

Haimo Primary School

Haimo Road, Eltham, London, SE9 6DY

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They have made good progress over the last three years in reading, writing and especially in mathematics.
- Attainment is above the national average at the end of Year 6 pupils. The achievement of more able pupils has improved and is also good.
- Children in the Early Years Foundation Stage make good progress and are well prepared for the move to Year 1.
- The quality of teaching is usually good. There is a good focus on literacy across the curriculum. In some classes, pupils make especially good progress in mathematics. Marking tells pupils clearly about how to improve their work.
- Leaders and managers make rigorous and regular checks on the quality of teaching and on pupils' progress.
- Pupils behave well in the classroom and around the school.
- Leaders, governors and staff are all committed to raising standards and have made improvements to pupils' progress and the quality of teaching since the previous inspection.
- Governors are passionate about providing the best possible education for the children in the school's community and make sure that school leaders are well on the way to doing so.
- The areas for improvement identified in the previous inspection have been successfully addressed showing the school has good capacity to continue to improve.

It is not yet an outstanding school because

- Teaching is not yet outstanding. There is inconsistency in the way teachers plan work that is interesting enough for pupils to be fully captivated and produce the best they can do, especially in subjects other than English and mathematics.
- Although pupils who receive extra funding make good progress, there remains a gap between their attainment and that of their peers.
- Although the school has a variety of strategies in place to engage with parents, these have not been successful in reaching some groups of parents.

Information about this inspection

- Inspectors observed 14 lessons, 11 of which were carried out jointly with the headteacher and with the deputy headteacher. They listened to pupils read and looked at their workbooks to see how much progress they make.
- Meetings were held with the senior management team, with a number of subject and other leaders, with teachers and teaching assistants, with the Chair of the Governing Body and with a representative of the local authority.
- Inspectors talked to pupils, parents and carers to see how they feel about the school in general.
- Inspectors looked at all the relevant documents, including the school’s self-evaluation, the school’s improvement plan and policies, including those regarding behaviour and attendance, and the safeguarding of all pupils.
- Inspectors examined the most recent government data on the attainment of pupils in the school and the school’s system for checking on pupils’ progress through the school year.
- In addition, inspectors took account of the responses by parents and carers to an independent survey commissioned by the school on parents’ opinions of the school. There were no opinions expressed by parents on the online questionnaire (Parent View).
- Responses from 30 members of staff to the staff questionnaires were also considered.

Inspection team

Mina Drever, Lead inspector

Additional Inspector

Robert Eyre-Brook

Additional Inspector

Clementina Olufunke Aina

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school, with more boys than girls.
- About two thirds of the pupils are White British, the rest are from other ethnic backgrounds. The largest group is Other White, followed by Africans, White and Black Caribbeans, Indian and Other Mixed backgrounds.
- About a quarter of pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action and school action plus is above average. There are currently no pupils with a statement of special educational needs in the school.
- The proportion of pupils in receipt of additional government funding (pupil premium) is much higher than the national average, at more than half of pupils on roll. In this school the grant is provided for pupils entitled to free school meals.
- Children can join the Early Years Foundation Stage either in Nursery or in Reception.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is one of a mutually supportive cluster of seven schools, working together to raise standards. The cluster includes one nursery school and one secondary.

What does the school need to do to improve further?

- Improve the quality of teaching and learning from good to outstanding by:
 - extending the good practice established in English and mathematics to the other subjects in the curriculum
 - ensuring more consistency of approach between classes and sharing best practice, so that the progress of pupils eligible for the pupil premium is more consistent.
- Further strengthen the partnership with parents and carers so that all groups are well informed about their children's learning and progress and able to support them.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their different starting points. Children join the Early Years Foundation Stage well below the stages of development typical of their age. They make good progress and are well prepared for entry into Year 1.
- Attainment has been on an upward trend for the last three years, and is above the national average by the end of Year 6. The proportion of pupils attaining higher levels at both Key Stages 1 and 2 has risen considerably. For example, one in five pupils in Year 6 reached the highest level 6 in mathematics.
- The most able pupils have attained higher levels in reading, writing and mathematics than in previous years. Tasks are well matched to their ability and, as a result, they make very good progress.
- Pupils make good progress overall in reading, writing and mathematics. In some classes there are examples where pupils make rapid progress in mathematics as a result of well-judged intervention strategies. For example, in a Year 5 class, pupils made good progress in making choices about addition methods and explaining the reasons for their choices as a result of the teacher making sure that they used correct mathematical language and understood its meaning.
- Similar good progress in understanding appropriate scientific language was made by Year 2 pupils when learning to identify appropriate body parts, whilst a Year 6 class made strides in their imaginative writing as a result of the teacher's step-by-step monitoring and checking of each individual pupil's story.
- Disabled pupils and those with special educational needs supported at school action plus make good progress in all year groups. Those supported at school action in Year 5 and Year 6 made rapid progress in mathematics last year. Their attainment is mostly above the national average.
- The high proportion of pupils eligible for the pupil premium make good progress overall and achieve well. However, the pace of their progress varies across different year groups because the most effective strategies to promote their progress are not consistently followed. Whilst these pupils reach higher standards in English and mathematics than all pupils nationally in 2012, a gap remained between their attainment and that of their peers. In English, they were about one and a half terms behind other pupils, and in mathematics it was around half a term.

The quality of teaching is good

- Teaching is generally well structured so that it secures good progress for all pupils, from different starting points, including pupils entitled to the pupil premium funding and the most able.
- Teaching is not outstanding because there are inconsistencies in the application of good practice in subjects other than English and mathematics and because strategies to promote the best progress of pupils eligible for the pupil premium are not followed consistently in all classes.
- Provision in the Early Years Foundation Stage provides a wealth of opportunities for children's physical and language development. Their curiosity for the world is stimulated by the great variety of equipment in the outdoor area which fires their imagination. Adults join in the children's sense of wonder with genuine interest.
- In many lessons, learning involves exciting activities such as drama to stimulate concentration and build up understanding in preparation for later writing. Oral preparation for fiction writing generates a keen desire in pupils to write good stories.
- Pupils in receipt of extra funding and the disabled and those with special educational needs benefit from the individually targeted support of highly trained teaching assistants, as a result of which they make good progress in lessons. This progress is made possible by setting appropriate work for different ability levels in the class, including the most able, who take great pride in

being challenged beyond their current levels of achievement.

- Teachers check pupils' understanding and progress regularly during lessons, making intelligent use of talk partners and class discussions.
- The very best teaching practices actively involve the whole class in collective learning experiences. For example, a class was asked to comment on one pupil's excellent explanation of how he solved a complex mathematical operation. Comments showed that other pupils had thought hard and learned from this.
- Marking is of a very high quality, based on a three-way dialogue between teachers and pupils, who have to show that they have understood what needs to be done to improve their work. This applies to class work and homework.

The behaviour and safety of pupils are good

- Pupils represent very well the school's ethos of responsible and respectful behaviour towards one another and the community.
- Pupils' behaviour in classrooms reflects their eagerness to learn. Pupils are very keen to do well, therefore they behave responsibly. They use any equipment appropriately and sensibly, including in the playground. They collaborate well in pair and group work. When working independently, they focus well on their tasks.
- Teachers manage behaviour well in class so that learning is rarely disrupted. Pupils know the routines well and respond respectfully to adults' reminders to maintain responsible behaviour.
- Attendance is above the national average and punctuality is excellent.
- Parents have confidence in the way the school instils the principles of discipline and good conduct at all times. They know that leaders and teachers deal with any incident immediately and effectively. This applies also to occasional incidents of bullying mentioned by one or two parents and pupils.
- The school's strategies to promote good behaviour at all times, in the forms of rewards and sanctions, are well embedded and have a positive impact on learning and progress in the classroom.
- Pupils feel very safe and their parents agree that they are safe. They understand all forms of bullying, including cyber bullying.

The leadership and management are good

- Leadership and management are good because leaders and governors have improved the quality of teaching and pupils' achievement since the previous inspection. They have fully addressed the issues identified at that inspection and, therefore, show a good capacity to improve the school even further.
- Leaders have rigorous systems in place to monitor the quality of teaching and track pupils' progress and attainment, as a result of which achievement has improved considerably in 2013. Senior leaders, middle managers and all staff share a very ambitious vision to pursue excellence. They are confident that they are working towards providing an outstanding education for their pupils.
- Disabled pupils and those with specific educational needs are accurately assessed, their progress reviewed regularly and interventions adjusted based on accurate interpretation of progress data. The extra government funding is spent wisely and well to cater for all aspects of education, including visits and visitors who fire pupils' imagination and inspire them to aspire to be better writers and to love reading. Central to interventions is a strong focus on the development of literacy across the curriculum.
- These programmes are having a positive impact on the progress of pupils supported by the pupil premium, although their rate of progress is uneven across different classes. The school is

monitoring this continuously and is taking steps to improve this.

- The school's self-evaluation is accurate and rigorous. The related school improvement plans are linked firmly to raising achievement.
- The school works in a variety of ways to engage with parents and keep them informed about their children's progress. However, some groups of parents are not as well engaged as others, making it harder for the school and parents to work together to support pupils' learning.
- The curriculum provides opportunities for pupils to be creative and to link different aspects of their learning together. It also develops pupils' spiritual, social, moral and cultural awareness well. This is done daily in assemblies, through links with schools in other countries, and through events to celebrate where pupils come from. Some pupils benefit from the Challenger Troop programme to develop a greater sense of self-worth.
- Professional development for teachers has been successful in improving the quality of teaching in English and mathematics, but good practice is not as consistent as in other subjects. The teaching of modern foreign languages is in its infancy and the teaching of physical education (PE) is inconsistent. Although the school invested in a PE project, with its cluster partner school, a year ahead of the government's 2013 initiative, it is not fully operational.
- The local authority provided intensive support following the previous inspection but has now rightly stepped back to light touch involvement as the school improves and builds its own capacity.
- Leaders meet all the statutory safeguarding requirements.

■ **The governance of the school:**

- The governing body is determined to continue to balance challenging the leadership team and supporting it in its drive to raise standards even further. It has a full set of skills and is fully trained. It holds the school to account on all aspects through its four committees, and through the management of the headteacher's performance, which is firmly linked to achievement. Governors approve policies and the performance management targets for teachers once they are satisfied that they are appropriate and workable. They approve pay increases and promotion only if teachers meet well-defined criteria for raising achievement. They know very well the strengths of the school and the aspects of teaching that require improvement. They understand progress data and play a full part in the school's self-evaluation and school improvement plan. They have a good overview of the budget and make sure that the pupil premium is spent to raise the achievement of pupils in receipt of it, especially because these pupils make up about half of those on roll.

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	100129
Local authority	Greenwich
Inspection number	425496

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	302
Chair	Ms Michelle Wyer
Headteacher	Ms Kathleen Barnes
Date of previous school inspection	5–6 October 2011
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