Nursery and Reception classes are skilled at developing early learning. As a result, pupils now leave Reception with skills close to those seen nationally.

## Information about this inspection

- This inspection was carried out with no notice.
- Inspectors:
  - observed learning in 20 lessons across all classes
  - listened to pupils read
  - held meetings with teachers, leaders, members of the governing body, the headteacher from a local teaching school, officers from the local authority and pupils
  - scrutinised pupils' achievement data and work in pupils' books
  - read minutes from meetings of the governing body and reports from external advisers
  - considered the school's information on attendance and behaviour.
- An inspector talked informally with parents and carers at the end of the school day and considered one written submission from a parent. Inspectors took account of the responses to the on-line questionnaire, Parent View.

## Inspection team

Michael Sheridan, Lead inspector

Her Majesty's Inspector

Linda Killman

Her Majesty's Inspector

## Full report

### Information about this school

- This is an average-sized primary school. The school has recently completed an extensive building programme to enable it to become a two-form entry school over the next five years. Currently, Nursery, Reception and Year 1 have two classes per year group; all other year groups have one class.
- The proportion of pupils with special educational needs who receive additional support through school action is in line with the national average. The proportions who receive additional support at school action plus or who have a statement of special educational needs are well above the national average.
- The proportion of pupils who join or leave this school at times other than normal transition points is higher than average.
- Over half of the pupils are eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals. This is a much higher proportion than in most schools.
- The proportion of pupils from minority ethnic backgrounds and the proportion of pupils who speak English as an additional language are much higher than the national average. The largest ethnic group is White British, followed by Black African or Black British.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that consistently good or better teaching results in all pupils making good progress so standards of attainment are at least broadly average by the end of Key Stage 2 by:
  - ensuring a high enough level of challenge in the work set for different groups of pupils, especially the most able
  - providing more opportunities for pupils to learn through problem solving in real-life situations, particularly in mathematics
  - providing more opportunities for more-able pupils to work independently, extended by probing questions that encourage them to think deeply
  - ensuring that resources and the work for the whole-class, groups and individuals are well organised so little time is wasted
- Improve the quality of teaching and learning in Year 1 by:
  - considering how pupils in these classes will best develop the literacy and numeracy skills they need to move on to the next step of their education, and then applying these strategies in lessons
  - building on the good work that has started in the Early Years Foundation Stage in developing basic skills.
- Ensure that additional support and intervention is sharply focused on each pupil's precise needs so that it enables them to catch up with their peers.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement has improved. From a very low point in 2011, pupils' attainment rose in 2012. Work in pupils' books and the school's own data show that this is a continuing pattern for most pupils.
- Many pupils are making good progress in English, enabling pupils to overcome previous underachievement. They enjoy reading and develop their literacy skills effectively throughout the curriculum. Early reading skills are taught well and pupils are able to explain how different letter combinations make sounds.
- Pupils who are new to learning English are well supported and make progress in line with their peers. Pupils who move to the school at different times during the school year quickly settle into the school, so that they too make progress in line with their peers.
- While most pupils make expected progress in mathematics, too few pupils reach higher levels in this subject. This is because insufficient time is spent using mathematics to solve challenging problems. As a consequence, pupils do not get enough time to think deeply and apply their mathematical knowledge in complex situations.
- There is a lot of support in classes that is helping disabled pupils and those who have special educational needs to access the curriculum. This is particularly effective in classes where teaching assistants skilfully provide additional advice and guidance, so that pupils can access the main lesson. However, too much additional support outside regular lessons is not targeted precisely enough, so some pupils are not catching up with their peers as quickly as they might. The school has plans to improve this but, too often, its analysis of progress is not probing enough to identify and target the specific gaps in these pupils' knowledge and understanding.
- Pupils who are known to be eligible for free school meals do not achieve as well as their peers. As a result of improved teaching, access to an interesting and engaging curriculum, and a commitment to equal access of enrichment activities, this gap is beginning to close.

### The quality of teaching

### requires improvement

- Teaching requires improvement because too many lessons are focused on the needs of middle-ability pupils, and not enough is done to extend opportunities for more-able pupils.
- Teaching is improving. The school's tracking data and work in pupils' books show that pupils are making better progress as teaching becomes more effective.
- In lessons that require improvement, teachers often demonstrate secure subject knowledge, but too often they expect pupils to sit and listen for long periods of time. Teachers often ask questions that require short and simple answers, and pupils are not always encouraged to explain their thinking. As a consequence, more-able pupils do not have sufficient opportunity to work in ways that would allow them to demonstrate their learning fully. Some of these lessons are slow paced, because teachers are not organised well enough in their transitions between whole-class work and group or individual tasks.
- In the best teaching seen, pupils are frequently asked targeted, probing questions which require them to think deeply about the learning in which they are engaged. In these lessons, while pupils work in groups or independently, teachers and teaching assistants

intervene to test pupils' understanding, building very effectively on pupils' existing knowledge and skills. This works well because teachers and teaching assistants know the pupils very well and have the highest expectations of what they can achieve. These high expectations, along with exciting lessons where pupils are expected to work hard, are leading to pupils in these classes making accelerated progress and overcoming previous underachievement.

- Teaching in the Early Years Foundation Stage has improved, so that children join Key Stage 1 close to the expectations for their age. Teachers in the Reception and Nursery classes skilfully build on children's interests to develop literacy and numeracy skills through play. No opportunity is missed to engage pupils in high-quality talk. There is a wide range of learning opportunities and children enjoy these greatly. More structured, adult-led sessions are tailored well to the needs and abilities of groups and, as a result, children make rapid progress.
- The curriculum in Year 1 requires improvement, because it does not take sufficient account of the way that pupils learn best and engage. In these classes, pupils are expected to sit for long periods listening to the teacher and, as a result, pupils' attention drifts. In these classes, resources are not always sufficiently well organised and activities are not tailored enough to the needs and ability levels of all pupils.
- The impact of teaching assistants varies. In the majority of classes, they are effective at supporting learning, particularly for lower-ability pupils. However, in a few lessons and in some small group work, they are less effective at accelerating learning because they are not sufficiently guided and do not have the same high level of questioning and coaching skills demonstrated by some of their colleagues.

### **The behaviour and safety of pupils are good**

- Pupils say that they feel safe in school and know that teachers will listen to them if they have a problem. Parents state that they are satisfied that the school provides a safe environment and that behaviour is good.
- The school manages pupils who demonstrate challenging behaviour effectively, so this does not adversely affect the learning of others. Inappropriate behaviour is uncommon because of the school's success in developing positive attitudes to work. Pupils work eagerly, enjoying their lessons, and they try hard to please.
- Pupils learn about staying safe. They understand the dangers that they may face and the steps that they should take to avoid them. Older children have a good understanding of how to stay safe when using information and communication technology.
- Pupils have a good understanding of what bullying is and how it can be avoided. Pupils are able to talk about different types of bullying and the impact it might have. Years 5 and 6 pupils talked with maturity about racist bullying, explaining clearly how they would deal with it and how they would expect their teachers to manage any occurrence.
- Pupils trust their teachers. There is a positive and calm relationship between pupils and staff. Pupils know and meet the school's high expectations of behaviour.

### **The leadership and management are good**

- The leadership team has grown and developed over the past two years. A strong team of

leaders has been brought together to continue driving this school forward. English and mathematics leaders have a good understanding of their subjects and they have introduced several initiatives that are proving successful in raising achievement.

- Administrative roles have been redefined so that the headteacher and deputy headteacher can focus more fully on improving the quality of teaching and learning. Both these senior leaders demonstrate a good understanding of the school's strengths and the remaining areas that require improvement. Joint lesson observations with inspectors demonstrated senior leaders' high expectations and their effective insight into the quality of teaching in the school.
  - The senior leadership team has set a clear vision based on the highest expectations of what pupils can achieve and a determination to work with pupils' families to overcome barriers to learning.
  - The curriculum leader is working across the school to improve the opportunities pupils receive through the wider curriculum. As a result of this work, pupils' literacy skills are developed increasingly effectively across a range of subjects.
  - Middle leaders are knowledgeable about their areas of responsibility. Several have been appointed from other successful schools from which they have brought their high expectations and models of good practice.
  - Teachers' performance is managed well. While teaching requires improvement, it is clear that it has been improving and continues to do so. Endemic inadequacies have been tackled effectively and year groups which have previously underperformed are being given additional support. This is helping the pupils to make up lost ground.
  - The local authority has provided effective support through its advisers. It has also brokered support with an outstanding school, and this has helped Henley Green to improve its leadership capacity.
  - **The governance of the school:**
    - has high expectations and is ambitious for pupils' success
    - is challenging leaders effectively to raise standards of attainment, by monitoring the school regularly and asking probing questions
    - has helped to drive improvement because governors have the confidence and competence to analyse fully the information presented.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133476
<b>Local authority</b>	Coventry
<b>Inspection number</b>	408616

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	277
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Hedges
<b>Headteacher</b>	Joanne Murphy
<b>Date of previous school inspection</b>	14 February 2011
<b>Telephone number</b>	02476613163
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