

Haimo Primary School

Inspection report

Unique Reference Number	100129
Local Authority	Greenwich
Inspection number	276255
Inspection dates	24–25 April 2006
Reporting inspector	Lyn Riley

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mrs J Taylor Mrs C Bridle
Date of previous school inspection	Not previously inspected
School address	Haimo Road Westhorne Avenue Eltham London SE9 6DY
Telephone number	020 8850 4911
Fax number	020 8859 5953

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Haimo is an average size primary school serving an area of social and economic deprivation in South East London. The majority of pupils are of white British heritage and around a quarter of pupils come from a variety of other backgrounds including Black African and Black Caribbean. A small proportion of pupils are at an early stage of learning English as an additional language. The number of pupils with learning difficulties or disabilities is higher than average. There is a high level of mobility which results in a significant number of pupils joining or leaving the school during the course of the academic year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Develop the leadership role of the new senior leadership team to ensure there is shared ownership and responsibility for all whole school projects and initiatives
- Ensure that performance data are analysed effectively at whole-school and senior leadership level to identify trends and target resources, such as teaching assistant support, more effectively
- Continue to develop strategies for raising levels of attendance

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good and has improved significantly since the last inspection. As a result, all pupils make good progress and achieve well. Teachers in the Foundation Stage have a good understanding of the needs of young children and ensure that their personal, social and emotional needs are met well.

Well planned lessons and high expectations are features of consistently effective teaching throughout the school. Work is well matched to pupils' needs with good challenges for higher attaining pupils. Pupils with learning difficulties and disabilities progress as well as others. Relationships throughout the school are very good and there is a real sense of pupils enjoying their learning as seen in their positive attitudes and very good behaviour. Teachers give lots of encouragement and praise which gives pupils confidence to ask and answer questions and learn effectively. Teachers use their good subject knowledge and resources well to motivate pupils to work hard. All pupils are effectively included in lessons and pupils with learning difficulties and disabilities are well supported and make good progress.

Some pupils have targets for their learning to help them understand what they are doing and what they need to do next to improve, but this is not consistent in all classes. Teaching assistants often support groups or individual pupils effectively in lessons, however, sometimes their role is unclear and pupils do not always benefit as much as they could from their skills and expertise.

Curriculum and other activities

Grade:

The curriculum is good. It engages pupils' interest and contributes strongly to their personal development and enjoyment of school. A key strength of the curriculum is the wide variety of well attended lunchtime and after school clubs and other extra-curricular activities the school provides.

The Foundation Stage curriculum is well planned. Curriculum plans ensure that pupils in mixed age classes are well catered for, however, planning does not show how work can be linked in different subjects to provide even more exciting and meaningful opportunities.

The school is involved in many national and local initiatives to develop learning skills. Physical activities are given a high priority to encourage pupils to keep fit and active. Healthy lifestyles are promoted through the fresh fruit scheme, nutritious lunches and the 'Healthy School' award. Pupils are involved in many community events and their participation in the Safe Travel Plan encourages them to think about local issues and personal safety.

Care, guidance and support

Grade:

Child protection procedures are secure and all members of staff are aware of the procedures to follow. Early warning and referral systems effectively help to identify potentially vulnerable pupils, who are subsequently well supported. In some cases, intervention by the school has had a crucial and positive impact on the well-being of the pupils. The school has good relationships with outside agencies and uses these very effectively to support pupils' progress and well-being. The majority of pupils feel safe and secure in school but a minority feel that some boisterous behaviour in the playground is not always dealt with quickly and effectively by all members of staff. However, during the breaks observed by inspectors no boisterous or disruptive behaviour was seen and pupils played happily and co-operatively together.

School lunches are healthy and appreciated by the majority of the children. The school regularly consults with pupils, parents and staff and takes their views into consideration when planning initiatives and developments. The school is held in high regard by parents.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for welcoming the inspection team to your school. We enjoyed talking to you in lessons and around the school. We would particularly like to thank the School Council and the Eco-Council for their valuable contributions to the inspection process.

We think that Haimo Primary is a welcoming school that provides all its pupils with a good standard of education. We think the quality of teaching you receive is consistently good and, as a result, you all make good progress. We think your headteacher, runs the school very well and that you are all very well cared for. You told us that you enjoy going to school and your parents told us that they think the school does a good job too.

In order to make the school even better we have asked your headteacher and governors to continue to raise standards in English, mathematics and science, to develop the leadership roles of your senior teachers and to analyse the results you achieve each year in more depth. You can help the school to become even better, and to achieve even higher results, by coming to school more regularly and helping the school to raise levels of attendance. It was a pleasure to meet you and we wish you well in the future.

Yours sincerely,

Lyn Riley

Lead Inspector