

# Henwick Primary School

## Inspection report

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<b>Unique Reference Number</b>	100131
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	335491
<b>Inspection dates</b>	9–10 December 2009
<b>Reporting inspector</b>	Linda Pickles

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Parmenter
<b>Headteacher</b>	Ann Robertson
<b>Date of previous school inspection</b>	7 September 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including data about pupils' progress and attainment, pupils' work and the school's planning documents, policies, procedures and records. They reviewed the information provided by pupil and staff questionnaires and the 77 questionnaires that were returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils on entry to the school and the progress made by pupils, particularly those with special educational needs and/or disabilities and a first language other than English
- how effectively teaching, assessment and target setting make an impact on pupils' achievement, particularly in writing
- how leaders at all levels have secured improvement based on self-evaluation, including the contribution made by governors
- how well the Early Years Foundation Stage supports children's language and social and emotional development.

## Information about the school

Henwick is an above-average-sized primary school. The large majority of pupils are from a White British background. A small minority of pupils are from a wide range of ethnic groups, the largest of which being from a Black African background. A small minority speak a first language other than English but few are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above that found nationally, predominantly for social and emotional difficulties. The percentage of pupils who are eligible for free school meals is well above the national average. Childcare provision is provided on the school site. This is not managed by the governing body and is subject to a separate inspection report. The school has been awarded Healthy School and Activemark status and a School Travel Gold award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Henwick Primary is a good school. Its capacity to improve further is good because self-evaluation is accurate and is used effectively to measure the impact of actions and identify areas for future development. Parents and carers, pupils and staff are highly supportive of the school's work, particularly the good care and guidance that it provides. As one parent stated, 'I have always been impressed by the way the school put themselves out for their pupils and how much they care and support not only the pupils but parents.'

From low starting points, pupils make good progress overall, although it is only satisfactory in Key Stage 1, and leave with the expected levels of attainment. The school is taking action to ensure that effective practice in the Early Years Foundation Stage is extended into Year 1 so pupils continue to make good progress. Senior leaders monitor pupils' progress closely and ensure that pupils with special educational needs and/or disabilities and those with a first language other than English make good progress in line with their peers. Assessments indicate that the majority of pupils are on track to meet challenging targets, particularly in writing, which has been an area for improvement since the last inspection.

Pupils feel safe and enjoy school and this is shown through their good behaviour and improved attendance. They have a well-informed understanding of healthy lifestyles and talk confidently about how to keep themselves and others safe. Pupils' spiritual, moral, social and cultural development is good and pupils from different cultures and backgrounds work and play well together. Pupils respect the feelings of others and have a clear sense of right and wrong. Teaching is good overall, with only a very small minority of lessons that were satisfactory. Good and outstanding teaching engages pupils and their understanding is regularly checked during the lesson. In a few lessons progress is slower because pupils have limited opportunities to be actively involved in their learning. The school has been successful in improving the quality of teaching since the last inspection and is taking prompt action to improve it further.

Assessment is well used to plan lessons which are effectively matched to pupils' different needs. Marking of pupils' work, however, does not consistently tell pupils how they can improve their work or give them opportunities to assess their own progress. The good curriculum is increasingly being adapted to link different subjects and reflect the needs and interests of different groups. Leadership and management are good and all staff are clearly focused on continuing to improve the school. Governors provide a good balance of challenge and support and all safeguarding requirements are met and regularly reviewed.

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## What does the school need to do to improve further?

- Raise attainment in English, mathematics and science by:
  - ensuring marking gives pupils more precise guidance on how to improve their work
  - providing more opportunities for pupils to be involved in assessing their own learning and the progress they are making.
- Accelerate the progress of pupils in Key Stage 1 by:
  - ensuring that planning continues to build on children's previous achievements in the Early Years Foundation Stage
  - extending good practice from the Early Years Foundation Stage to reflect children's learning and development needs in Year 1.

## Outcomes for individuals and groups of pupils

2

Pupils make satisfactory progress in Key Stage 1 from attainment that is lower than average and then good progress from then on to reach broadly average levels of attainment before they leave. Over the past three years, pupils' attainment has been broadly average in English, mathematics and science at the end of Year 6, although it has been lower in writing. In 2009, pupils exceeded national averages significantly in mathematics. Current pupils throughout the school, however, are making good progress in both writing and reading. Pupils with special educational needs and/or disabilities make good progress because of the closely focused support they receive in lessons and specific interventions like speech and language. Pupils are motivated and participate enthusiastically when given opportunities to be fully involved in their learning. An example of this was seen in an outstanding mathematics lesson in Year 6, where pupils showed high levels of engagement when learning about ratios.

Pupils understand how to stay safe in school and in the community and have a good understanding of safe use of the internet. Pupils feel confident that any concerns they have will be sorted out by adults. They talk confidently about the benefits of a healthy diet and exercise and respond enthusiastically to the fruit that is on sale at break times. Pupils' good behaviour and respect for each other make a strong contribution to their good progress in lessons. Pupils make a good contribution through the school council, their roles as playground friends and responsibility for selling fruit. Pupils from different cultures and backgrounds work and play together harmoniously because of their good social, moral, spiritual and cultural development. Pupils' average attendance and the extent to which they develop basic skills prepare them adequately for future economic well-being.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers enable pupils to make good progress through briskly paced lessons, challenging activities which meet the needs of all learners and regular checks on their understanding. Teachers generally have good subject knowledge and use different teaching methods to make learning interesting and meaningful, including the use of information and communication technology (ICT). In the best lessons questioning is used effectively to assess pupils' understanding and they are able to show what they have learnt. In a few lessons, progress is slower when the teacher talks for too long, which limits opportunities for all pupils to contribute to the lesson.

Pupils with special educational needs and/or disabilities and those with a first language other than English make good progress because they are well supported in class by additional adults. Marking is positive and regular, but does not provide pupils with sufficient guidance on how to improve. Targets set for pupils' progress are challenging and their progress towards reaching them is monitored closely. This has been particularly successful in improving the progress made by pupils in writing.

The curriculum is carefully planned to ensure continuity of knowledge and skills for the mixed-age classes and for pupils with specific needs. Themed weeks provide links between subjects, although the creative curriculum is still developing. Music is taught by a visiting specialist music teacher, which supports pupils' good creative development. An example this was the high quality end-of-term musical productions which pupils performed for parents and which demonstrated their very good creative development. The curriculum responds well to the needs of older pupils and provides a broad range of experiences, particularly through residential visits, which contribute well to their skills of

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independence and well-being. A wide range of additional activities outside of the school day enhance learning and are well attended.

The school works well with a wide range of agencies, including social services and speech and language therapists, to support pupils, especially the more vulnerable, in their learning. The school has successfully worked in partnership with the educational welfare officer to improve attendance and reduce the levels of persistent absence. Links with parents and carers are promoted well by the home'school liaison worker, who provides support for vulnerable pupils and their families. Transition arrangements are well established and pupils are well prepared for the next phase of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has high expectations and a clear vision for the school, which has been well communicated to staff, all of whom are highly supportive of her leadership. Senior leaders have been successful in driving improvement forward since the last inspection, for example by improving the quality of teaching and accelerating progress and attainment in writing. The school's monitoring of its performance is rigorous; however, the school has correctly identified that the monitoring role of subject leaders is underdeveloped. Procedures for safeguarding are good and the school works effectively with other key agencies to reduce the risk of harm to pupils. Governors are very knowledgeable and support the school well, especially through their links with different areas of the school's work, and discharge their statutory responsibilities effectively.

The school promotes community cohesion well and pupils demonstrate respect and awareness of different cultures and faiths within school, locally and from a global perspective. Senior leaders successfully promote equality of opportunity so outcomes for pupils from different groups are equally good. Relationships with parents are positive and the school informs parents about their child's achievements and seeks their views through regular questionnaires.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Comprehensive induction arrangements, including individual meetings with parents and carers, ensure that children receive a warm welcome to the school. Children settle happily in the very safe and inclusive environment. The majority enter the school with knowledge, understanding and skill levels that are well below those typical for their age, especially in personal development and language skills. Although the majority of children enter Year 1 achieving at a lower level than expected for their age, this is good progress from their starting points. Children make good progress in all areas, particularly social development, reading and mathematics. Progress in writing is slower than other areas and the school is taking prompt action to address this.

Progress is good because all adults have a thorough knowledge of how children learn and develop. High quality planning is informed by assessment of children's learning and ensures they are all provided with rich and varied experiences. Support for children with special educational needs and/or disabilities and those learning English is good and contributes to their good progress. There is a good balance of activities directed by adults and those chosen by the children, and the outdoor environment, although small, is effectively organised to support children's learning. Behaviour is good and children from different backgrounds play well together because of excellent relationships with adults who are highly skilled in promoting their social and emotional development. Leadership and management are good. The coordinator has high aspirations which are shared by all staff and accurately identifies strengths and areas for development.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the very large majority of parents and carers. Most responses to questions were positive and most parents agree that their child enjoys school. Inspectors agree with these positive comments. A very small minority noted their concerns about how effectively the school deals with unacceptable behaviour. Inspectors found that pupils behave well and that the school takes effective action to deal with any concerns raised by parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henwick Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	61	24	31	4	5	2	3
The school keeps my child safe	41	53	33	43	2	3	1	1
The school informs me about my child's progress	33	43	39	51	3	4	1	1
My child is making enough progress at this school	36	47	33	43	6	8	1	1
The teaching is good at this school	43	56	31	40	2	3	0	0
The school helps me to support my child's learning	32	42	39	51	5	6	0	0
The school helps my child to have a healthy lifestyle	29	38	43	56	2	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	30	39	51	0	0	0	0
The school meets my child's particular needs	33	43	36	47	4	5	1	1
The school deals effectively with unacceptable behaviour	23	30	35	45	6	8	8	10
The school takes account of my suggestions and concerns	21	27	36	47	7	9	1	1
The school is led and managed effectively	31	40	35	45	6	8	3	4
Overall, I am happy with my child's experience at this school	36	47	29	38	8	10	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 December 2009

Dear Pupils

Inspection of Henwick Primary School, London SE9 6NZ

Thank you for making the inspectors so welcome when we visited your school recently. Your school gives you a good education. We were impressed by your friendly manner and positive attitudes and we really enjoyed watching your end-of-term drama performances. You told us that you enjoy school and learn a lot in lessons.

Here are some of the things that we think are good about your school:

- The adults in school take good care of you and help you to develop into caring and considerate individuals.
- You behave well in school and are eager to learn in lessons.
- You get on well with your teachers, with the adults in school and with your friends.
- Pupils from different backgrounds get on well with each other.

To help your school do even better we have asked the headteacher to make sure that teachers give you more information about how you can improve your work when they mark your books. We have asked the teachers to give you more opportunities to be involved in checking how well you are learning in lessons. We have also asked the headteacher and other school leaders to check that children are making as much progress as they can in Key Stage 1.

You can help by coming to school every day and continuing to work hard and behaving well. Good luck for the future.

Yours sincerely

Linda Pickles

Lead Inspector

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