

Inspection of Henwick Primary School

Henwick Road, Eltham, London SE9 6NZ

Inspection dates: 17 and 18 April 2024

Overall effectiveness **Good**

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

What is it like to attend this school?

The school provides a warm and welcoming learning environment for its pupils. Leaders create a strong culture within the school through its values of belonging, respect, compassion, collaboration and ambition. The school ensures that all members of the community feel valued, for example through the diverse texts that are read in class and the International Mother Language Day. The school provides well-thought-out support to families, for example adult education classes in English, mathematics and digital skills.

The school has created a broad and ambitious curriculum from Nursery to Year 6. The impact of this curriculum is increasingly demonstrated through pupils' work and published outcomes in national tests. Leaders have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to those expectations. Their behaviour in class and around the school is exemplary. Pupils are polite and respectful to adults and each other. They know that they can talk to an adult if they have any concerns. As a result, pupils feel happy and safe in school.

The school encourages pupils to become active citizens who have a voice in their school. Pupils can join the school parliament. Older pupils can apply to join the junior leadership team and become sports leaders, digital leaders or school librarians.

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

Leaders have made reading a big priority. The recently introduced phonics programme is now fully embedded. As a result, outcomes in reading for younger pupils have improved. In Nursery, children listen to stories, poems and rhymes. Pupils learn formal phonics from the start of Reception. All staff, including teaching assistants, are early reading experts. Pupils who struggle with reading receive effective support and intervention. The school promotes a love of reading through the high-quality texts in lessons, including in the early years, and the well-stocked library. Older pupils act as reading mentors for younger pupils.

Across the wider curriculum, leaders have carefully selected the knowledge and vocabulary they want pupils to learn. The school sequences the order in which pupils should learn key subject content. For example, in languages pupils start learning basic Spanish in Reception. In Year 1, pupils learn Spanish songs before building on strong foundation in key stage 2 to know about numbers, salutations, and days of the week. By Year 6, pupils can write an autobiographical paragraph in Spanish. Staff develop pupils' mathematical skills effectively. For example, in Reception children learn different ways to make the number six. By Year 6 pupils can interpret complex data in a range of graphs.

The curriculum is suitably adapted for pupils with SEND. Pupils who struggle to access the curriculum receive strong support. Pupils' additional needs are identified

quickly and supported effectively. Teachers have strong subject knowledge. They check pupils' understanding carefully to identify and correct any mistakes. Activities in the early years are designed well to include the key vocabulary children need for Year 1. Occasionally, in some subjects systems to build more ambitious knowledge and understanding of the curriculum are not fully embedded. This means that some pupils do not develop the deeper subject knowledge and understanding required to progress further in their learning.

The school operates a highly effective behaviour strategy. Pupils learn how to manage their emotions positively. The school has clear boundaries and consequences. Staff praise pupils when they get things right. The school supports any pupils that struggle with behaviour very effectively. Pupils are motivated in lessons and proud of their learning. Children in early years listen to adults attentively. Staff enable children to maintain their attention well and take turns with each other. Pupils' attendance was affected by the pandemic. However, the school has taken appropriate, swift, and effective action. As a result, there have been significant improvements to pupils' attendance since last year.

The school promotes the personal development of pupils in many ways. Pupils undertake a range of trips, for example to places of worship such as a Hindu temple, synagogue, mosque and church. They can take part in a range of clubs, including Taekwondo, cheerleading and drama.

In personal, social and health education (PSHE), pupils learn about discrimination, healthy relationships and keeping themselves safe online. However, at times the PSHE curriculum is not implemented as rigorously as leaders would like. This means that some pupils' recall of some important content is not secure.

Leaders reflect on their work and utilise support from external partners. Staff are very positive about leaders' support for their workload and well-being. They feel listened to, cared for and appreciated. The school benefits from the support of the federation, particularly with staff training and development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, in some subjects systems to support pupils' development of more ambitious knowledge and understanding of the curriculum are not fully embedded. This means that some pupils do not develop the deeper subject knowledge and understanding required to progress further in their learning. The school must ensure that teaching implements the ambitious curricular goals more

consistently and systematically so that pupils are able to deepen and extend their learning.

- At times, the PSHE curriculum is not implemented as rigorously and consistently as the school would like. This means that pupils are not able to recall some important content well. The school must ensure that the teaching of the PSHE curriculum is prioritised in all classes so that pupils can recall the key knowledge that prepares them for life in modern Britain.

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	100131
Local authority	Greenwich
Inspection number	10323223
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	388
Appropriate authority	The governing body
Chair of governing body	Carol Smith and John Frankis (Co-Chairs)
Headteacher	Lisa Lazell (Executive Headteacher) Claire Lotriet (Head of School)
Website	www.henwickprimary.co.uk
Date of previous inspection	16 January 2019, under section 8 of the Education Act 2005

Information about this school

- In November 2020, the school joined Cardwell and Eglinton Primary Schools as a soft federation. In October 2023 the Ambition Federation was formed.
- The executive headteacher leads all three schools in the federation.
- The school operates and manages a breakfast club.
- Leaders do not make use of any alternative provision.

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 any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- 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 met with those responsible for governance, including the co-chairs of the governing body, and a representative from the local authority.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Christian Hicks, lead inspector	His Majesty's Inspector
Emma O'Connor	Ofsted Inspector
Pia Longman	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024