

Inspection of Haimo Primary School

Haimo Road, Eltham, London SE9 6DY

Inspection dates: 19 and 20 March 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils arrive each morning excited about the day ahead. They are greeted by friendly staff who know them and their families well. Pupils are extremely happy and safe here. Expectations for all pupils' achievements are high. By and large, pupils meet these expectations and all, including the youngest, are clear about the school's routines.

Pupils are proud to be part of this school. They value the care and support they get from all staff and the positive friendships they have formed. Staff expect the best behaviour of all pupils. They deal with behaviour consistently and fairly. Bullying and any discriminatory behaviour are not tolerated by staff, and seldom happen.

Families value highly the strong links the school has forged with them. These were further strengthened during the pandemic. Pupils engage with community projects. For example, they helped raise awareness of climate change, convincing pupils to walk to school and the local council to install barriers on the street. The pupils are being developed as global citizens.

Opportunities to run for school mayor and to sit on different committees provide pupils with an insight into the democratic process. A broad selection of clubs, including sewing, choir and football, are well attended and extend pupils' experiences. School visits link carefully with the school curriculum.

What does the school do well and what does it need to do better?

Leaders have developed a broad and ambitious curriculum. In most subjects, leaders have made sure that the knowledge pupils need is clearly identified. In these subjects, the curriculum builds on what children know from Nursery through to Year 6. For example, in Nursery, children learn about 2D shapes. In Reception, they start making repeated patterns with them. By the time they are in Year 6, pupils can describe the properties of shapes and apply that knowledge to more complex problems.

In the early years, some of the areas of learning are not broken down into the exact knowledge that children should learn. The curriculum does not always build sequentially on children's understanding. As a result, the school cannot fully ensure that all pupils are prepared for Year 1.

Teachers have secure knowledge across all subjects. Subject leaders develop their own subject expertise and, in turn, train and support staff. Teachers' professional development is made a priority. Teachers check pupils' learning regularly. They use this information well to identify gaps and check for any misunderstandings. On occasion, teaching does not help pupils to recall and build on prior learning in every subject. Consequently, pupils sometimes struggle to remember important subject content they have learned previously.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Staff support them well. The school works closely with external agencies to identify and meet pupils' needs. The school takes into consideration the views and experiences of all pupils with SEND, and their parents. This ensures that everyone is working on the identified next steps together.

The school prioritises reading. Staff ensure that no pupils are left behind in reading. Staff have regular training, ensuring that phonics teaching is consistent. The books pupils read are well matched to the sounds that they know. Pupils develop a love for reading. They benefit from visiting their well-stocked and inviting library, which they are very proud of.

Pupils listen to each other respectfully and are taught to value different opinions, faiths and traditions. Everyone is proud of the school's inclusivity and diversity. Leaders work relentlessly to improve attendance and punctuality at the school. They work closely with families to ensure that their children are in school every day. Because of this, most pupils' attendance improves significantly over time. When pupils make poor behaviour choices, all staff step in and remind them of the school's high expectations. Through the curriculum and assemblies, pupils are taught how to foster positive and healthy relationships.

Staff love working here. They feel incredibly well looked after and supported. They say that leaders ensure that their workload is manageable. Parents and carers value the positive relationships staff have forged with them. They appreciate how happy their children are here. Governors take their roles seriously. They provide leaders with the support and challenge they need.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In early years, it is not made clear in every area of learning the exact knowledge and skills that the school wants children to learn, nor how these feed into the rest of the school's curriculum. As a result, it is not always explicitly clear what children should be learning and how this will prepare them for their future learning. The school must ensure that all areas of learning in the early years are detailed precisely, so that they build logically into the rest of the curriculum.
- Sometimes, teaching does not help pupils to recall and build on prior learning in every subject securely. This means that pupils do not always remember confidently important subject content they have previously learned. The school should make sure that teaching recalls and builds on prior learning across all subjects effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100129
Local authority	Greenwich
Inspection number	10289766
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair of governing body	Michelle Wyer
Headteacher	Kathleen Barnes
Website	www.haimoprimaryschool.co.uk
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- This school does not currently use any alternative provision for its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with representatives of the governing body, including the chair of the governing body. Inspectors spoke to a representative from the local authority, and met with the headteacher and other members of the leadership team.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, modern foreign languages, computing and art and design. They also considered the curriculum in some other subjects.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to surveys completed by pupils, parents and staff.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
James Canniford	Ofsted Inspector
Lisa Farrow	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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