

Greenacres Primary School

Inspection report

Unique Reference Number	123592
Local Authority	Shropshire
Inspection number	359474
Inspection dates	13–14 October 2010
Reporting inspector	Roy Bowers HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Tim Harding
Headteacher	Nicola Hey (and Simon Hey)
Date of previous school inspection	2 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Ten lessons were observed and seven teachers seen. Inspectors held meetings with the chair of governors, the special educational needs coordinator, the Early Years Foundation Stage manager, the education welfare officer, the family support worker, the community support officer, parents and carers, a group of pupils and senior leaders. They observed the school's work and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 19 questionnaires from parents.

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

- How much progress is made by the most vulnerable pupils, and what is the quality of the care, guidance and support given to them?
- What is the consistency of the quality of teaching throughout the school?
- How effective are leaders at all levels, especially the governing body, in driving school improvement.

Information about the school

The school is smaller than the average primary school. Two headteachers share the job of leading and managing the school. The proportion of pupils with special educational needs and/or disabilities is well above average. Most of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special educational needs is average. There is a lower than average percentage of pupils from minority ethnic groups and very few pupils speak English as an additional language. There is a before-school and after-school care club, which is managed by the school's governing body and formed part of this inspection. The school has achieved the national Healthy Schools status and the award of Activemark.

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

The school provides a good standard of education. It has a welcoming and happy environment in which pupils thrive and work hard. Lessons are calm and orderly, and pupils show good attitudes to their learning. A variety of high quality support systems within the school and close liaison with external agencies help ensure that all pupils, especially those most vulnerable, are cared for exceptionally well. Pupils' spiritual, moral and social development is strong, but their knowledge and understanding of the diversity of faiths and cultures in the United Kingdom and globally is not as well developed. Consequently, the school's promotion of community cohesion is only satisfactory. The increasing emphasis on using the outdoor environment to stimulate pupils' interests, especially those of boys, is having a positive impact on motivating pupils to learn and raising achievement.

Children enter into the Early Years Foundation Stage with skills which are well below those typical expected nationally for their age. Because of the strong induction procedures and the exceptionally caring ethos of the school, children settle in quickly. Consistently good teaching helps ensure that pupils of all capabilities make good progress as they move through the school.

Strong relationships and teachers' good use of class management skills help pupils enjoy their learning. Teachers use assessments effectively to match tasks to the very wide range of capabilities in each class. In lessons where learning is outstanding, teachers are very clear about what the pupils are expected to learn, regularly remind pupils of the need to focus on their learning, and provide opportunities for pupils to check on their own learning and that of others. However, this does not occur in all lessons. All pupils know they have targets for improvement and most know what they are. Although in some lessons teachers make regular reference to how the work helps pupils meet their targets, teachers do not make this link often enough.

The commitment of leaders to improving the life chances of all pupils is a strength of the school. The school's work with parents and carers is exceptionally effective. Meetings with parents and carers and surveys of their views enable senior leaders to take account of their opinions on how to improve all aspects of the school's work. Leaders at all levels, including the governing body, have good monitoring and evaluation skills. They know the school's strengths and what it needs to do to improve. Improvement plans show in detail how leaders are going to improve the school's provision. However, the plans are not focused sharply enough on improving pupils' outcomes and, consequently, they are not fully effective in raising pupils' achievement. Nonetheless, improvements since the last inspection to many aspects of provision and the steadily rising attainment at the end of Key Stage 2 show that the school has good capacity to improve even further.

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

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What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - in all lessons teachers are clear about what the pupils are expected to learn, regularly remind pupils of the focus of their learning, and provide opportunities for pupils to check on their own learning and that of others
 - pupils are reminded regularly of how work in lessons helps them meet their targets for improvement.
- Improve leadership and management by ensuring that plans for improvement are focused sharply on improving pupils' outcomes.
- Improve pupils' cultural awareness and promote community cohesion by raising pupils' knowledge and understanding of the diversity of faiths and cultures in the United Kingdom and globally.

Outcomes for individuals and groups of pupils

2

Because of pupils' consistently good learning in lessons, all groups of pupils achieve well. Pupils' attainment rises steadily as pupils move through the school and at the end of Key Stage 2 it is broadly average. Pupils with special educational needs and/or disabilities and those with social and emotional difficulties make similar progress to most other pupils, because their needs are quickly identified and teachers and well-trained teaching assistants provide them with effective academic and emotional support.

Pupils behave well and show respect for each other and for adults. They enjoy their learning and are proud of their school. These positive attitudes, together with their sound basic skills, give pupils a satisfactory grounding for their future learning.

Pupils confidently say they feel safe at school and they value the way in which the teachers deal with problems if they arise. They have a good understanding of the importance of adopting a healthy lifestyle and many speak knowledgeably about types of foods and how they affect health. A large number of pupils take advantage of the range of sports clubs offered by the school and are very aware that exercise makes the heart stronger. Pupils are keen to take on responsibilities in school and in the local community. They organise playground equipment and care for pupils who are experiencing worries or problems. The community choir, organised by the school for pupils and local residents, provides good opportunities for local community liaison. The school uses many strategies with pupils and families to help ensure that pupils attend school regularly and arrive punctually.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Relationships between teachers and pupils are respectful and caring, and help to provide a positive climate for learning. Teachers manage pupils' behaviour very well, providing rewards wherever possible and raising pupils' self-esteem. Although many lessons provide pupils with activities which motivate them, teachers do not always engage pupils' attention enough on the detail of their learning and pupils often become absorbed with completing the activity rather than focusing upon the main aspects which will help them learn more effectively.

The curriculum is enriched very well through a wide range of out-of-school clubs which are very popular with pupils. A varied programme of visits and visitors make pupils' learning interesting and relevant to their experiences. The school is aware that continuity and progression of skills and knowledge in all areas of the curriculum are not fully developed.

Teachers and senior leaders know pupils exceptionally well. Close liaison with local external agencies helps the school ensure that the most vulnerable pupils and their families receive additional support. The school's own nurture group provides pupils with excellent opportunities to work and play in a calm, relaxing atmosphere. Comprehensive induction arrangements when pupils first enter the Early Years Foundation Stage and strong links with local high schools help pupils quickly settle into their new communities. Breakfast and after-school clubs are typical of the warm, stimulating, high quality care given to pupils and provide a very good start and end to the school day for many pupils.

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

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders communicate high expectations to staff and pupils. Staff share the vision for improvement and work hard to implement it. Areas for improvement are identified through effective monitoring but the plans for improvement are not sufficiently focused on the impact of the actions on raising pupils' achievement. Pupils' progress is tracked carefully and pupils who are not achieving well because of learning or emotional difficulties are identified early and support put into place. The governing body holds the headteachers to account well and is fully aware of the school's strengths and weaknesses. It ensures that safeguarding procedures meet current statutory requirements and follow good practice, and that staff benefit from regular training. Most parents and carers who responded to the inspection questionnaire said that they felt that they were kept well informed about their child's progress. Reports to parents and carers are detailed and give information on pupils' achievements in all curriculum areas. The school regularly canvasses parents' and carers' views, and values their responses. The school's commitment to equal opportunities and tackling discrimination is shown in its excellent care and guidance for the most vulnerable pupils. Although pupils show a very high degree of tolerance and understanding for pupils of all ages in school and people in the local community, they have few first-hand experiences of the similarities and differences between their own culture and those of others in the world beyond the local area.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

A very caring ethos, warm, friendly relationships and strong, effective partnerships between staff and parents and carers ensure children feel confident, secure and safe. Behaviour is good and children soon learn to share, cooperate and play well together. Children settle quickly into school because there is a wide range of different activities to engage them across the all areas of learning. Good teaching and an effective curriculum provide children with a range of activities carefully balanced between those led by adults and those selected by the children. Through careful observation of children's progress, discussions with the children about their interests and good knowledge of the Early Years Foundation Stage curriculum, staff are able to provide activities which meet the needs of each child. Children make good progress from very low starting points. However, by the time they enter into Year 1 their attainment is still below average.

Good leadership ensures that staff work closely together as a team with a real sense of purpose to improve and extend the learning experiences of each child. Good use is made of the forest area to stimulate children's interests. However, use of the play area to stimulate progress in all areas of learning is less well developed.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

All of the parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were happy with their child's experiences at school. All said that they felt that their child enjoyed school, was safe and was encouraged to adopt a healthy lifestyle. However, a few parents and carers expressed concern about how the school deals with unacceptable behaviour. The inspectors found that most pupils behave well in school and teachers are skilful at managing pupils' behaviour in lessons. All comments from all parents and carers were taken into consideration before judgments were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenacres 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	63	6	32	0	0	0	0
The school keeps my child safe	15	79	4	21	0	0	0	0
My school informs me about my child's progress	8	42	10	53	0	0	0	0
My child is making enough progress at this school	14	74	5	26	0	0	0	0
The teaching is good at this school	13	68	5	26	0	0	0	0
The school helps me to support my child's learning	11	58	7	37	1	5	0	0
The school helps my child to have a healthy lifestyle	11	58	8	42	0	0	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)	10	53	8	42	0	0	0	0
The school meets my child's particular needs	11	58	7	37	0	0	0	0
The school deals effectively with unacceptable behaviour	7	37	9	47	3	16	0	0
The school takes account of my suggestions and concerns	8	42	9	47	0	0	0	0
The school is led and managed effectively	8	42	9	47	1	5	0	0
Overall, I am happy with my child's experience at this school	14	74	4	21	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 October 2010

Dear Pupils

Inspection of Greenacres Primary School, Shrewsbury, SY1 3QG

Thank you for making our recent visit to your school such an enjoyable experience. We appreciated meeting you, visiting your lessons and hearing what you thought about the school. You told us lots about how to stay healthy by eating well and taking plenty of exercise. We were pleased that most of you say that you enjoy coming to school, and your parents and carers agree. We were very impressed with the way the school cares for you, especially those who have problems or difficulties. We also liked the way that the headteachers work hard to communicate with your parents and carers and take account of their views when they make decisions about your school.

You go to a good school and most of you are making good progress. Although teaching is good, we want it to be even better so that you all achieve more. We have asked the headteachers to make sure that, in all your lessons, the teachers regularly remind you of what they want you to learn and provide you with opportunities to check on your learning to see if you need additional help. We have also asked the teachers to make sure that you understand how the work you do in lessons helps you achieve your targets.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteachers to ensure that any changes that leaders make to the school are helping you to achieve even more. The headteachers have also said that they will help you learn more about how people live in different parts of the United Kingdom and in other parts of the world.

You can help by always doing your best and continuing to behave well.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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