

# Henley Green Primary

Wyken Croft, Coventry, CV2 1HQ

## Inspection dates

6–7 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children make good progress in Nursery and Reception. Because of low starting points, standards on transfer to Year 1 are just below average.
- Pupils who have been in Reception classes achieve well at Key Stage 1 and at the end of Year 2 their attainment in reading, writing and mathematics is average.
- Achievement at Key Stage 2 has improved and is now good. From low starting points, attainment at the end of Year 6 has risen and is now average.
- Recent improved standards are being sustained. Pupils in school are making good progress and standards continue to rise.
- Teaching is good and in some year groups it is outstanding, so pupils make good progress as they move from year to year.
- Pupils behave well in lessons and around the school. They enjoy school and feel safe.
- Pupils show outstanding attitudes towards their school work.
- Strong and focused leadership has been crucial to the rapid improvement since the school was last inspected.
- School leaders regularly carry out detailed checks on the quality of teaching and learning. Useful feedback has helped improve teaching.
- Leaders at all levels make an important contribution to improving the school's work.
- Governors are well informed about how well the school is doing. They ask searching questions and set challenging targets for school leaders to promote school improvement.

### It is not yet an outstanding school because

- There is still some teaching that requires improvement.
- Teachers do not always make sure that more-able pupils are doing their very best or that questions make pupils think things out fully.
- Pupils are sometimes not confident in starting their work because it has not been explained clearly enough to them.

## Information about this inspection

- Inspectors observed 22 lessons. Twelve lessons were observed jointly with the headteacher or the deputy headteacher.
- Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, the senior leadership team, subject leaders, and pupils. An inspector held a telephone conversation with a representative of the local authority.
- The inspectors looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed.
- Questionnaire responses from 28 members of staff were analysed.
- There were insufficient responses to the online questionnaire Parent View for them to be published. The inspectors took account of parents' views collected by the school.

## Inspection team

David Speakman, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Alison Lamputt	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils come from a wide range of ethnic backgrounds. The largest groups are White British and Black African.
- A well above average proportion speak English as an additional language, and a significant number are at an early stage of learning English.
- The large majority of pupils are supported by the pupil premium. In this school, the additional funding is for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of the local authority's expansion programme to create more primary school places in the city. Currently, year groups from the Reception Year through to Year 2 have increased to two-form entry. The school will be fully two-form entry by 2017.
- A much greater than average proportion of pupils join or leave the school during the school year, particularly in Key Stage 1 where the school has experienced most growth.

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

- Ensure that teaching at all stages of the school is outstanding so that all pupils make the best possible progress by:
  - consistently setting demanding work for the more-able pupils
  - using questions to greater effect in probing pupils' understanding
  - spelling out clearly to pupils what they are expected to learn.

## Inspection judgements

### The achievement of pupils is good

- When children start school, their levels of knowledge and understanding are much lower than what is typical for their age. Children achieve well in the Nursery and Reception Years. They make notably good progress in their personal, social and emotional development and in mathematics. However standards in reading and writing continue to be weaker than in other areas of learning because there are high numbers of children at the early stages of learning English.
- Due to the school expanding, a larger than usual number of pupils join Key Stage 1 during the school year. Many of these pupils speak English as an additional language so are at early stages of acquiring English language skills. This has had an impact on the outcomes of the phonics screening check at Year 1. The proportion of pupils reaching the required standard is below average. Due to improved teaching, pupils are now making better progress and their reading skills are improving.
- Pupils who joined Key Stage 1 from the Reception classes and have been at Henley Green since they started school, make better progress. In reading, writing and mathematics, their progress is more than nationally expected and standards are average.
- Since the school was last inspected, there has been a rapid improvement in pupils' achievement and attainment. Last year's Year 6 made good progress and standards in reading, writing and mathematics were broadly average.
- This level of improvement is being sustained by pupils currently in school. Achievement of pupils in Years 5 and 6 is good. Since they joined Key Stage 2, they have made more progress than nationally expected and standards are above expectations.
- More-able pupils are making good progress. The proportions reaching the higher levels improved last year and were approaching average. A good and increased proportion of pupils currently in Year 6 are working at higher levels and a good number are receiving extension work to help them achieve the very highest Level 6 in writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress through effective and targeted support from teaching assistants and teachers.
- Pupils who speak English as an additional language progress well. As most of these pupils join the school during Key Stage 1, they acquire sufficient English to access the full curriculum by the time they join Key Stage 2 and then make similar progress to other pupils.
- In 2013, pupils supported by the pupil premium made better progress than others in reading and mathematics, but not in writing. They did not catch up in reading and writing, and remained about two terms behind the others. In mathematics, pupils receiving this support achieved standards about a term ahead of the others.

### The quality of teaching is good

- Teaching in the Nursery and Reception classes is good. Well-planned and interesting activities are provided for children of all abilities to learn across all areas of learning, both inside and out of doors. Opportunities to learn how to write are a strong feature and are woven throughout

many of the activities available.

- Teachers have a positive impact on good and sometimes outstanding behaviour and attitudes to learning. They have good relationships with pupils and make their high expectations of behaviour clear through their own example. They praise pupils' achievements when deserved. Teachers provide good role models for pupils. Their writing on boards and in books is neat and well presented and adults are courteous to pupils and to each other.
- Good teaching of reading, writing, mathematics and information and communication technology shows in pupils' improving standards and progress. Pupils can see a purpose to their learning as activities often bring together different skills from a range of subjects. For example, in a Year 6 lesson on conservation, pupils were able to improve important literacy and computer skills while developing their own social skills as they wrote play scripts, filmed their plays and discussed how they should improve their presentations.
- Pupils' work is marked well and helps them understand how they can improve it. There are examples of marking that are very effective. Teachers point out what pupils have done well and identify a key point for improvement.
- The progress of pupils known to be eligible for pupil-premium funding is carefully checked. They are supported effectively through well-considered and planned one-to-one or small-group teaching to help them catch up.
- Disabled pupils and those who have special educational needs are taught well. Since the previous inspection, staff expertise has improved through training and support is provided from the earliest opportunity and weaknesses overcome quickly. Staff are efficiently deployed to support these pupils in class so they are fully included in all activities.
- A multi-lingual assistant has been appointed to support the learning needs of a growing number of pupils at the early stages of learning English. This helps pupils with little or no English to access learning at an early stage.
- In the small minority of lessons in which teaching requires improvement teachers fail to set work that is hard enough to make sure that more-able pupils achieve their very best. They do not make it clear what pupils are learning in lessons, and they do not use questions well enough to make sure pupils are thinking about their learning as deeply as they can.

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

- The behaviour of pupils is good. Pupils have good and sometimes excellent attitudes to learning and approach tasks with enthusiasm.
- Pupils take care to present their work neatly and tidily. Little work is unfinished and pupils' books reflect good progress and better standards.
- Pupils speak well about behaviour. They say lessons are rarely interrupted by poor behaviour. They are aware that there is sometimes 'rough behaviour' at break times, usually linked to playing football, but that adults deal with any issues straight away.
- Pupils enjoy school and say they find most lessons interesting. They particularly enjoy lessons in which they are actively involved and learn new things. For example, Year 6 pupils enjoyed

filming their play scripts. Attendance is average and pupils come to school on time.

- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe at school and are confident that any issues will be dealt with promptly and effectively. They show a good understanding of internet safety.
- Pupils are aware of the different forms bullying can take and know what to do if they ever need help. They say bullying is rare.
- Pupils are well cared for in the breakfast club. They receive a good breakfast and then take part in a wide range of good quality and interesting activities.

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

- Staff are led well by the headteacher and the deputy headteacher who work as an effective team. They have high expectations of the work of the staff. Professional supervision is good. As a result senior leaders have secured rapid improvement in all key areas of the school's work since the previous inspection.
- Leaders, staff and governors share a high level of ambition for the future of the school. Rigorous arrangements for the frequent checking of teaching and pupils' progress have helped improve teaching and pupils' achievement.
- Leadership at all levels is effective. There have been some recent changes in responsibility for some areas of leadership but the headteacher and governors have made sure that those taking over are prepared well and appropriately skilled to step into their roles and secure improvement.
- School leaders check very carefully on the quality of teaching, the impact of the curriculum on learning and on pupils' progress at all stages. They have detailed plans which identify accurately areas for school improvement.
- Leaders and managers have tackled the criticisms raised in the school's last inspection fully. Teaching has improved so pupils' progress is better. Pupils with individual needs are helped to catch up in their work. The school has made excellent improvement to the curriculum and teaching and learning in Year 1. Leadership has amply shown its capacity to improve.
- The curriculum is carefully planned to engage pupils' interest and attention. There is a good emphasis on reading, writing and mathematics so pupils make good progress in developing these skills. The curriculum makes good links between subjects so learning is meaningful. This aspect of the curriculum is a key factor in forming pupils' positive attitudes to learning.
- The curriculum, visits, after-school clubs and displays in classrooms, support the promotion of pupils' spiritual, moral, social and cultural development. There are many opportunities in lessons to reflect on spiritual issues. Pupils' understanding of social and moral aspects, supported by the school's promotion of values, attitudes and beliefs result in good and sometimes outstanding behaviour and attitudes to school.
- Finances are managed well. Pupil-premium funding is used to improve the progress of individual eligible pupils, by funding pupils to attend school clubs to give equality of opportunity, and purchasing learning resources for language development. The school has made detailed arrangements for spending the primary sports funding to improve and widen opportunities for pupils to take part in sports activities, improve teachers' expertise and to raise pupils' enjoyment

in and appreciation for taking part in sports. The impact of this is good because more pupils are involved in sport and this is improving their health and well-being.

- The local authority has an accurate view of the overall effectiveness of the school. Advisers have established a good working relationship with senior leaders and governors. They check how the school is doing and provide guidance to support improvement. The local authority now provides less support as the senior leadership team is more effective and improvement evident.

■ **The governance of the school:**

- Governors work well with leaders at all levels. They deal confidently with important issues identified through their regular checking. They have a clear understanding of what needs to be done to secure school improvement.
- Governors regularly visit school and have a good knowledge of how well teachers are doing through first-hand experiences and through discussion. They are knowledgeable. Their professional expertise and training give them a thorough understanding of assessment data, for example. This means they know how well the school is doing and how the achievement of pupils compares with other schools.
- They challenge senior leaders on school improvement. They set clear targets in managing the performance of the headteacher and staff, making sure teachers' pay increases link to competence.
- They make sure statutory requirements are met, including for safeguarding.

## 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>	431680

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

<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>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Hedges
<b>Headteacher</b>	Joanne Murphy
<b>Date of previous school inspection</b>	19 September 2012
<b>Telephone number</b>	02476 613163
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