

Henry Green Primary School

Inspection report

Unique Reference Number	101229
Local Authority	Barking and Dagenham
Inspection number	285998
Inspection date	23 April 2007
Reporting inspector	Judith Dawson

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	457
Appropriate authority	The governing body
Chair	Mrs Lena Smith
Headteacher	Ms Susan Paterson
Date of previous school inspection	10 June 2002
School address	Green Lane Dagenham RM8 1UR
Telephone number	020 8270 4466
Fax number	020 8270 4464

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This large primary school serves children and pupils from a mainly economically disadvantaged area. Although the number of pupils joining the school other than at the usual time of entry is about average, an increasing number come from ethnic minorities. Forty pupils are in the early stages of learning English. The number of pupils believed to be entitled to free school meals is well above average. Attainment on entry to the Nursery is well below average. The school has Healthy Schools Status and has a Validated School Travel Plan. There is a weekly support programme for parents.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Henry Green Primary is a good school where pupils achieve well. There is a strong sense of community where adults and pupils work together to create a calm and caring community. Relationships between pupils and their teachers are outstanding, providing a secure platform for learning.

Pupils achieve well throughout the school. Very good provision in the Foundation Stage enables children to make very good progress, although fewer than average attain the expected levels by Year 1. Pupils continue to achieve well in the infants and in 2006 standards were average at the end of Year 2. In Year 6, pupils' achievements in 2006 were amongst the highest in the country as they attained average standards from a low starting point. This year fewer Year 6 pupils are working at average levels because of their well below average standards when in Year 2. Pupils with English as an additional language or learning difficulties or disabilities also achieve well. In 2006, although more able pupils achieved well, their achievement was not as good as that of their classmates. Some pupils say they sometimes find their work too easy.

Pupils' attitudes, behaviour and personal development are good. Pupils work hard, and take their responsibilities seriously. Their friendliness and helpfulness are impressive. They show respect for other's views and have a good understanding of how to keep healthy and safe. There is a thriving school council that contributes to improving school life although pupils are not responsible for its organisation. The 'Little Rotters' conscientiously compost food waste for the beautiful school garden. Pupils enjoy school and the additional activities provided. Attendance, although slightly below average, is improving.

Teaching and learning are good. Teachers explain things well and plan work that encourages pupils to think. Skilled pupil management provides a good climate for learning. Pupils who are learning to speak English or with learning difficulties or disabilities have good support from teachers and teaching assistants. However, work is not always sufficiently challenging for more able pupils. The curriculum is satisfactory and the school is developing links between subjects to make learning more relevant. Pupils are cared for well and both pastoral and academic support are good. Pupils are set targets and know how to make their work better. However, the teachers' helpful marking is not always followed up and acted upon.

The school is well led and managed. The senior management team have a good understanding of the school's strengths and areas for development through accurate self evaluation and plans for development generally reflect the school's needs. Leaders are committed to promoting high achievement. Subject leaders are empowered to develop and monitor their subjects. Governance is good and governors support, challenge and monitor school improvement. Governors have established a Parent Surgery on parents' evenings and the outcomes are shared with parents. Resources are deployed wisely and the school seeks to ensure the best value for money.

What the school should do to improve further

- Provide more able pupils with sufficient challenge to enable them to achieve as well as their peers.
- Ensure pupils have time to respond to teachers' comments in their books so that they take more responsibility for improving their work.

Achievement and standards

Grade: 2

Good provision in the Foundation Stage provides children with a flying start to their education. This enables them to achieve well, especially in their social development, communication and thinking skills. Very good support for pupils with little English language enables them to make the most of the less formal education in the Foundation Stage and they make very good progress.

Although pupils attain average standards in writing and mathematics by Year 2, standards in reading are lower. The school has focused on improving provision for reading and additional support for groups of pupils is helping standards to improve. In 2006, Year 6 standards, while average overall, were slightly above average in writing for the first time. Achievement was high for most groups of pupils. The achievement of pupils from ethnic minority groups is higher than in most other schools. Although more able pupils achieve well, they have not been making as rapid progress as their peers. Standards in the present Year 6 are slightly below average but pupils have achieved well throughout the school. Pupils know what they need to do to attain the higher levels, but throughout the school, more able pupils often lack the challenge they need to facilitate high achievement.

Personal development and well-being

Grade: 2

Parents overwhelmingly agree that pupils behave well. The few incidents of unsatisfactory behaviour are dealt with sensitively and pupils know what is expected of them. The 'Buddy' system and the support given by Year 6 to the Reception children clearly demonstrate that pupils care for each other. Pupils' spiritual, moral, social and cultural development is good. They are knowledgeable about healthy lifestyles, know how to keep themselves safe and are very clear about the advantages of recycling. Pupils are eager to maintain and improve their environment. They have fewer opportunities to contribute to the community outside school. Pupils are justifiably proud of their achievements and have good self-esteem. A parent says, 'My child lacked confidence but, since attending school, is confident and loves mixing with others.' Pupils from other countries are welcomed and their peers are eager to learn about different countries, beliefs and customs. Pupils' achievements in literacy, numeracy and information and communication technology prepare them well for their futures, although their understanding of some aspects of citizenship is more limited.

Quality of provision

Teaching and learning

Grade: 2

Pupils' achievements are a testament to the good teaching and learning throughout the school. Pupils' progress is tracked throughout the school and enables teachers to identify where pupils need additional support. Good pace in lessons ensures pupils are busy and work hard. Pupils' good attitudes to work and the outstanding relationships between them and their teachers result in a good climate for learning. Teachers are skilful in asking questions that require thoughtful answers. Most pupils with specific needs are supported well, enabling them to progress as well as they are able, but more able pupils are not always suitably challenged. To quote one parent, 'My daughter often finds some subjects boring because she already

understands the concept being taught.' Pupils are becoming increasingly involved in setting their own targets for improvement and, where appropriate, their individual education plans. Teachers' marking is consistently good, giving pupils clear guidance for improving their work and showing how well they have completed their task. However, much of this is wasted because they do not ensure pupils respond to the advice they are given.

Curriculum and other activities

Grade: 3

Weaknesses in the management of the curriculum at the time of the last inspection have been addressed and the curriculum is now satisfactory. There is a good Foundation Stage curriculum, giving children a rich range of experiences while maintaining rigour in providing the skills children need. Through the rest of the school, planning to develop skills in the core subjects of English, mathematics and science is good. Other subjects now have suitable time allowed for them and teachers have clear expectations of what is expected of different age groups. The school is working towards making the curriculum more relevant to pupils needs and forging links between subjects to make learning more interesting. There is a good personal, social and health education curriculum and the school has introduced French as an additional activity. A range of other activities are available for pupils across the school and a range of visits and visitors to school extend pupils' experiences.

Care, guidance and support

Grade: 2

There are good systems for ensuring pupils are safe and well-cared for. Rigorous measures for promoting good attendance are having an impact. Consistent systems for promoting good behaviour, which are discussed with the pupils, ensure that the school is a calm and orderly community. Pupils' personal and emotional welfare is supported by an effective personal, social and health education programme and through circle times. Good use is made of outside agencies to support individual needs and parents are appreciative of the support their children receive. The school supports pupils in the early stages of learning English well and is appointing and training an additional staff member to accommodate the increasing numbers. Older pupils with little English language are encouraged to 'help' pupils in the Reception to give them confidence and extend their vocabulary. Academic guidance is good. Pupils are set targets, encouraged to evaluate their learning and given helpful advice on how to improve their work.

Leadership and management

Grade: 2

The good leadership and management have been maintained since the last inspection. The school has successfully addressed the inspection issues and uses its good assessment procedures to identify where pupils need additional support and to plan the curriculum. This has been instrumental in raising achievement throughout the school. Leaders at all levels now have a good understanding of the school's strengths and areas for development. Plans for improvement are satisfactory, but need fine tuning to prioritise issues identified by the school's self evaluation. Due to effective management the Foundation Stage provision has improved significantly and is now good. Teaching and learning are monitored and teachers have clear guidance for improvement. This has led to consistently good teaching and learning. The effective senior

management team and the increasing skills of subject leaders in the development and monitoring of their subjects make the potential for further improvement good.

Governors and staff are working hard to involve parents in their children's learning and aim to support parents through, for example, access to the Primary Care Trust within school. The school seeks to develop more links with secondary schools and the local community.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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	2
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	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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.

Annex A

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	2
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

1 May 2007

Dear Pupils

Inspection of Henry Green Primary School, Green Lane, Dagenham, RM8 1UR

Thank you all very much for your help and friendliness during my visit to your school. I was very impressed by you cheerful greetings and smiles whenever I met you. A special thanks to the school council who shared their views with me. I can tell that you have a big impact on school life.

Those of you in the Nursery and Reception classes have a very good start to your school life. Your teachers make your learning fun and help you to learn new things quickly. Across the school you all behave well and care for each other. Your school is a happy place to be.

You told me that you enjoy school and work hard. I can see that you do. In lessons you were all concentrating and doing your best. You rapidly improve your English, mathematics and scientific skills because you work hard and are taught well. Some of you have very good extra help to help you learn. This helps you to achieve very well. I have asked your teachers to make sure that those of you who find your work easy have plenty of challenge so that you can wow them with your achievements. I have also asked your teachers to make sure that you all make good use of their good marking. I noticed that many of you do not seem to take your teachers' advice about how to make your work even better. You need to make the most of your teachers' wise comments!

Your teachers take good care of you and make sure you know how to keep healthy and safe. You look after your school well. Keep up the good work, especially you 'Little Rotters'. You are members of a good school that is well led and managed. Leaders know the school well and I am sure they will, with your help, make sure your school gets even better.

Best wishes

Judy Dawson (Inspector)