

Henry Green Primary School

Green Lane, Dagenham, RM8 1UR,

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

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

- Teachers do not always plan work which is at the right level of difficulty for all groups of pupils. The more able, in particular, sometimes find the work too easy.
- Pupils' achievement requires improvement because, although attainment has increased over time, pupils do not make good progress in all classes in Key Stages 1 and 2.
- Pupils' progress is slowest in English, and in particular reading. The teaching of sounds that letters make is not good and the number of pupils reaching the expected standard in the Year 1 screening check in 2012 was too low.
- Some pupils do not always focus on their work when working independently and there is some low level disruption in lessons when the work is not motivating.
- Subject leaders and Key Stage 1 and 2 leaders have little impact on driving improvement in teaching and pupil progress.
- The governing body does not always monitor closely how well the pupils are progressing throughout the school.

The school has the following strengths

- Pupils are well taught in the Nursery and Reception classes and so make good progress. The Early Years Foundation Stage leader is experienced and has put effective systems into place.
- Pupils enjoy school and feel safe. They generally cooperate well in class and around the school.
- There are good home-school links that foster close partnerships with parents and parents say that communication is good.
- The new headteacher is taking a strong lead in driving change; she is building a stronger leadership team, tackling the instability in staffing and helping staff to understand what they need to do to improve the quality of teaching.
- Staff say that the headteacher and the senior leaders have started to make real improvements and everyone is working well together.

Information about this inspection

- Inspectors visited 46 full and part lessons, of which five were joint observations, and learning walks with the headteacher, deputy headteacher and assistant headteacher.
- Meetings were held with the headteacher, senior leaders, subject leaders, Chair and Vice-Chair of the Governing Body and a representative of the local authority.
- Inspectors heard a number of pupils read and met with a group of pupils.
- Inspectors took account of the views of parents from 22 responses to the on-line questionnaire (Parent View) and met some parents informally at the start of the school day.
- The views of 30 staff who returned questionnaires were taken into account.
- Inspectors looked at a range of evidence including: the school’s own evaluation; the school’s development plan; the school’s data for tracking pupil progress; work in pupils’ books; monitoring files; minutes of the governing body meetings; and the documentation relating to safeguarding.

Inspection team

Pervina Saunders, Lead inspector	Additional Inspector
Jan Gough	Additional Inspector
Olson Davis	Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- The majority of the pupils are of White British heritage.
- The proportion of pupils from minority ethnic heritages is much higher than found nationally, with those from Black African and Pakistani heritage being the most significant groups.
- The proportion of pupils who speak English as an additional language is higher than that found nationally.
- The proportion of pupils supported at school action and school action plus or with a statement of special needs is below the national average. These mostly have language and communication difficulties.
- An above average proportion of pupils are eligible for the pupil premium. The pupil premium provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- No alternative provision is provided for pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection the school has experienced turbulence. There have been several staff changes and an interim headteacher led the school until a new headteacher took up the position recently.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically good by:
 - ensuring accurate assessments inform planning and that teaching assistants know how they are contributing to the progress of pupils
 - ensuring that the planned activities in Key Stage 1 and Key Stage 2 challenge and motivate the learning of all pupils so that they concentrate in lessons and make good progress
 - providing more open-ended tasks for the more able so that they can learn for themselves
 - making sure that marking is linked to pupils' target and enables pupils to understand how they can improve their work.
- Raise attainment and increase progress in English by:
 - improving the teaching of sounds that letters make so that pupils are confidently able to apply reading skills
 - having well planned activities that enable pupils to implement reading and writing skills across the curriculum.
- Improve the effectiveness of school leaders by:
 - making sure agreed policies and procedures are consistently applied by all staff and monitored
 - provide all leaders with training so that they are more effective in carrying out their role
 - ensuring Key Stage 1 and Key Stage 2 leaders are effectively supporting teachers and checking that all pupils in their key stage are making good progress
 - making sure subject leaders effectively lead their subject and are accountable for the progress that the pupils make
 - senior leaders and governors linking responsibility and performance more closely to the annual performance management of staff
 - an external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Progress across Key Stages 1 and 2 is variable. At best, pupils are making progress expected for their age, but in Years 4 and 5 they are making less progress in all subjects. This is because teaching expectations are not high enough and activities do not motivate the pupils to learn.
- More able pupils do not make rapid progress and so too few reach the higher levels of attainment. Pupils with disabilities and special educational needs achieve less well than other pupils. This is because in lessons they are not always clear about what is expected and the activities do not support their learning.
- Pakistani pupils are achieving well overall. However, Black African pupils are not achieving as well as their peers in reading and mathematics.
- Pupils who speak English as an additional language progress as well as other pupils but their progress is better in mathematics than English.
- Pupils known to be eligible for the pupil premium are generally performing better than similar pupils nationally but less well than all pupils nationally. The average point score for pupils known to be eligible for the pupil premium is 27.1 compared to those not eligible for the premium whose score is 28.3. Therefore, pupils known to be eligible for the pupil premium are not performing as well as those pupils who are not eligible for the pupil premium in school. They generally achieve better in mathematics and writing than reading. The school has used the pupil premium to provide additional teaching support, but it has not been focused enough to ensure that the gap in performance between these pupils and all pupils nationally is closing.
- The number of pupils reaching the expected standard in the Year 1 screening check was low because pupils' reading skills are not taught systematically and pupils do not know how to blend sounds to read unfamiliar words.
- Attainment of pupils at the end of Key Stage 1 and Key Stage 2 has improved overtime and pupils are broadly achieving levels expected for their age in reading, writing and mathematics. However, there are very few pupils who are exceeding levels expected for their age, particularly in reading.
- Children joining the Nursery have skills and abilities well below those typically seen for their age in all areas, and in particular in literacy, mathematics and personal, social and emotional development. They make good progress during their time in Nursery, although their attainment when they enter the Reception Year is still below that expected for their age. They continue to make good progress during the Reception Year and at the end of the Reception Year their attainment, over time, hovers around that expected for their age.

The quality of teaching

requires improvement

- The quality of teaching is variable throughout Key Stages 1 and 2. Teachers do not have high enough expectations and their planning does not enable pupils to develop their understanding.
- Where teaching is weaker, activities are dull and mundane and work is not matched closely enough to pupils' different abilities. As a result, pupils find work too easy or too hard.
- Pupils are not clear about what they are learning, lose interest, become disengaged and make little progress. The more able pupils are given work which only reinforces previous learning and they are not challenged to think hard or apply their knowledge; consequently, they do not make rapid progress.
- Teaching assistants are not always aware of how their support is improving learning and so are not used effectively.
- Teaching is strongest in the Early Years Foundation Stage. Thorough assessments enable teachers to plan challenging activities inside and outside the classroom. The learning intentions and expected learning outcomes are clear and, as a result, children are motivated and totally immersed in their learning. In one class the children were developing their language through

role playing a Chinese restaurant and a child explained, 'This scroll tells us what day it is. It is made from paper.'

- Generally, teachers' marking and feedback do not enable pupils to understand what they have been successful with and how they can improve their work. Marking does not refer to pupils' targets or relate to key skills pupils have shown or need to develop.
- Pupils apply writing skills well in other subjects, but generally they have limited opportunities to apply other basic skills across all subjects.

The behaviour and safety of pupils

requires improvement

- Behaviour requires improvement because some pupils lose concentration in lessons and become restless when lessons are not engaging. They then distract other pupils from their work. The staff are beginning to apply the school's behaviour code more consistently in lessons and pupils respond well to the school's reward systems.
- The school's records of behaviour and observations during the inspection found that most pupils are generally polite and well mannered. They have good relationships with each other, regardless of age and ethnic heritage, and play well together during break and lunch times.
- Pupils say bullying does not happen often. They are confident any bullying is dealt with promptly and effectively, but are not fully aware of the different types of bullying. A large proportion of parents and carers that responded to the parent questionnaire said that their child is happy at school and feels safe. Some parents and carers did not know how the school dealt with bullying, but others said that it was dealt with effectively.
- Pupils feel safe in school and know about stranger danger and how to keep safe when using computers. They said that lessons help them to know this.
- Pupils enjoy coming to school and attendance has improved over time. A parent support adviser has been appointed with some of the pupil premium money and this has helped to forge good links with families and so poor attendance is being addressed.

The leadership and management

requires improvement

- Since the last inspection the school has experienced turbulence in staffing. There has been a number of temporary staff, including a temporary headteacher for a term. Whilst some progress has been made, the instability in staffing has affected the school's progress to good, particularly in teaching and achievement.
- The new headteacher has brought enthusiasm and drive and is rapidly bringing stability to the school. She has established an experienced senior leadership team who is committed to improving learning for all pupils. Staff questionnaires indicate that staff are very happy with the new team and feel that they have brought in positive changes. Staff morale is now high and the school has the capacity to improve further.
- The Key Stages 1 and 2 leaders have not focused rigorously enough on improving teaching to be good or improving the progress pupils make in their key stage. The Early Years Foundation Stage, however, is well led by an experienced teacher who has effectively supported the staff to enable them to create a learning environment for the children which has high expectations.
- Some subject leaders are not having an impact on improving progress in their subjects despite being aware of standards in their subjects and carrying out some monitoring activities. They have recently begun to receive training to help them improve their knowledge of leadership and understanding on how to secure good progress for all pupils.
- The school's curriculum does not fully meet the needs of all pupils, particularly the higher ability and those with disabilities and special needs because it does not enable them to have effective opportunities for applying basic skills learnt across the curriculum or independence in learning. The curriculum does promote positive behaviour and an understanding of safety and this contributes to pupils' spiritual, moral, social and cultural understanding. However, although the

school promotes harmony between pupils from different backgrounds, their cultural heritage is not celebrated enough in displays around the school.

- The headteacher and the senior leadership have produced an accurate self-evaluation of the school and have linked the findings to a focused action plan. They are relentlessly pursuing the appointment of quality staff for the current available posts. They have monitored and evaluated the teaching and have set targets for improvement. They are revisiting policies and procedures with staff to ensure they are understood and consistently applied. Professional development has been started for staff to enable them to carry out their duties more effectively.
- Safeguarding policies and procedures are fully in place. Staff and governors are appropriately vetted and receive child protection training. Members of the governing body have undertaken safer recruitment training.
- The local authority provides intensive support which is helping the school to improve.
- **The governance of the school:**
 - The governing body is aware of the strengths and weaknesses of the school but has not monitored closely how well pupils are progressing. The governors know how the pupil premium has been allocated, but they do not know enough about how it has helped pupils to improve their performance so that they are doing as well as all pupils nationally. They are generally knowledgeable about the quality of teaching and the standards that the school is reaching. They are aware that performance management and the link to salary progression is not robust enough and so have strengthened the knowledge of the governing body by appointing experienced governors and attending relevant training.

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

Unique reference number	101229
Local authority	Barking and Dagenham
Inspection number	404753

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	463
Appropriate authority	The governing body
Chair	Lynette Whitaker
Headteacher	Paramjit Roopra
Date of previous school inspection	5–6 May 2011
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