

Haimo Primary School

Inspection report

Unique Reference Number	100129
Local Authority	Greenwich
Inspection number	323230
Inspection date	31 March 2009
Reporting inspector	Jacqueline Krafft HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	272
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Ian Borland (vice)
Headteacher	Ms Kathleen Barnes
Date of previous school inspection	24 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Haimo Road Westhorne Avenue Eltham 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 one of Her Majesty's Inspectors and an Additional Inspector. The inspectors evaluated the overall effectiveness of the school, and investigated the impact of teaching and the curriculum on the standards and achievement of learners. The inspectors also investigated the rigour and impact of monitoring, evaluation and planning for improvement.

The inspectors met with staff, governors and pupils. Parts of lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. The inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Haimo is an average-sized primary school with a Nursery. The large majority of pupils are of White British heritage with just over a quarter from other ethnic backgrounds. Few pupils speak English as an additional language. Over half the pupils are eligible for free school meals. The number of pupils with learning difficulties and/or disabilities is high, although the proportion with a statement of special educational needs is similar to the national average. The largest group are those with moderate learning difficulties. The number of pupils who join or leave the school at different times through the year is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Haimo is a good school where pupils are happy, say that they feel safe and make good progress in their learning. As one pupil said, 'We learn something new every day.' Pupils make good progress, including those with learning difficulties and/or disabilities and those who join the school at different times in the year. This is because their needs are identified quickly and they are given good levels of support and clear guidance. The school works very effectively with other agencies, such as the local specialist behaviour school and the local authority attendance officer, to support pupils so that they are ready for learning. For example, although attendance remains below average, the number of pupils who are absent from school for long periods is reducing and more pupils are arriving at school on time. The school makes strong efforts to improve attendance but does not always receive the full cooperation of parents.

The driving force behind this improving school is the good leadership of the headteacher and her senior team. There is a determined, shared focus on ensuring that pupils not only make good progress from their low starting points but also that they reach the standards expected for their age. A good tracking system is in place and leaders analyse the information about pupils' progress in detail to set challenging targets. As a result, the gap between the school and the national average is closing. Standards are improving, although they remain below average and fewer pupils than nationally reach the highest levels.

Good teaching and a relevant, practical curriculum make a significant contribution to pupils' enjoyment of school, their positive attitudes to learning and their good achievement. For example, a well-structured programme of teaching reading through linking sounds with letters, reading champions, readathons and the use of drama are having a particular impact on motivating boys to read and write. Pupils talk keenly about times when they are able to use their literacy and numeracy skills in other subjects, for example using symmetry when studying the Chinese New Year. The school recognises that these links are at the early stages of development.

Lessons move at a brisk pace, and activities are varied and practical, providing pupils with good opportunities to work both independently and together in groups. However, teachers' expectations of what pupils can achieve, particularly the more able, are not consistently high. Marking is informative and pupils understand their literacy and numeracy targets, which they say 'help us know what we need to do to improve'. These are not shared with parents, however, which limit their involvement in helping their children to improve. A few parents say that they would like more opportunities to contribute their views on issues arising.

A wide range of clubs and enrichment activities contribute to pupils' good personal development and well-being, their enthusiasm for school and the good relationships they have. Pupils behave well, are polite and sociable, and take care of each other. They say, 'If we have a problem we know we can talk to someone.' They have a strong sense of right and wrong and take on responsibility readily. For example, Year 6 play leaders support younger pupils at playtimes and lunchtimes and they use the suggestion box to help improve the school. There is an impressive range of playtime equipment, for example, which they have chosen and taken care of. Pupils demonstrate their understanding of the need to care for the environment and are actively involved in raising money for charities. Their knowledge of other faiths and cultures is less well developed. Pupils speak with confidence about how to stay fit and healthy and combine this with their good enterprise skills in running the school healthy tuck shop at playtimes, collecting money and ordering new stock.

The school's self-evaluation is accurate, honest and provides a robust basis for further improvement. Actions plans are in place and include appropriate priorities, although the measures of success are not quantifiable. While satisfactory, the promotion of community cohesion is not yet systematic. For example, the school is working more closely with the local community but has yet to evaluate the impact of its actions. Staff roles and responsibilities are well defined and subject leaders have increasing training and support to develop their monitoring and evaluation skills further. Governors are supportive of the school and have clear procedures to ensure that they fulfil all their statutory responsibilities. However, they have not fully assumed their role as critical friend to hold leaders to account. The school's good capacity to improve is evident in the impact of strong senior leadership and good provision on the improving standards and good achievement of pupils.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Nursery and Reception classes and make good progress from generally low starting points. However, the skills and knowledge they have when they leave Reception are lower than found nationally. The children's personal development and their social skills are good, which contributes to their good progress. All children work and play harmoniously. The good provision made for their welfare means that they settle into school quickly and happily, have good relationships with staff, and enjoy learning. The well-established key person system helps staff to get to know children's learning and social needs well.

Teaching is good and the adults are skilled in helping children to develop their knowledge and understanding when they work with them in groups. They provide a range of exciting things for children to do which engage their interest and enthusiasm. There is a good balance between activities directed by the staff, and those, children choose for themselves. The early introduction of strategies to link sounds and letters helps children to develop the skills they need to read and write. The provision for children to learn outdoors is good. Both the Nursery and Reception classes have a wide range of equipment outside which children enjoy using. However, the outside area lacks any covered section, which limits its use in bad weather. Children are able to move freely between indoor and outdoor learning activities. Exposure to enrichment of this kind is limited for the few children in the mixed-age group.

The Early Years Foundation Stage is well led and managed. Assessment of children's progress is methodical and provides a good overview of their development. However, the system in place is new and not fully established.

What the school should do to improve further

- Improve attainment, particularly of more-able pupils, by raising teachers' expectations consistently in lessons.
- Develop closer links with parents to improve attendance and share pupils' learning targets with them.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

The quality of provision

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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

20 April 2009

Dear Pupils

Inspection of Haimo Primary School, Eltham, SE9 6DY

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed looking at your work, seeing you in lessons and talking with so many of you. You were very friendly, confident and told us what you thought very clearly.

You told us that you like school, feel safe and well cared for. You behave well and take care of each other. You know a lot about how to stay fit and healthy. We were impressed with how you run the healthy tuck shop at playtimes. You work hard in lessons and make good progress in your learning.

Your school is a good school that helps you make good progress. Your headteacher and teachers are determined to make sure your school gets even better. To help them, we have asked that they make sure the work that you are given challenges you all to think and work as hard as you can in all lessons. We know that you have targets to help you know what you need to do to improve, so we have asked the school to share these with your parents so that they can help you too. By your school and parents working together, the number of you who attend school regularly can improve. This is important for you to do as well as you possibly can.

Thank you again for making us so welcome and we hope that you carry on working hard and enjoying being at school.

Yours faithfully

Jackie Krafft

Her Majesty's Inspector