

Haseltine Primary School

Haseltine Rd, Sydenham, London, SE26 5AD

Inspection dates 22–23 January 2013

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Inspirational leadership from the executive headteacher and head of school, who are ably supported by a dedicated team of teachers and governors, has created an exceptional learning environment where all pupils can flourish. They have led the excellent improvements in all areas of school life since the last inspection.
- Achievement is outstanding and attainment at the end of Year 2 and Year 6 is above the national average. A very high number of pupils make better than expected progress in all subjects.
- Pupils in the Nursery and Reception classes get off to an excellent start in an exciting and purposeful environment.
- Pupils with a disability or special educational needs achieve highly and make outstanding progress in all areas of learning. This is also true of pupils in receipt of support through the pupil premium.
- Teachers plan and deliver consistently good or often outstanding lessons with high levels of challenge for all learners. In a very small number of lessons, planning is not quite as detailed as the best in the school.
- Teachers new to the school benefit greatly from working in an excellent learning environment. Nevertheless, leaders are aware that there is potential for these teachers to gain even more by working regularly with the school's very best teachers.
- Pupils have overwhelmingly positive attitudes to learning and this contributes to their excellent progress. They work together exceptionally well feel very safe and are always polite and respectful towards adults and their friends.

Information about this inspection

- Inspectors observed 22 lessons or part lessons, the majority being jointly observed with the executive headteacher or head of school. They also conducted some short visits to look at pupils' work, listened to pupils read and observed pupils in the playground. Inspectors also observed assemblies and visited the breakfast and after-school club.
- Inspectors observed sessions of targeted support for small groups of pupils.
- Inspectors held meetings with the executive headteacher, head of school, senior leaders responsible for the Nursery and Reception classes, English, mathematics and special educational needs, a representative from the local authority and the Chair of the Governing Body.
- Inspectors spoke with a small proportion of pupils from the pupil parliament and also spoke informally to pupils around the school.
- Inspectors took account of the eight responses to the on-line Parent View questionnaire and the school's own recent survey for parents. They also took account of the views of the 31 members of staff who responded to the Ofsted questionnaire.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Jill Thewlis

Additional Inspector

Peter Nathan

Additional Inspector

Full report

Information about this school

- The school is larger than average and is increasing in size.
- The school has entered into a soft federation with two other local schools since the last inspection and is run by a head of school, with an executive headteacher overseeing all three schools. The current executive headteacher, a national leader of education, was appointed in September 2012. Each school has a separate governing body.
- Almost three quarters of the pupils are known to be eligible for free school meals and are in receipt of support through the pupil premium (additional funds made available by the government to support pupils in receipt of free school meals, in the care of the local authority or whose parents are serving in the armed forces). This proportion of pupils is well above average.
- A very large majority of pupils are from a minority ethnic background, most being of Caribbean or Black African heritage.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils with a disability or who have special educational needs supported at school action is broadly average, as are the proportions of pupils supported at school action plus or with a statement of special educational needs are broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school provision and these were included in this inspection.
- There is no alternative provision linked to the school.

What does the school need to do to improve further?

- Securely embed in all classes the depth of planning that underpins the most ambitious learning seen at the school.
- Ensure teachers new to the school learn rapidly from the outstanding practice already in place.

Inspection judgements

The achievement of pupils is outstanding

- Children enter the Nursery with skills and understanding that are generally well below those expected for their age. Although they make rapid progress, especially in areas of language and communication, the skills of many who enter the Reception classes are still below age-related expectations. High quality provision overall means all pupils make exceptional progress and most enter Year 1 with standards in line with the national average, across all areas of learning.
- By the end of Year 2, pupils achieve consistently above the national average in all subjects.
- By the end of Year 6, pupils have made exceptional progress and standards are above the national average. This was observed during an outstanding lesson in Year 6 where pupils made great strides in their understanding of formal and informal language using deep discussion and debating skills to fully explore the meaning of words when used as slang or in a formal context.
- Analysis of assessment data for current pupils shows improvements in achievement since the last inspection have been maintained or exceeded, across all year groups, with many pupils working above age-related expectations.
- Disabled pupils and those with special educational needs make excellent progress and their attainment is above national averages for similar groups and when compared to all pupils nationally.
- Pupils who are supported by the pupil premium do exceptionally well. The average point scores for this group at the end of Year 6 are well above similar groups nationally. There is no difference in the school between the achievement and average point scores of those in receipt of the pupil premium and those who are not, ensuring any gaps in learning are closed.
- Caribbean and Black African pupils attain at levels that are higher than similar pupils nationally in all subjects and the proportion of Caribbean pupils achieving the higher level (Level 5) in both English and mathematics in 2012 was double the national average.
- Reading is a strength of the school. Pupils who read to inspectors were enthusiastic about reading and demonstrated good skills and understanding for their age. Sustained effort on the part of the school to raise the proportion of pupils who read at home has been highly successful. Recent monitoring shows almost all pupils now read regularly to an adult, with a corresponding impact on standards.

The quality of teaching is outstanding

- Teaching is of consistently high quality in lessons across the school, with much that is outstanding. Teaching is often innovative and encourages pupils to become independent learners.
- Almost all lessons are planned as a result of the ongoing assessment of pupils and cater in detail for individual learning. A very small minority of the lessons observed during the inspection did not completely match pupils' individual needs because planning did not include quite enough detail.
- Many lessons use an enquiry based approach. Teachers quickly adapt tasks to meet individual needs and pupils are not held back from attempting difficult challenges. This was observed in a Year 2 mathematics lesson where subtraction problems of varying degrees of difficulty were available for all pupils to attempt, leading to excellent progress for some pupils who confidently attempted more difficult calculations because they had mastered the techniques quickly during the lesson.
- Teachers use links between different subject areas very successfully to ensure basic skills in English and mathematics are developed to the full. This was observed in an information and communication technology lesson where pupils were very successfully developing their skills in taking notes, whilst using internet search engines to research their topic on the Tudors.

- Marking is regular and, whilst not all marking follows a set format, evidence in pupils' books shows it is effective in moving learning forward. Recent developments in marking to ensure pupils respond in more detail to feedback are proving very successful.
- Teachers frequently ask pupils to check their understanding during lessons to ensure that no-one is left behind. Excellent relationships and a culture of cooperation allow pupils to be reflective and even very young pupils can assess how they feel about their learning.
- Teaching assistants are an integral part of the teaching team and their support is effective and carefully targeted for maximum effect. As a result, pupils, disabled pupils and those with special educational needs make very good progress and attain highly.
- The teaching of reading is excellent and pupils confidently use phonics (linking letters to sounds) to read unfamiliar words. As a result, pupils in Year 1 attained much higher than average results in the national phonics screening check.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are excellent. Pupils are enthusiastic and committed. Inspectors were extremely impressed with the way in which they cooperated with each other and continually strived to do their best.
- All staff have very high expectations and a consistent approach to behaviour that is fully accepted by pupils. As a result, behaviour in and around the school is often exemplary and pupils follow rules and instructions quickly and sensibly.
- Pupils who may have challenging behaviour are supported effectively to make good choices and, as result, incidences of poor behaviour are very rare.
- Parents and carers say their children are safe, happy and well behaved. The staff are equally positive and some commented on how behaviour had been transformed over a very short period. Inspectors agreed behaviour was excellent.
- Pupils enjoy taking on responsible roles as prefects, playground buddies and as members of the newly-formed pupil parliament.
- Pupils have a very good knowledge of how to keep safe both in and out of school, strengthened by visits from the police, fire brigade and other outside agencies. Pupils were unanimous about feeling safe in school.
- Pupils who attend the school's breakfast club and after-school provision are cared for extremely well. A nutritious breakfast ensures they are ready to learn and activities on offer after school are interesting and fun. Safeguarding procedures are rigorous. Several pupils recently visited the Mayor of London as part of a London-wide initiative to increase the numbers of breakfast clubs in schools and were keen to talk about their experience.

The leadership and management are outstanding

- The new executive headteacher, head of school and senior staff provide outstanding leadership in all areas of school life. Their passion and unwavering commitment to continuous improvement are clearly communicated to the wider school community. They have an excellent understanding of the strengths and weaknesses of the school and clear precise action plans to support further development.
- The rigour with which assessment data and evidence on the quality of teaching and leadership are monitored and evaluated is impressive and is a major factor in the school's transformation. This change has been recognised by the Department for Education in a recent letter detailing the school's position as fourth in the top 100 most improved schools nationally. Leadership of teaching is excellent and has led to an increase in the proportion of teaching judged to be outstanding. Performance management is used very effectively to identify where teachers would benefit from specific training or experience. Excellent use is made of the federation to provide bespoke professional development and share expertise.

- Newly qualified teachers are supported effectively so they develop their practice and quickly become good practitioners. Leaders are aware that there is potential to accelerate the development of these teachers through more sharing of the outstanding practice in the school.
- The federation provides many opportunities for collaborative working that are highly appreciated by the staff. Cross-school working parties have been extremely effective in developing shared practice in mathematics and moderation of work.
- The curriculum provides pupils with a rich variety of exciting and interesting experiences. These include many trips to places of interest to stimulate pupils and broaden their horizons. Pupils have access to a very wide range of after-school activities, many offered to pupils free of charge ensuring equality of opportunity. There is no discrimination or exclusion of any pupil from any aspect of school life.
- The pupil premium funding is used extremely well to employ extra staff and implement specific interventions, leading to an immediate and positive impact on standards for those pupils.
- The local authority has provided excellent support to the school on its journey to success and now offers an appropriately light touch.
- **The governance of the school:**
 - Governors are passionate and ambitious for the school's continued success. They have a good knowledge of data and are fully aware of the school's performance in relation to that of other schools nationally. The expertise of individual governors is used very effectively to lead relevant committees, such as finance and standards. Governors take an active role in the setting of priorities for the school and are a visible presence in the wider community, especially the recently-appointed parent governors who act as a strong link between home and school. Governors make sure that the pupil premium is well spent and reports from committees or the headteacher to the governing body are suitably detailed, including those related to salary progression of staff and promotion. This, together with their very good knowledge of the quality of teaching across the school, enables them to make informed decisions based on clearly presented evidence. Minutes of meetings show an impressive attention to detail and clear evidence of their challenge. Governors have received appropriate training and have all the necessary skills and expertise to carry out their roles, including that of ensuring safeguarding procedures are assiduously implemented.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 100686 |
| Local authority | Lewisham |
| Inspection number | 400423 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 380 |
| Appropriate authority | The governing body |
| Chair | Victoria Widdows |
| Executive Headteacher | Mark Wilson |
| Headteacher | Jeanette Brumby |
| Date of previous school inspection | 23–24 March 2010 |
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