

# Henry Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	101229
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	335679
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Gordon Ewing

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>	448
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lena Smith
<b>Headteacher</b>	Ross McTaggart
<b>Date of previous school inspection</b>	11 February 2010
<b>School address</b>	Green Lane Dagenham RM8 1UR
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## Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons, observing all 15 class teachers at least once. Meetings were held with the acting headteacher, governors, members of staff and groups of pupils, and discussions were conducted with some parents. Inspectors also observed the school's work, including the systems for assessing and monitoring pupils' progress, the work pupils had produced in their books and the quality of teachers' planning and marking. Inspectors took account of questionnaires completed by 124 parents and carers, 48 older pupils and 18 members of staff.

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

- the attendance of pupils and the effectiveness of the school's strategies to improve attendance and reduce persistent absence
- how safe the school is for pupils, how aware they are of risks and how confident they are in approaching someone for help when faced with difficulties
- how well assessment is used to ensure that the challenge in lessons is right for all pupils, including more-able pupils
- how effectively the school ensures that all groups of pupils learn English, mathematics and science
- the effectiveness of leadership and management at all levels in embedding and driving ambition so that outcomes for pupils are secure and improving.

## Information about the school

Henry Green Primary School is larger than the average primary school. The majority of the pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well-above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The largest group is represented by pupils with moderate learning difficulties. Provision for the Early Years Foundation Stage caters for children in two part-time Nursery classes and two full-time Reception classes. There are two classes in each of Years 1 to 6. The substantive headteacher has been absent due to ill-health since early January 2010.

**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?**

**4**

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

**3**

### Main findings

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising levels of attendance for all pupils and, in particular, the attendance of White British boys, pupils with special educational needs and/or disabilities and those who speak English as an additional language.

Low attendance and persistent absence for some pupils have been problems for some time. The current leadership has taken recent and firm action to improve overall attendance but it is too early to see the full impact of the measures taken and attendance rates for some groups remain well-below average. Henry Green Primary School provides pupils who attend regularly with a satisfactory standard of education. These pupils enjoy coming to school and make satisfactory progress, overall. Children start the Early Years Foundation Stage with skills and abilities below those levels expected for their age. They make consistently good progress in the Nursery and satisfactory progress in Reception. By the end of Year 2, standards are inconsistent across subjects but broadly average overall. Pupils make good progress in writing, satisfactory progress in reading and inadequate progress in mathematics. Fewer pupils than the national average achieve higher levels at the end of Year 2 and Year 6, especially in mathematics. Progress in mathematics continues to be weak, and boys do less well than girls overall partly due to the low attendance of some boys. Pupils with special educational needs and those who speak English as an additional language make similar progress to their peers.

The quality of teaching is satisfactory but varied considerably across the school. Although teachers are making better use of assessment information to meet the needs of individual pupils, this is not yet uniform, especially for the more-able. Consequently, the pace of learning is inconsistent across different classes and ability groups. The quality of marking is variable and as a result not all pupils know how to improve their work. A strength of the satisfactory curriculum is the broad range of after-school clubs, which have a high take up.

One parent described the school as 'a cohesive community where everyone gets on?'; inspectors agree. Pupils are generally polite, respectful and behave well in lessons and around school. They work well together, especially in special themed activities, such as Problem Solving Week, when older pupils work with younger pupils to improve their writing and practical mathematics skills. They show perseverance, patience and determination as well as developing skills of explanation. These contribute positively to

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their preparation for adult life. However, attendance for a significant minority is poor and shows no signs of sustained improvement. For these pupils, progress is poor and preparation for their economic well-being is inadequate.

The acting headteacher leads the school with vigour and purpose. He has started successfully to tackle weaknesses, for example, by refining the tracking system, particularly in mathematics, so that teachers have more precise assessment information about pupils' individual needs and can bring about better progress. The school's self-evaluation now provides a broadly accurate appraisal of its effectiveness but still lacks sharpness in identifying what the school needs to do to make significant progress, for example, by systematically tracking the attendance patterns of different groups of pupils. The school's actions are leading to improvement. For example, the school's 'blogspot' has enhanced home-school communication. There are increasing links with other communities worldwide, and the school is currently evaluating the impact of its work to promote community cohesion. The impact of the acting headteacher is evident in the improving use of assessment leading to more challenging use of targets and more focussed teaching. Together with the strong collective spirit across the school and sound governance, the school is demonstrating a satisfactory capacity for sustained improvement.

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

- By December 2010, improve the attendance of all pupils, and especially that of those groups whose attendance is currently below average, to at least 94% by:
  - analysing attendance data rigorously and agree the subsequent action plan with parents, governors and the local authority
  - widening strategies to engage and support key group the families of pupils whose attendance is poor and for promoting and rewarding good attendance
  - working even more closely with parents and carers to emphasise the importance of good attendance for their child's learning and progress.
- By July 2010 raise attainment in mathematics by:
  - ensuring that teachers are effectively supported and developed so that at least 60% of mathematics lessons are judged as good
  - improving strategies to assess pupils' progress through focused staff training and regular progress meetings
  - identifying the characteristics of good mathematics teaching and initiating regular lesson observations to secure good practice in every class.
- By the end of the summer term 2010, improve assessment strategies, teachers' guidance and target setting to increase challenge for all pupils, especially, the more able by:
  - reviewing the assessment and marking policies and ensuring that teachers rigorously implement consistent approaches across all subjects

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- improving teachers? planning so that lesson activities rigorously cater for the learning needs of all pupils
- ensuring teachers? marking gives frequent and clear next-step guidance about how pupils can improve their skills.

**Outcomes for individuals and groups of pupils****4**

Outcomes for pupils are inadequate, and the school's contribution to the economic well-being of some groups of pupils is unsatisfactory. The progress of some pupils is significantly limited by their poor attendance. The majority of pupils make satisfactory progress overall, though some inconsistencies exist. Most pupils make good progress in English but, for many pupils, progress in mathematics is inadequate. While girls achieve well in science, boys progress slowly in this subject. Lesson observations and a scrutiny of pupils' work clearly show that teaching is consistently stronger in English than in mathematics. In an outstanding literacy lesson pupils were thoroughly engaged in exploring the use of persuasive language. Judicious use of humour, group discussions and well-focused learning activities ensured that all pupils were inspired to make excellent progress. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are adequately supported in lessons so that they make sound progress across a range of different subjects.

Pupils understand the importance of leading a healthy lifestyle but do not always make sensible choices at lunchtimes. They engage eagerly in physical activity and make the most of the extra-curricular activities offered. The school council is becoming increasingly effective as it widens its scope and influence in shaping the future of the school. Pupils feel safe and know who to go to if they have a problem. They are confident that adults will take effective action. Pupils undertake positions of responsibility, for example, in supporting younger pupils in lessons and at lunchtimes. Relationships throughout the school are good and pupils confidently work collaboratively. Some lessons, assemblies and themed weeks provide pupils with opportunities for reflection and celebration of other cultures. Pupils are beginning to engage with others from different ethnic, religious and socio-economic backgrounds and have a sound understanding of some common values.

*These are the grades for pupils' outcomes*

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<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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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>2</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>4</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?

The quality of teaching is broadly satisfactory. Elements of good teaching were evident in a number of lessons, with a small minority showing outstanding features. However, a number of key inconsistencies are common in a significant minority of lessons across a range of subjects. Improved assessment information is beginning to inform teachers' planning with positive effects on learning, but is not always used rigorously or consistently. Consequently, pupils of all abilities, and especially the more-able, sometimes do not receive effective support or challenge and on these occasions their progress slows. Nevertheless, pupils usually make appropriate gains in their learning and their progress is satisfactory overall. There are few opportunities for pupils to apply themselves independently or to work at their own pace. Teachers' marking gives praise and is positive and this does serve to encourage pupils. However it does not consistently provide guidance on how to advance pupils' learning. Teaching assistants are used satisfactorily to support those pupils with special educational needs and/or disabilities, but the quality of support is variable and can lead to some pupils not achieving as well as they might.

New creative approaches to the curriculum are strengthening the application of skills across all subjects. Detailed planning reflects teachers' secure subject knowledge. The curriculum is enriched through a number of visits to places of interest such as the Tower of London. Visiting theatre groups are used to good effect to promote new initiatives, for example, in improving pupils' mathematical understanding. There is little evidence in lessons and in their books of pupils using information and communication technology to extend their skills across the curriculum.

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As a result of the new tracking system, appropriate procedures are now in place to support pupils who are in danger of falling behind. The induction of new pupils is effective within the school and support to vulnerable pupils plays a useful role in fostering their learning and development. However, transition arrangements for transfer to secondary school are underdeveloped. The role of the effective Parent Support Adviser has been crucial in supporting some vulnerable pupils and families who are not closely engaged with the school. Particular initiatives, for example, to improve attendance of persistent absentees, have had some effect but more needs to be done to widen their impact and ensure improvements are sustained. Since January 2010 the acting headteacher has been vigorous in improving the attendance of some groups of pupils and attendance has begun to improve very recently.

*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 acting headteacher is clearly committed to tackling key weaknesses, such as low attendance and attainment and progress in mathematics. The emphasis on improvement is shared by all staff. Nonetheless, there is much to do. The senior leadership has an accurate view of the quality of teaching across the school and is now more closely holding teachers to account for pupils' progress. School development planning, though thorough and accurate, lacks precision in tracking the impact of the school's actions on specific outcomes for pupils. The governing body discharges its statutory duties and ensures that pupils and staff are safe. Safeguarding procedures are satisfactory. The school has inadequate procedures in place to promote equal opportunities, because it has not secured consistent progress for all groups of pupils and its systems to record, track and report incidents of racism and bullying are not well coordinated across the school. Governors have a good understanding of the school's strengths and weaknesses but are still developing the skills and strategies required to systematically evaluate the work of the school. The school is a harmonious community but the school has highlighted that more needs to be done to engage with its immediate community.

*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



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<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>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

## Early Years Foundation Stage

Children settle quickly because induction arrangements are effective and good relationships are speedily established. Children make secure progress in the Nursery because teaching is consistently good and support staff are effectively deployed. However, progress in Reception is satisfactory overall because of inconsistent teaching. Children rise to the high expectations of behaviour and parents speak very positively about the provision. Children clearly enjoy being at school and are keen to take part in the activities. Adults make regular observations of children at work and play and track their progress in detail, though records are not clear enough to show exactly how much progress is being made. Observations do not sufficiently focus on capturing the essence of the children's learning and planning needs to focus more tightly on developing learning through independent activities. The leadership of the Early Years Foundation Stage is satisfactory. More needs to be done to monitor teaching and learning in the Reception classes and to share existing good practice.

*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

Approximately one quarter of parents and carers returned completed questionnaires. The responses of the overwhelming majority were positive and most expressed good

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levels of satisfaction. A very few parents expressed concerns about the school's management of misbehaviour and the leadership's response to complaints, particularly over bullying and racist behaviour. Pupils reported, convincingly, that any misbehaviour was dealt with effectively and swiftly. Behaviour in lessons and around the school was judged as good. Pupils reported unequivocally that bullying and incidents of racist behaviour were rare and were dealt with promptly by most staff. However, inspectors found that the school's systems for recording and tracking such incidents are not rigorous or consistent enough. Consequently, the reporting of such incidents to the governing body and local authority is sometimes inaccurate.

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

Ofsted invited all the registered parents and carers of pupils registered at Henry Green 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	56	48	39	3	2	2	2
The school keeps my child safe	66	53	44	35	7	6	4	3
The school informs me about my child's progress	60	48	51	41	6	5	2	2
My child is making enough progress at this school	47	38	64	52	10	8	2	2
The teaching is good at this school	56	45	56	45	7	6	2	3
The school helps me to support my child's learning	46	38	57	46	14	11	2	2
The school helps my child to have a healthy lifestyle	42	35	65	52	12	10	2	2
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)	37	30	62	50	9	7	2	2
The school meets my child's particular needs	36	29	65	52	8	9	2	2
The school deals effectively with unacceptable behaviour	41	33	57	46	19	15	3	2
The school takes account of my suggestions and concerns	35	28	62	50	10	8	5	4
The school is led and managed effectively	49	40	59	48	8	6	2	2
Overall, I am happy with my child's experience at this school	57	46	61	49	1	1	2	2

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.**



14 February 2010

Dear Pupils

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

14 February 2010 Dear Pupils Inspection of Henry Green Primary School, Dagenham, RM8 1UR Thank you for making the inspectors so welcome when we visited your school. We especially enjoyed talking with many of you, looking at your work, seeing you in lessons and meeting the staff and some of your parents. You were polite, confident and expressed your views clearly.

For those of you who attend regularly, your school provides you with a satisfactory education but there are things which need to be improved. This is what we particularly liked about your school:

- you get off to a sound start when you join the school
- you and your parents think well of the school
- your behaviour is good and you show good attitudes to learning, especially when lesson activities are interesting and challenging
- you confidently report that you feel safe and that there are always adults available if you have any worries
- your school councillors are keen and enthusiastic, they clearly want to do more to make the school even better for everyone
- when you work with other pupils in the school, for example, in problem-solving activities, you show patience, perseverance and determination
- your new ?blogspot? is a colourful record of school life.

To improve Henry Green further we have given the school a ?notice to improve?, this means that your school will be visited by inspectors to check it is making progress against the areas for improvement we have identified below for the school leaders:

- make sure that all pupils attend school regularly so that everyone makes the most of their learning.
- raise standards in mathematics to the levels achieved in English
- increase the challenge in lessons so that all pupils can achieve as well as they are able.

We hope that you will play your part in helping to make Henry Green an even better school, in particular by all of you attending regularly. Yours sincerely

Gordon Ewing

Lead inspector

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