

Greengate Infant and Nursery School

Inspection report

Unique Reference Number	112205
Local authority	Cumbria
Inspection number	378443
Inspection dates	21–22 November 2011
Reporting inspector	David Law

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Anne Berry
Headteacher	Caroline Hoggarth
Date of previous school inspection	1 February 2007
School address	Greengate Street Barrow-in-Furness LA13 9BY
Telephone number	01229 894614
Fax number	01229 894614
Email address	admin@greengate-inf.cumbria.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. They observed ten lessons and seven teachers were seen. Meetings were held with groups of pupils, members of the governing body and staff. They observed the school's work and looked at the school improvement plan, assessments of pupils' progress, school self-review material and documents related to safeguarding. Inspectors received 30 parental questionnaires and six staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Current attainment in reading and writing was investigated, in particular pupils' ability to use letters and sounds.
- How effectively the governing body works with senior leaders when monitoring and evaluating the work of the school.
- The quality of provision in the Early Years Foundation Stage, particularly continuity between Nursery and Reception classes and the impact this has on giving children a brisk start to learning.

Information about the school

Compared to others of the same type, this is a school of below average size. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. There are very few pupils who speak English as an additional language and few from minority ethnic groups. The headteacher took up post at the start of the current school term. The school has achieved a number of awards including Healthy School Status, Artsmark, Sports Activemark and a Local Authority Inclusion accreditation. There is on-site childcare provision, including a breakfast club, but this is not managed by the governing body and a separate inspection report is available on the Ofsted website.

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 is a good school where happy pupils enjoy learning. Good achievement and personal development is sustained by outstanding care, guidance and support and consistently good teaching. Engagement with parents and carers is outstanding; they show high levels of confidence in the school. The new headteacher provides a clear vision for learning. Staff are highly committed and work as a team.

All pupils including those with special educational needs and/or disabilities make good progress in learning at all stages, having entered the Nursery with skills that are low when compared with expected levels. Attainment in reading, writing and mathematics rises to average by the end of Year 2. However, the proportion of pupils reaching higher levels in reading and writing is below average. Behaviour is good and pupils are eager to learn, cooperate well and invariably try their best. In some lessons, behaviour is excellent. Pupils feel exceptionally safe in school and are entirely confident that adults will help them. Pupils make a good contribution to the school community by being keen to help and take responsibility. Their good progress in acquiring key skills, such as using computers, prepares them well for the future. Attendance is average overall but, sometimes in the Nursery and Reception, it falls below. Pupils are tolerant and respectful of each other and their spiritual, moral, social and cultural development is good.

Lessons are well organised with a brisk pace and practical activities to motivate pupils so that they make good progress. Teachers show a good knowledge of pupils' learning and generally use assessment carefully to plan the next steps. The good quality curriculum is enriched by after-school clubs and worthwhile visits within the locality. Highly effective, well-targeted support for pupils with special educational needs and/or disabilities enables them to make good progress.

Leaders and managers are ambitious for pupils to achieve. A supportive governing body has pupils' needs at the centre of its work. Strengths and weaknesses are well known because self-review is systematic and perceptive. Clear plans for improvement are based on effective monitoring and evaluation. Improvement points from the previous inspection have been addressed. This shows a good capacity to sustain improvement. Safeguarding procedures are good. The range of partnerships, particularly with schools locally, is good. The warm and friendly school ethos contributes to good community cohesion. The school manages its resources efficiently, achieves good outcomes and provides good value for money.

What does the school need to do to improve further?

- Raise attainment in reading and writing so more pupils reach the higher levels by:
 - using assessment to achieve a more precise match of teaching to pupils' needs, particularly so that they are sufficiently challenged
 - sharing good practice about the implementation of learning targets for individuals and groups
 - developing self-review even further so senior leaders and the governing body can check the effectiveness of any revised teaching strategies and their impact on pupils' progress.

- Improve attendance still further by:
 - sharpening the focus on those families whose children's attendance falls between 85% and 94%.

Outcomes for individuals and groups of pupils

2

There is good achievement and enjoyment of learning. Progress in lessons is good and pupils acquire positive attitudes to learning. They listen carefully, try their best and make a good effort to reach the objectives set by their teachers. They write with increasing confidence and skill; for example, in Year 2 many acquire the ability to draft interesting sentences with correct punctuation. Pupils are eager to read and show a lively interest in letters and sounds. They enjoy doing mathematics; for example, in one Year 2 lesson pupils keenly used computers to match the time shown on various clocks. Although most reach the expected levels by the end of Year 2 from generally low starting points on entry to the Nursery, a below average number reach higher levels in reading and writing. The school is aware of this and is using personal targets to focus on the key skills required. Although most pupils show a good grasp of their individual targets, these are not always used to full effect in all classes to help pupils make faster progress. Those with special educational needs and/or disabilities make good progress because of well-thought-out support to remove barriers to learning, and the effective deployment of teaching assistants within the classroom. In some classes, boys do not do as well as girls with their reading and writing but this is not a consistent trend; last year boys did better than girls in the Key Stage 2 statutory assessments.

Although attendance reaches average levels, there is a very small minority of pupils for whom it falls below and this is a barrier to their progress. The curriculum enables pupils to acquire a good knowledge of how to live a healthy life and they are eager to eat fruit, join in exercise and can explain how they intend to keep healthy. Pupils say that they feel free from bullying and are certain that adults in school will listen carefully to them and help them with any difficulty. The school council is one good example of the various opportunities for pupils to contribute to the school community. Pupils are accepting of school rules and tolerant of differences among the pupil group. They love music and art and enjoy school assembly because they

can take part. All of this contributes strongly to pupils’ personal development and prepares them well for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils’ attainment ¹	2
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	
The extent to which pupils feel safe	1
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	2
Taking into account:	3
Pupils’ attendance ¹	
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching supports the good progress made by pupils, and lessons are well planned to provide relevant and interesting activities. These are often of a practical nature and involve pupils in doing things together. For example, pupils thoroughly enjoyed making pizzas. Classrooms are well organised and replete with purposeful resources to support learning such as number lines and banks of useful words. Much teaching is lively, which engages pupils, and relationships are warm and positive. Teaching assistants are deployed well in the classroom to support groups and individuals. The marking of pupils’ work and assessment of their progress is effective. This contributes positively to pupils’ good progress, but occasionally assessment is not used well enough to plan work that provides enough challenge for all pupils. The effective system for tracking pupils’ progress is used by leaders and managers to target additional support for those at risk of falling behind.

The curriculum is planned well and achieves a good balance of various subjects together with a clear long-term view of what pupils should cover in their learning. There are numerous after-school clubs and these have a good take-up. A strong feature of the curriculum is the use of visits and visitors to enrich pupils’ experience. Pupils have worked with local artists, visited residential homes for the elderly to show their singing abilities and been to local supermarkets to learn about food.

There is outstanding care, guidance and support because strategies to help the most vulnerable pupils and their families are timely, relevant and implemented with skill. Support is targeted efficiently and based on a thorough understanding of pupils’ needs and the context of the family. Those with special needs and/or disabilities benefit from wide ranging and accurate assessments of their requirements and strong links with support agencies where this is appropriate. Transition arrangements

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

from pre-school provision are strong and there are highly effective links to enable Year 2 to move on to junior school. Within the school, there is excellent continuity from year-to-year because of consistently good teaching and assessment; this contributes strongly to the good progress in learning and the frequently outstanding examples of personal development for individual pupils. Attendance is average and the school uses a very effective range of strategies to bring it to this level. Current attendance rates in Years 1 and 2 are above average but rates are not as high in the Early Years Foundation Stage. School leaders and managers, together with governors, aspire to improve on this and this is a well-chosen and relevant priority. They recognise that an even sharper focus is needed in order to improve the attendance of a very small minority of pupils.

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?

All aspects of leadership and management are at least good and engagement with parents and carers is outstanding. Leaders and managers at all levels are keen for pupils to do well. The ambition to sustain improved outcomes is shared by members of the governing body and staff. There is a common view of good teaching and learning. Leaders and managers at all levels are relentless in ensuring this is provided. The headteacher exemplifies this approach and makes her vision clear. Everyone understands their roles and carries them out with commitment. Teachers and teaching assistants work together well. Teaching and pupils' progress are carefully monitored. Pupils' work is scrutinised and teachers' plans reviewed. Information gained from this is acted on promptly to arrest any underachievement. The performance of staff is managed well and training purposefully supports improvements in practice. The governing body shows a good level of effectiveness in providing challenge and support. There is a system for governors to visit classrooms and they have become increasingly involved in monitoring. However, there is scope for the senior team, alongside governors, to develop self-review further, for example, through rigorously evaluating the revised teaching strategies and their impact on pupils' progress.

Each morning, staff are in the playground to talk with parents and carers and this helps to promote good relations. Parents and carers are exceptionally positive in their view of the school and feel welcomed and well informed. Numerous opportunities are available for them to find out about the curriculum and how well their children are doing. Links with local businesses, other schools and with a range of agencies are effective in promoting learning and well-being. All pupils have equal opportunity to learn and the school is vigilant in tackling discrimination. Links with places and people in Africa, support for charities and numerous contacts within the locality ensure the good promotion of community cohesion. All staff and the governing body are sharply focused on keeping pupils safe and are vigilant in following through the

child protection policy and ensuring up-to-date training. This results in procedures for safeguarding that are good and, together with excellent care, guidance and support, helps to explain why pupils say they feel entirely safe.

These are the grades for the 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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is good. Nursery and Reception classes provide a supportive and safe environment where good outcomes are achieved. Children make particularly brisk progress in their personal development, learning how to relate to others, take turns, be independent and organise themselves. They gain in confidence as they learn about letters and sounds. Activities are sharply focused on helping children to use language and make sense of their world. They thoroughly enjoy being outdoors and play well with each other, for example, when learning how to use their bikes to deliver the pizzas they have been making. Good-quality provision includes good teaching and accurate assessment. Relations are extremely positive and children respond to the many lively activities with a sense of fun. Resources are organised well to provide exciting learning. A feature of the good leadership is that teachers and teaching assistants work well together to provide consistently purposeful activities. Planning is exemplary and the team leader has a firm grasp of good practice that informs monitoring and evaluation and plans for improvement. Links with parents and carers and with the pre-school provision on site are excellent. This enables children to make a prompt and effective start to learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers express a very positive view of the school. The questionnaires returned show a very strong level of support for what the school is doing. All think the school keeps their child safe and that it is an enjoyable experience. They all strongly agree that the school takes account of their suggestions and concerns. They feel well informed about the progress their children are making. Some wrote on the questionnaire to say how pleased they were with the new headteacher and what she is achieving. Inspectors uphold these views and found the school's engagement with parents and carers to be outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greengate Infant and Nursery 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 inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	87	4	13	0	0	0	0
The school keeps my child safe	25	83	5	17	0	0	0	0
The school informs me about my child's progress	25	83	5	17	0	0	0	0
My child is making enough progress at this school	26	87	4	13	0	0	0	0
The teaching is good at this school	25	83	5	17	0	0	0	0
The school helps me to support my child's learning	25	83	5	17	0	0	0	0
The school helps my child to have a healthy lifestyle	26	87	4	13	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)	25	83	5	17	0	0	0	0
The school meets my child's particular needs	26	87	4	13	0	0	0	0
The school deals effectively with unacceptable behaviour	25	83	5	17	0	0	0	0
The school takes account of my suggestions and concerns	27	90	2	7	0	0	0	0
The school is led and managed effectively	26	87	4	13	0	0	0	0
Overall, I am happy with my child's experience at this school	28	93	2	7	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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.



23 November 2011

Dear Pupils

**Inspection of Greengate Infant and Nursery School, Barrow-in-Furness,
LA13 9BY**

Thank you for the warm and friendly welcome you gave to me and the other inspector. We enjoyed our visit, and think that Greengate is a good school.

You enjoy school and are keen to learn. You make good progress in your learning and enjoy finding out about letters, sounds and numbers. We really liked the model fire engines made by Year 2 and the pizzas made by Reception children. You said your behaviour is good and we agree. You told us that adults in school help you and always sort out any problems. We found the care, guidance and support they give to you to be outstanding. You said you feel entirely safe in school and we felt this to be true. Your parents and carers are very happy with what the school does for you.

The good teaching makes things interesting. The curriculum is good and you like the after-school clubs and have interesting visits to exciting places. The headteacher, school leaders and managers and the governing body are doing a good job in helping you to learn. They keep you safe and give everybody a chance to do well. We saw how much you enjoy the 'Very Important Person Award' and how proud you are if chosen to wear the special purple jersey.

We have asked the school's leaders to do the following to help you to do even better:

- raise attainment in reading and writing so more of you reach higher levels
- improve attendance so everybody gets regular benefit from coming to school.

You can help by telling your teachers how well you are learning or if you have any problems, and by doing your best to attend regularly. Best wishes for the future.

Yours sincerely

David Law
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.