

# Haseltine Primary School

## Inspection report

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<b>Unique Reference Number</b>	100686
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	335580
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	John Horwood

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>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dominic Herlihy
<b>Headteacher</b>	Richard Lucas
<b>Date of previous school inspection</b>	9 January 2001
<b>School address</b>	Haseltine Road Bell Green Lower Sydenham SE26 5AD
<b>Telephone number</b>	020 8778 6536
<b>Fax number</b>	020 8678 8453
<b>Email address</b>	admin@haseltine.lewisham.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 23 lessons and observed 12 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 72 parents and carers.

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

- the impact of pupils joining the school at other than the normal times
- the effectiveness of action taken by the school to raise attainment.

## Information about the school

This average-size primary school serves a multi-ethnic, inner-city community. The largest groups of pupils are from Caribbean, British and African origins. The percentage of pupils who speak English as an additional language is much higher than in most schools. The percentage of pupils eligible for free school meals is well above average. The number of pupils who join or leave the school at times other than expected times is much higher than in most schools. The school has an above average proportion of pupils who have special educational needs and/or disabilities mainly associated with behavioural, emotional, social, speech, language and communication needs. The Early Years Foundation Stage provision is in two Reception classes and a Nursery class. The current interim headteacher has been in post since November 2009. The school is working with the local authority to improve provision and plans are at an advanced stage to work as part of a federation with another local school. The school runs an onsite breakfast club.

**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?**

**3**

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

**3**

## Main findings

Haseltine Primary provides its pupils with a satisfactory education. At the end of Year 6, attainment is well below average, but this represents satisfactory progress from their very low starting points. All groups of pupils make similar progress during their time at the school. A considerable number of pupils however join the school throughout the year particularly in the older year groups. Consequently, they attain lower levels than those who have been in the school since the Early Years Foundation Stage. Pupils reach similar levels of attainment in English, mathematics and science. Action taken by the school under the current leadership team has resulted in rapid improvement in attainment of the current Year 5 and Year 6 pupils. Pupils identify concerns about the behaviour of a few pupils and this was confirmed during the inspection. Whilst this does affect learning in a small minority of lessons it is generally controlled well by the support staff. The school works well with external agencies such as a drama therapist to support these pupils. This contributes to pupils' view that they are safe in school. The overall outcomes for pupils are satisfactory, including their behaviour, and the vast majority say they enjoy school.

Teaching is improving and is currently satisfactory with some good elements. There is a very wide range of ability in classes and the work is not consistently matching the needs of all pupils, mainly the few who find it difficult to concentrate. This is, however, improving as teachers develop their skills and recently introduced systems become embedded. Teachers are supported well by teaching assistants and external specialists. Support for pupils who join the school late is good, but because these pupils often represent a significant proportion of the year group it is even more challenging for teachers to provide appropriate work for everyone. Those with special educational needs and/or disabilities get good additional support to ensure they make the same progress as others. The satisfactory curriculum supports the learning of most pupils but, although action is being taken at present, it does not always cater for the few pupils who find it difficult to concentrate.

The leadership and management of the school are satisfactory. There have been many staff and leadership changes since the last inspection and the current leaders have had a good impact in a short time at improving resources and raising attainment levels. Not all are yet fully involved in monitoring school performance. The current interim headteacher will have an ongoing role in the school for the initial period as the school becomes part of a federation arrangement to ensure continuity of leadership. Progress on issues from the last inspection has been satisfactory. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Standards are rising. Strong action has been taken to improve attendance, but it is still low. The

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interim headteacher provides good leadership and his vision and determination to drive the school forward have had a good impact, as seen by the way he is working with the school and local community to ensure a harmonious environment. He has also introduced a more secure approach to the provision of safeguarding requirements including much improved site security. Action to raise attainment has had a rapid effect and this confirms that the school has a satisfactory capacity for sustained improvement.

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

- Raise attainment by:
  - ensuring teachers consistently match the work set to pupils' individual needs
  - ensuring the curriculum fully engages all pupils including those who find it difficult to concentrate.
- Ensure leaders and managers at all levels are actively involved in monitoring school performance so that the recent rapid improvement in progress is sustained.
- Work with parents to improve attendance by encouraging pupils to come to school.

**Outcomes for individuals and groups of pupils****3**

The vast majority of pupils, including those from ethnic minority groups, make satisfactory progress. Better progress is evident in some classes such as a Year 6 literacy lesson on non-fiction text where the pace was good and there were frequent recaps to confirm understanding. The majority of pupils say they enjoy their learning in all subjects. Pupils with special educational needs and/or disabilities including those with social, speech, language and communication difficulties make the same satisfactory progress as others. In a few lessons some of the pupils with behavioural difficulties make less progress because of their inability to concentrate.

All pupils are satisfactorily prepared for their future well-being because the school helps them raise their self esteem and confidence by giving them practical guidance on real-life issues within lessons. In a Year 5 mathematics lesson one pupil commented that he found the task easier because the calculation referred to the everyday situation of spending or saving money. This helps raise their confidence to support their basic skills in English and mathematics. Behaviour overall is satisfactory both in and out of lessons, although occasionally where teaching is less motivating there is poorer behaviour amongst some pupils. There is some bullying but pupils say the situation is improving and adults deal with issues quickly and well. The majority of pupils eat healthy food and join in sport. They make a satisfactory contribution to the school community through the school council and helping in the classroom. Pupils' overall spiritual, moral, social and cultural development is satisfactory. The rich range of cultural diversity in the school helps pupils know about different faiths and cultures and there is racial harmony within the school.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Within the classroom satisfactory teaching is supported by a satisfactory curriculum. Teachers set good role models for pupils. Teachers use resources well to create a stimulating learning environment. Teachers and support staff work well together to help pupils who find it difficult to concentrate to learn. The use of assessment is satisfactory as planning ensures that the work is matched to their ability for most, but not all, pupils. In the vast majority of lessons the pace of learning is satisfactory and often better. Teaching has improved as a result of staff changes, staff training and support by external advisers and by the current leadership team and a greater proportion is now good. The inclusion manager ensures good support for pupils with special educational needs and/or disabilities, the gifted and talented pupils and those who have English as an additional language.

The curriculum caters satisfactorily for the majority of pupils. Provision for the most able is not fully developed but is having an impact in the higher year groups. There is a good range of extra-curricular clubs but only a limited number of visits to other places.

Satisfactory procedures are in place to encourage high standards of behaviour and more regular attendance. Procedures are improving and one pupil commented that he likes this school because the current headteacher deals with problems. Transition arrangements with the secondary school are good; pupils say they are given good information and feel confident about moving on. Systems to support the welfare of

<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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pupils are all in place with a satisfactory approach to health and safety. The school is committed to the concepts of equal opportunities and that Every Child Matters and demonstrates that it is an inclusive school by making every effort to avoid excluding pupils. The breakfast club is satisfactorily managed and provides a basic service for a small number of pupils in a supervised and safe environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The interim headteacher is well supported by staff at all levels in his determined vision to improve the school. He is working well with the local authority to provide ongoing support to raise standards and to support the planned federation arrangements to ensure ongoing sustainability. All levels of management are becoming more involved in monitoring pupil progress and identifying where additional support is needed as they develop their skills. The effectiveness of the leadership and management of teaching and learning is satisfactory and the standard of teaching has improved. Resources in the school are well managed and satisfactory value for money is provided.

The school ensures that all pupils have equal access to opportunities around the school, such as joining clubs and taking part in sport, and that there is no discrimination. Within lessons the variation in the use of assessment means that the work does not always match the needs of all pupils.

Governors provide satisfactory support and challenge as well as ensuring statutory requirements are met. Some governors are very active within the school. They understand what needs to be done in the school and have an effective partnership with the leadership team.

The effectiveness with which the school promotes community cohesion is satisfactory. Leaders know the community well and much has been done to successfully promote good relationships with parents. Links with the local community, including the more difficult parts to involve, are in place, but more needs to be done including closer links with the various faiths. Links with the further communities are at an early stage. Safeguarding procedures are all in place to meet requirements. There have been rapid improvements in site security since the interim headteacher arrived. Child protection procedures are good and these are supported through effective partnerships with support agencies.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Satisfactory leadership ensures that children are well cared for in a safe environment where they have satisfactory relationships with adults and with each other. Behaviour is satisfactory and all groups of children are happy and play and learn together. Adults are well deployed and work hard to support the children. Staff know the children well and are aware of any specific needs, and all procedures to support the welfare of children are in place.

Standards on entry to the Early Years Foundation Stage are well below those expected for the children's age. They make satisfactory progress to leave Reception with below age-expected levels of skills and knowledge. Teaching is satisfactory overall. Learning in the classroom is often restricted because the lesson is too adult led. An example of this is in a Nursery lesson where children were making 'butterfly' pictures and the teacher gave specific instructions on what to do rather than modelling the process. There is a wide range of resources both indoors and out but children are given too few opportunities to use their initiative. Progress is regularly monitored but the effectiveness of using this information for ongoing assessment is variable. Work is often matched to activities rather than to pupils' needs. There are many pupils who join or leave the Early Years Foundation Stage part way through the year and, whilst this puts an extra demand on resources, it is well managed.



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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>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

Over a quarter of parents and carers expressed their views and the large majority are pleased with the school. The general feeling from written comments is that the school is improving and has good leadership. A very few had individual concerns which were considered as part of the inspection process. The questionnaires identify several areas where a small minority of parents and carers had concerns and these were discussed with the leaders. Whilst they are considered to be valid concerns, the inspection team considers that the school is taking appropriate action to eliminate them.

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

Ofsted invited all the registered parents and carers of pupils registered at Haseltine 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	46	30	42	3	4	2	3
The school keeps my child safe	27	38	35	49	3	4	2	3
The school informs me about my child's progress	23	32	33	46	10	14	0	0
My child is making enough progress at this school	15	21	43	60	9	13	1	1
The teaching is good at this school	21	29	38	53	6	8	2	3
The school helps me to support my child's learning	24	33	34	47	10	14	1	1
The school helps my child to have a healthy lifestyle	14	19	48	67	5	7	0	0
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)	16	22	40	56	5	7	2	3
The school meets my child's particular needs	14	19	43	60	9	13	1	1
The school deals effectively with unacceptable behaviour	15	21	34	47	12	17	5	7
The school takes account of my suggestions and concerns	10	14	38	53	10	14	2	3
The school is led and managed effectively	15	21	37	51	9	13	2	3
Overall, I am happy with my child's experience at this school	22	31	34	47	9	13	3	4

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.**



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25 March 2010

Dear Pupils

Inspection of Haseltine Primary School, London SE26 5AD

Thank you for welcoming us and helping us when we came to your school. It was good to look at all your comments on the questionnaires that many of you filled in. Your school is giving you a satisfactory education.

There are many things we admire about your school and these are a few of them.

- You are making satisfactory progress in your work as a result of improving teaching.
- You told us that you feel safe in school and that adults look after you and help you learn.
- Arrangements to ensure you are safe are good.
- You get on well with your teachers.
- Adults quickly deal with any squabbles amongst you.
- You have a satisfactory understanding of how to keep fit and healthy.
- School leaders work extremely well with other specialists to support your learning and care.

There are a few things we have asked the school to do to make it better. They are:

- make consistent use of data about your progress to ensure that all of you are set appropriate work
- develop the curriculum to provide for the different ways that pupils are able to learn and in particular those who find it difficult to concentrate
- ensure that all your leaders are able to help the school continue to improve
- work with parents to improve attendance by encouraging pupils to come to school.

You can help by working hard and coming to school regularly.

Yours sincerely

John Horwood

Lead inspector

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