

# Wakefield Greenhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	108219
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356324
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	Tony Painter

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>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jean Ashford
<b>Headteacher</b>	Mr Martin Fenton
<b>Date of previous school inspection</b>	15 April 2008
<b>School address</b>	Greenhill Road Eastmoor, Wakefield West Yorkshire WF1 4LU
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by nine teachers. Discussions were held with parents, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and examined school documents, including policies, planning and assessment records. They scrutinised staff and pupil questionnaires as well as 47 returned by parents and carers.

- The extent to which pupils do equally well throughout the school.
- The effectiveness of actions taken by the school to improve pupils' attendance.
- How successfully school leaders have identified relative weaknesses and taken action to improve.

## Information about the school

This is an average-sized primary school. The majority of pupils are from White British backgrounds with around 30% from minority-ethnic families, primarily of Pakistani origin. The proportion of pupils who speak English as an additional language is well above average at around 25%. The percentage of pupils who have special educational needs and/or disabilities is broadly average, although the proportion with a statement of special educational needs is high. A higher-than-average proportion of pupils is known to be eligible for free school meals.

There have been changes to the leadership of the school since the last inspection with a new headteacher and deputy headteacher taking up post in September 2009.

**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

This good school provides well for its pupils. Over time, there has been unevenness in pupils' progress through the school but current action has arrested this concern. New strategies have been introduced that are improving the quality of teaching for all age groups and accelerating learning. As a result, overall good teaching ensures pupils make good progress and achieve well. Children enter the Early Years Foundation Stage with a level of skills below those expected for their age. By the end of Year 6, overall attainment is average and the numbers of pupils reaching the higher levels of attainment are increasing rapidly.

The school's self-evaluation is detailed and accurate. Clear analysis made by the new headteacher and deputy headteacher identified where development was needed. Effective plans have tackled the correct areas and, with the commitment of staff, action has been swift and effective. In particular, better use of assessment information gives a clearer picture of how well different groups of pupils, such as those with special educational needs and/or disabilities and those who speak English as an additional language, are doing and pinpoints where support will be most effective. The success of current developments and the positive sense of ambition in the school show good capacity to improve further.

The effectiveness of these actions can be seen in pupils' real enthusiasm for learning. They talk excitedly of their lessons and their desire to do well, showing pride in their achievements and those of others. Highly-effective systems with well-developed links with a wide range of outside agencies provide pupils with outstanding care, guidance and support. All pupils are known as individuals and a positive ethos of care supports them extremely well. Behaviour is good and there is a palpable sense of a cohesive community throughout the school. Recent actions have improved attendance, which is now broadly average. However, the progress of a small number of pupils is still adversely affected by low attendance, particularly from extended holidays taken during term time (or which overlap with term time).

Leadership and management are good and improved provision is well promoted by the extended management team. Staff are united in their purpose and this is aided by effective systems for monitoring and evaluating the school's work. The governing body is supportive and has particularly strong links with parents and carers where the school's work can be discussed. It ensures statutory requirements are met but governors have not established a rigorous system to hold the school to account.

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

- Improve attendance by:

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- further developing the strategies already introduced
- reducing the impact of pupils taking extended holidays taken during term time (or which overlap with term time).
- Improve the governing body's contribution to improvements by:
  - developing governors' skills to aid their observation and evaluation of teaching and other aspects of the school's work
  - establishing systems for governors to directly observe the school's work and report back to the governing body
  - increasing the level of challenge in holding the school to account.

**Outcomes for individuals and groups of pupils****2**

Pupils' progress is good; there is evidence that it is accelerating as a result of many new initiatives to tackle past underachievement and raise attainment. Lessons, pupils' work and the improved assessment information show that pupils are on track to reach their targets. These targets are also being regularly reviewed and appropriately revised to ensure good levels of challenge. As a result lessons build effectively on pupils' earlier learning and pupils show high levels of enjoyment of tasks. For example, Year 5 pupils were highly motivated when considering how to write a letter of complaint. Pupils in Year 4 showed intense concentration applying their developing writing skills to create atmospheric stories. Effective strategies identify any pupils in danger of falling short of expectations and good support ensures they do not drop behind. As a result pupils who speak English as an additional language and those with special educational needs and/or disabilities throughout the school are well supported to make good progress alongside the other pupils.

Children start school with skills below the age-related expectations and many have considerable weaknesses in their language development. They are on track to leave school at the end of Year 6 reaching average overall standards; representing good achievement overall. However, past progress has not been uniform through the school and current strategies are still helping some pupils to catch up lost ground. The effectiveness of the action in improving learning can be seen in the rapidly increasing proportions of pupils reaching the higher levels of attainment.

Pupils have very positive attitudes to learning, clearly recognising how well they are doing and how they can improve their work. They say they feel safe in school and are confident of turning to staff in the event of any concerns. They enthusiastically take part in school life in many ways by taking on responsibilities, for example, in helping younger pupils and by serving on the school council. Behaviour is consistently good and pupils are fully aware of the consequences of their actions. Pupils know about healthy lifestyles, including healthy eating and the benefits of regular exercise; attendance at the many school sports clubs is high.

Spiritual, moral, social and cultural development is good so that by the time they leave Year 6 pupils are caring and independent, well prepared for the next stage in their education. Pupils work and play together as a cohesive community although leaders are aware that they could do more to celebrate the range of cultures represented in the school. The school's concerted effort to improve attendance has begun to show successes

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and attendance is now average, although a small but significant number of pupils still have low attendance. A significant factor in many cases is the taking of extended holidays during term time (or which overlap with term time), which can have a negative impact on the pupils' learning.

*These are the grades for pupils' outcomes*

<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>2</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>

<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

**How effective is the provision?**

Effective teaching throughout the school is enabling pupils to make good progress in lessons and redressing past weaknesses. In lessons throughout the school, teachers have good routines and class management, ensuring little time is lost. Support staff are generally used effectively to ensure the good learning of targeted pupils. Good relationships give pupils confidence and motivate them to want to do well. Teachers make clear to pupils what they will be learning and make use of the school tracking and assessment system to tailor work to meet the needs of different abilities. Marking is helpful in identifying what pupils need to do next to improve. Where teaching is relatively less effective, teachers spend too long giving explanations or do not define tasks sharply enough for pupils with different levels of ability.

Some teaching, particularly in Key Stage 2, is outstanding. In these lessons, the teachers' own enthusiasm and very high expectations ensure a cracking pace to the learning. Questioning is demanding, makes pupils think very hard about their work and encourages them to express their own ideas. Teachers perceptively use their good knowledge of pupils

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to extend their understanding further. In this atmosphere, pupils are inspired to perform at their very best levels.

The good curriculum is appropriately adapted to meet the needs of the pupils and develop basic skills. Increasingly, opportunities are being taken to develop cross-curricular learning. For example, Year 2 pupils consciously drew on their learning in literacy lessons when recounting miracles in a religious education lesson. The 'Cook It' initiative promotes science and mathematics within a context of healthy cooking. A very wide range of clubs and activities are being introduced to appeal to a variety of interests, including sport and activities such as gardening. Many of these take place through effective partnerships with outside agencies and are also well supported by parents.

The outstanding care, guidance and support are based on excellent relationships and extremely effective partnerships with outside agencies. They contribute very well to pupils' confidence, personal development and sense of well-being. A very wide range of intervention programmes successfully meet the needs of individual pupils and are closely tracked by the coordinator. Very good procedures bring pupils confidently into school, and extremely well-managed transition to secondary education ensures Year 6 pupils feel very secure about the next stage in 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>1</b>

## How effective are leadership and management?

Through effective monitoring and analysis of data, the headteacher and deputy headteacher very quickly gathered an accurate picture of the school. They have identified the strengths and most important areas for development, creating detailed plans for addressing the impact of weaker progress in the past. Continued rigorous monitoring and effective training is equipping staff with the additional skills to put new strategies into place. Leaders have conveyed their enthusiasm well and staff are whole-hearted in adopting new ways of working that are now successfully raising achievement. Responsibilities for leadership have widened and a new enthusiastic group of middle managers is emerging with a keen commitment to the vision for improvement. The success of current strategies underpins the good capacity to improve further and demonstrates the school's good value for money.

The governing body has been very supportive and governors are increasingly asking questions. The Chair of the Governing Body has a close working partnership and especially strong links to the day-to-day working of the school. However, governors have not yet established a framework for first-hand observation and evaluation of teaching and other aspects of the school's work. Nor is there any system for governors to report back what

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they have seen in school to help them challenge the school further, to hold it to account and maintain the pace of improvements.

Safeguarding arrangements meet statutory requirements and the school has taken effective action to improve a number of safeguarding matters. In particular, revised morning arrangements ensure the school's security. The school has taken effective action to extend the good links with parents and carers through a wide range of opportunities for them to come into school. In particular, 'Inspire' mornings allow parents to work alongside their children for a morning on specific activities, an opportunity much valued by parents. Equality of opportunity is promoted well and the school is a cohesive community. Although the school has established many strong partnerships and works effectively within the local community, specific planning to promote community cohesion remains at an early stage of development.

*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>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>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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children settle quickly in the Early Years Foundation Stage and enjoy a safe and caring start to their school life. Well-established routines and positive relationships in both classes encourage good behaviour and help children feel confident to take part in activities. Provision is well organised and there is a good range of activities that meet children's learning needs and interests well. Provision in the outdoor area is somewhat limited at present but development is already in hand to improve this feature.

Children join the Nursery with a level of skills that are below those expected for their age and a number of children have significant weaknesses in their language development. Effective teaching ensures good progress for children at all levels of development. For example, those children who speak English as an additional language have good support to ensure they progress well. By the time children are ready to begin Year 1 their overall



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attainment is much closer to the national average, although language, particularly writing, remains a relative weakness. However, the effective leadership and management of the coordinator have led to improved ways for staff to work together and more effectively-planned activities. These have accelerated the progress of the present group of children, which are carefully and accurately tracked in the improved assessment records. In particular, new approaches to teaching phonics are having a very positive impact on children's skills in reading, writing, speech and language.

*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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The response rate, at less than 20%, is lower than that found in most primary schools. However, the very large majority of parents and carers who responded expressed very positive views about the school. They particularly said that their children enjoy school and they feel that their children are safe. There were no consistent concerns about the school's provision. Inspection findings reflect the views expressed by parents.

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

Ofsted invited all the registered parents and carers of pupils registered at Wakefield Greenhill 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	60	17	36	1	2	0	0
The school keeps my child safe	27	57	20	43	0	0	0	0
My school informs me about my child's progress	24	51	21	45	1	2	1	2
My child is making enough progress at this school	21	45	26	55	0	0	0	0
The teaching is good at this school	27	57	19	40	0	0	0	0
The school helps me to support my child's learning	24	51	21	45	2	4	0	0
The school helps my child to have a healthy lifestyle	23	49	22	47	2	4	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)	21	45	21	45	4	9	0	0
The school meets my child's particular needs	23	49	23	49	0	0	0	0
The school deals effectively with unacceptable behaviour	22	47	22	47	2	4	0	0
The school takes account of my suggestions and concerns	19	40	26	55	1	2	1	2
The school is led and managed effectively	23	49	21	45	0	0	1	2
Overall, I am happy with my child's experience at this school	25	53	21	45	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



18 February 2011

Dear Pupils

**Inspection of Wakefield Greenhill Primary School, Wakefield, WF1 4LU**

Thank you all for making the inspectors so welcome when we came to inspect your school. I would like to give special thanks to those of you who gave up some of your time to talk to us about your work and activities. You told us that you think your school is making your learning exciting and we agree. You work hard in school, are proud of what you achieve and know what you need to do to get even better. Your behaviour is good, you all get on really well with each other and you know how to stay safe and healthy.

Yours is a good school where the headteacher and all the staff ensure that you are very well cared for. We think that the staff have made lots of improvements to help you make better progress. We were very impressed by how keen you are to learn and all of you, including the youngest children, make good progress.

One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to make sure that all of you attend well. Although lots of you have good attendance, at the moment too many of you lose time in school, particularly when your parents take you on long holidays. We have also asked the school governors to spend more time looking at how well you are learning so they can help the teachers to keep on improving.

You can help by continuing to try your hardest in all that you do.

Yours sincerely

Tony Painter

Lead inspector

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