

Inspection of a good school: Henry Green Primary School

Green Lane, Dagenham, Essex, RM8 1UR

Inspection dates:

30 November and 1 December 2021

Outcome

Henry Green Primary School continues to be a good school.

What is it like to attend this school?

Pupils are very proud to attend Henry Green Primary School. They are safe and happy. Pupils typically use the word 'special' to describe what it is like being a pupil here. They are keen to talk about their learning. Pupils work hard in lessons. Staff encourage them to do their best.

Leaders teach pupils the importance of treating everyone with care and respect. Pupils speak highly of their teachers and support staff. They consider other pupils' feelings and accept others' differences. Bullying is rare. Staff take concerns about bullying seriously and act quickly when they arise.

Leaders have high expectations of what pupils can achieve. This is reflected in the ambitious and broad curriculum that leaders have designed for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils behave well in lessons.

Staff teach pupils that they can make a difference to others through their actions. Pupils are proud to support charities and to play their part in the local community. For example, they collect personal hygiene items for those who need them. Parents and carers are very positive about the school. They know that staff work hard to keep their children safe.

What does the school do well and what does it need to do better?

The curriculum has been designed to meet the requirements of the national curriculum. Senior leaders work with teachers to deliver high-quality learning for all pupils. Staff order the teaching of subject knowledge carefully so that new learning builds on what pupils know already. Teachers adapt learning so that all pupils can access the full curriculum, particularly pupils with SEND. By the time pupils leave the school at the end of Year 6, they are well placed to make a strong start at secondary school.

Teachers use assessment information well to check what pupils have learned. They have different strategies to help pupils understand new concepts. Pupils achieve well across a

range of subjects. They successfully recall prior learning and can make links across different subjects. For example, in Year 6 geography, pupils used their previous work on habitats in science to help them with new learning about deforestation and its impact on wildlife. In mathematics, pupils in Year 3 used their prior knowledge of adding and properties of shapes to accurately calculate the perimeter of irregular rectangles.

All staff prioritise reading for pleasure. Each classroom has a book corner filled with high-quality texts. These resources help to encourage pupils to read a wide range of books. Leaders train staff well to deliver phonics effectively. At all stages, pupils take books home that match the sounds they are learning in class. In the early years, teachers are clear about the sounds and words children should be able to read and understand by the end of each term. Leaders and staff put targeted support in place for selected pupils. However, support is not routinely well organised to ensure that these pupils catch up as quickly as they should.

In the early years, leaders provide children with a wide range of opportunities to develop their understanding of number. For example, children practise adding numbers using props. Teachers also introduce children to numerical words such as 'more than' and 'total'. This helps children to understand addition and subtraction when they encounter this later in the school.

Leaders promote pupils' wider development well. Pupils said they like finding out about new places across the world and how people celebrate different festivals. Leaders set up opportunities in school to teach pupils about democracy, for example through the voting system for the school council. There are a range of extra-curricular clubs on offer.

Pupils behave sensibly in lessons and engage positively with their learning. Low-level disruption is rare. Teachers encourage pupils to keep trying in lessons, even if they don't understand the first time, then pupils try again.

Governors understand how the curriculum has been designed and organised. They regularly visit the school to check the information that leaders tell them. Governors support leaders in ensuring that staff workload is manageable. Leaders consider different measures to support staff well-being. Staff appreciate this work.

Safeguarding

The arrangements for safeguarding are effective.

Effective systems are in place to check whether adults are suitable to work with pupils. Leaders identify pupils who might need early help quickly. They work positively with other external agencies. Staff have access to regular and updated safeguarding training.

Leaders build positive links with the school community. They support vulnerable families when they need help. For example, they help parents to access the local authority services on offer.

Pupils find out about how to manage risk through the well-planned curriculum. For instance, they are taught about how to keep safe online when using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, support for a small number of weaker readers is not well organised. This means that these pupils do not catch up with their peers as quickly as they should. Leaders should make sure that they put their plans in place immediately to address this issue so that identified pupils build reading confidence swiftly and securely.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101229
Local authority	Barking and Dagenham
Inspection number	10200380
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair of governing body	J Withnall and C Lewis (Co-Chairs)
Headteacher	Matt Murphy
Website	www.henrygreen.org.uk
Date of previous inspection	16–17 November 2016 and 13 January 2017, under Section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in August 2017.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector completed deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also considered leaders' curriculum plans for art and design.
- The inspector scrutinised a range of documents, including those related to leaders' priorities for school improvement.

- The inspector met with two governors and had a telephone conversation with a representative from the local authority.
- The inspector met with parents at the beginning of the school day.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils. The views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys, were also considered.

Inspection team

Sara Morgan, lead inspector

Ofsted Inspector

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