



Haseltine Primary School

Inspection Report

Unique Reference Number 100686
Local Authority Lewisham
Inspection number 285845
Inspection date 9 January 2007
Reporting inspector Barry Jones

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

Type of school	Primary	School address	Haseltine Road
School category	Community		Bell Green, Lower Sydenham
Age range of pupils	3–11		London SE26 5AD
Gender of pupils	Mixed	Telephone number	020 8778 6536
Number on roll (school)	338	Fax number	020 8678 8453
Appropriate authority	The governing body	Chair	Mrs Pauline Rowe
		Headteacher	Mr Richard Edmonds
Date of previous school inspection	11 February 2002		

Age group 3–11	Inspection date 9 January 2007	Inspection number 285845
--------------------------	--	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school serves an area which has high levels of social deprivation. There is a higher proportion of pupils with learning difficulties than in most schools. The proportions of pupils from minority ethnic backgrounds and for whom English is not their home language are higher than in the great majority of schools. The number of pupils joining the school each year differs markedly and a significant number of pupils join and leave the school during the school year. Attainment on entry to school is well below that for most schools. The associate headteacher has performed this role for the last four years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Haseltine is a good school in which pupils achieve well and mature into responsible young people. They behave well and play a full part in creating the positive ethos of the school. Pupils enjoy school and their positive attitudes are shown by their good attendance and the enthusiastic way they participate in lessons and contribute to the wider community. They are given good role models by the adults in the school and this contributes to the good quality of relationships. This is appreciated by the parents and as one commented, 'I have every confidence in the school and its teachers. My child enjoys school.'

Standards by the end of Year 6 vary between broadly average to below average. Given the pupils' starting points, this represents good achievement overall. The Year 6 cohorts in 2004 and 2005 made good progress and many pupils made exceptional progress in English in Key Stage 2. However this level of achievement is not consistent. There was a dip in performance in 2006 in English, mathematics and science. The school has analysed the reasons for this and taken effective action. Pupils' progress is not even through the school. Provision in the Foundation Stage is satisfactory but is improving with vigorous leadership and improvements in the planning. Consequently, pupils make satisfactory progress. By the end of Reception their mathematical skills are close to expected levels but many still have very low reading, writing, speaking and listening skills. There is a similar picture at the end of Key Stage 1. Good teaching is the main reason that the pupils do well. The best teaching is in Year 6 and this results in accelerated progress by the older pupils.

All teachers manage their classes well and consistently implement agreed policies for promoting good behaviour. This contributes to the orderly school community. Staff also provide a high quality of care and ensure that every child matters. For instance, the school is very successful in managing the substantial flow of pupils into and out of the school at unusual times. They settle well and, over time, make the same progress as other pupils. The marked variations in numbers of pupils from year to year means that classes sometimes have to be reorganised. The curriculum is satisfactory but planning does not ensure that pupils do not repeat work. Pupils with learning difficulties and disabilities make the same progress as their classmates as a result of the effective support that they receive. Staff know their pupils well, take an interest in their development and this underpins the strong Haseltine family.

The school is very well led by the associate headteacher. He is ably supported by the relatively new senior leadership team. They are enthusiastic and are having a positive impact in their areas of responsibility. The school has successfully addressed the issues raised in the previous inspection. Given the school's track record in providing good care and the achievement by pupils, the capacity to improve further is good.

What the school should do to improve further

- Accelerate the progress that pupils make in reading, writing, speaking and listening skills in the Foundation and Key Stage 1.

- Ensure that pupils make consistently good progress in Key Stage 2.
- Ensure that the planning for subjects meets the needs of individual pupils.

Achievement and standards

Grade: 2

On entry to the Nursery, children have low language, literacy and communication skills. Consequently, the school rightly attaches a high priority to developing these skills and is largely successful, particularly with the older pupils. In 2004 and 2005, many pupils made exceptional progress in English by the end of Year 6. This is because of good teaching and effective initiatives to raise standards in reading and writing. There is well-targeted support for pupils for whom English is not their home language. As a result, these pupils improve in English but, also, they are enabled to make good progress in their other subjects too. There was a dip in performance in the national tests in 2006 although overall achievement was still above average in Key Stage 2. In particular, the improvements in pupils' writing in previous years was not sustained at Key Stage 2 and too few pupils attained the highest level in reading or writing at Key Stage 1. There are no underachieving groups of pupils. This is principally because the school has effective systems for tracking pupils' progress and puts in extra support when pupils fall behind in their work.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Relationships in the school are good and reflect the importance given to this by the school. Pupils show respect for different cultures and beliefs. Pupils are confident that the rare incidences of bullying will be dealt with well by the school. As one pupil remarked, 'If you tell an adult, it will be sorted.' The school has taken a very rigorous approach to improving attendance. The pupils value the rewards system and parents are usefully involved at an early stage when there are difficulties. This has led to a marked improvement in attendance since the previous inspection. Pupils have a good understanding of healthy-eating issues. Many are given the opportunities to represent the school at sport and perform well. Pupils' numeracy and literacy skills are satisfactory and the pupils are satisfactorily prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and is sometimes outstanding, particularly in Year 6. Teachers manage their classes well. This contributes to the pupils' enjoyment and to the calm atmosphere in classes. Lesson objectives are usefully shared with the pupils and there is good use

of interactive whiteboards, which adds to the interest in lessons. Pupils say that teachers make lessons fun. This was apparent in an outstanding English lesson in Year 6. The teacher's enthusiasm was transmitted to the pupils and they relished the opportunity for role play and consequently increased their knowledge and understanding of poetry significantly. The quality of marking is good and helps pupils to improve further. Teaching assistants are used well and help the pupils with learning difficulties to benefit equally from lessons. There is no unsatisfactory teaching but teachers vary in their effectiveness to cater for individual needs within the classroom. The school has high expectations for teachers and provides extra support where it identifies teaching to be only satisfactory. In particular, it has taken appropriate action when there have been too few opportunities for pupils to discuss together new topics and so clarify their own thinking.

Curriculum and other activities

Grade: 3

The curriculum in the Foundation Stage is satisfactory. It has been enhanced since the previous inspection by the construction and effective use of a well-resourced outside play area. There is good provision for personal and social education. The curriculum reflects well the rich cultural diversity in the school. The school is very innovative in developing the English curriculum, particularly to encourage boys to write and read. New strategies are being tried in the Nursery and in the main school and these are already leading to improved standards. Pupils' experiences are enhanced by a good range of after-school classes and trips. These are well attended. The school is under-subscribed and the numbers in a given year group vary from 34 to 54. This is a greater variation than is the case in the great majority of schools. It means that, not only do some classes have pupils spanning two years in age, but that the organisation of classes has to be reviewed and sometimes changed at the start of each year to accommodate the changes in numbers. The planning is not sufficiently robust in all subjects to ensure that all pupils build on the experiences and skills that they have gained in the previous year.

Care, guidance and support

Grade: 2

The school affords a very high priority to making sure that all pupils are included and play their full part in school life. For example, it readily accepts pupils who are at risk of exclusion in other schools and successfully integrates them into the Haseltine family. Despite having some pupils with a history of challenging behaviour, no pupils have been permanently excluded in the last eight years. The school manages the flow of pupils into the school at unusual times very well. The comprehensive induction programme ensures that these pupils get the best possible start. Other pupils contribute too and the school is a welcoming place to newcomers. A therapist uses drama well to build the self-esteem of vulnerable pupils and forges effective links with the families. There is a rigorous system for tracking pupils' progress and this is used well to provide support to pupils when it is needed. There are targets for groups of pupils but rarely

for individuals except for those with statements of special educational need. This means that opportunities to extend individual pupils are sometimes missed.

Leadership and management

Grade: 2

Leadership and management are good. The analysis of performance data is good and the school knows its strengths and weaknesses well. Decisions are firmly rooted in evidence and this has resulted in effective strategies to improve attendance, behaviour, pupils' achievement and the well-being of pupils new to the school. Senior managers have been successful in maintaining high levels of care. The school has a full complement of governors for the first time in several years. The governors are supportive of the school but have not acted sufficiently as a 'critical friend'.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your help and cooperation when I inspected your school recently. I spoke to some of you in classes and around the school. I also met some members of your school council. You told me that you enjoy school and feel safe there. Your school councillors told me that their views are valued. They have been able to contribute to improving the school playground, for instance. The younger children are very lucky to have their new play area already. You made me feel very welcome and other visitors to the school are equally impressed.

My main finding is that Haseltine is a good school. I know that you and your parents agree. There are good teachers and some are excellent. They make lessons fun and interesting, this helps you to learn and so most of you do well. It is a very caring school and the adults look after you very well. There are many pupils who join your school after the start of the normal school year. You all help them to settle quickly and after a while they do as well as their classmates. The school is well led by the headteacher and he takes a personal interest in each of you.

There are three ways in which I have asked the school to improve even further.

- Help all pupils to quickly gain good speaking, listening, reading and writing skills in the Nursery, Reception and Years 1 and 2.
- Aim to repeat the good SATs results obtained by Year 6 pupils in 2005.
- Check that the work you do in your subjects follows on from the work that you have done before.

For your part, keep up the good attendance. Also make sure that you ask if you do not understand. The teachers will be pleased to help you.

Once again, thank you for the day. I wish you continuing success in the future.

Barry Jones(Lead inspector)