

Greenside Primary School

Inspection report

Unique Reference Number	107828
Local authority	Leeds
Inspection number	377652
Inspection dates	10–11 July 2012
Lead inspector	John Coleman HMI

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Richard Hardcastle
Headteacher	Janet Howard
Date of previous school inspection	15 September 2008
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Introduction

Inspection team

John Coleman
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Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 22 lessons taught by 11 different teachers. Meetings were held with members of the governing body, staff, and groups of pupils, parents and carers. Inspectors observed the school's work, and looked at a range of school documentation including data showing pupils' attainment and progress, policies, the minutes of the governing body meetings, reports from an external school improvement partner, safeguarding records and pupils' work. Questionnaires were scrutinised from 172 parents and carers, and a sample from pupils and staff.

Information about the school

Greenside Primary School is a larger than average-sized primary school. The school is situated in a residential area and is housed in a refurbished Victorian school building which first opened in 1890. The proportion of pupils known to be eligible for free school meals is below the national average. Very few pupils speak English as an additional language or are of an ethnic minority heritage. The proportion of pupils supported by School Action Plus or with a statement of special educational needs, is below average. The school has achieved the nationally recognised awards of Inclusion Charter Mark, National Healthy Schools Standard and Active Mark Gold. The school meets the current floor standards, which are the minimum standards expected by the government. On site, there is an externally-managed registered childcare provision for children aged 0-3 years and for some pupils who attend before and after the school day. The separate Ofsted inspection of this 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because of variations in the rates of progress in different subjects, especially science, and some aspects of the provision for pupils’ cultural development.
- Since the previous inspection, leaders have maintained and improved outstanding provision for pupils’ personal development. The behaviour and safety of pupils is outstanding. Decisive and effective actions by leaders have improved the quality of teaching so that it is consistently good. Consequently, pupils’ progress, especially in mathematics, has improved and overall, achievement is good. This demonstrates good leadership and management and capacity to improve.
- The headteacher provides outstanding direction for the school’s improvement. She is very well-supported by a committed staff who fully share her vision for the school. Relationships and communication with parents, carers and the local community are first class. The leadership and management of teaching are good. The governing body provides good and effective strategic management.
- In lessons and around the school, pupils’ behaviour is outstanding. Pupils are polite, well-mannered and courteous towards each other. They are very welcoming to visitors. Pupils say they feel safe and that all the staff look after them extremely well. Attendance is above average and pupils are very punctual to school. Pupils’ attitudes to learning are excellent.
- The quality of teaching is consistently good with some outstanding teaching and none that is inadequate. It is improving due to effective staff training which is targeted on areas identified by the school’s effective monitoring procedures and performance management arrangements.
- Pupils’ achievement is good. Levels of attainment are rising. Pupils in Year 6 reach levels of attainment that are above average in English and mathematics. Currently, school data show that all year groups of pupils are attaining above average levels in

English and mathematics. From starting points that are in line with national expectations this represents good progress.

What does the school need to do to improve further?

- Improve the progress made by pupils, especially in science, by:
 - increasing teachers' knowledge and confidence in science through effective professional development
 - ensuring that all lessons make maximum use of the time available for new learning
 - increasing the time available for pupils to learn through investigative and explorative activities
 - ensuring that all teachers' marking helps pupils to know how to improve their work
 - improving the impact of opportunities for children to learn through imaginative activities in the Early Years Foundation Stage outdoor environment.

- Improve the cultural development of pupils by:
 - developing effective partnerships with schools/communities of contrasting cultures in Britain and overseas.

Main Report

Achievement of pupils

In the vast majority of lessons seen by inspectors pupils made good progress. Work in pupils' books and the school's monitoring evidence shows consistent good progress in English and mathematics during the current academic year. There are some variations between subjects, over time and in the impact of some parts of the school's provision. For example, progress in science is not as good as it is in English and mathematics and levels of attainment are lower in this subject. This is directly related to the quality of teaching in science. During the last three years, progress has been strongest in the Early Years Foundation Stage, Key Stage 1 and upper Key Stage 2. The impact of the provision for learning through activities in the outdoors in the Early Years Foundation Stage, while improved since the previous inspection, is mainly satisfactory rather than good.

Most children enter the Reception class with a level of skills, knowledge and experience which is similar to the expectations for their age. Overall, they make good progress and the vast majority enters Year 1 with skills and knowledge at least in line with age-related expectations and, for many they achieve above those expectations. Good progress is maintained in Key Stage 1 so that levels of attainment are above average by the end of Year 2. Progress from start to finish in Key Stage 2 is also good and overall, the levels of attainment reached by the end of Year 6 are above average. School data show that all groups of pupils make similar good progress, including disabled pupils and those with special educational needs. This is because of the good range of support and interventions provided by the school. In reading, pupils make good progress and levels of attainment by Year 2 and Year 6 are above average. Parents and carers and pupils who spoke to inspectors, and supported by their questionnaire returns, said they thought that pupils'

progress in the school is good. Inspectors agree, and judge that overall, achievement is good and improving.

Quality of teaching

Evidence from the school's monitoring and evaluations shows that the vast majority of teaching is good or better. Reports from the local authority support this view. Inspection evidence confirms the good quality of teaching. Parents, carers and pupils are right to hold the view that teaching is good. The profile of lessons observed matches the school's outcomes. Pupils' excellent attitudes to learning contribute greatly to their good progress. Relationships between staff and pupils are first rate. There are few disruptions to learning and pupils show admirable levels of interest and concentration. Most teaching is engaging, well-paced and challenges each class of pupils well. For example, in a top set Years 5/6 mathematics lesson, pupils learned about Pythagoras' Theorem. They showed a good knowledge of Pythagoras gained from their topic about Ancient Greece. The teacher used the whiteboard well to show a diagram of a right-angled triangle and the adjacent squares. Due to the clear explanation from the teacher, pupils quickly and precisely drew their own examples and applied their very good calculation skills to prove that the theorem is correct. Good and outstanding teaching is also characterised by the thorough preparation of teachers, good support and guidance from teaching assistants and high expectations about pupils' learning. The classrooms throughout the school are excellent environments in which to learn and provide many aids for pupils including lists of key vocabulary, guides to letters and sounds and displays of pupils' previous work which serve as useful reminders and prompts for further learning. The quality of teaching for disabled pupils and those with special educational needs is good, including in booster sessions designed to accelerate their learning and progress.

Satisfactory teaching is often due to teachers taking too much time recapping previous learning and, as a consequence, it takes too long to begin tasks designed to learn new skills and knowledge. While teachers show very good knowledge in subjects such as mathematics, there is less confidence in teaching pupils about scientific concepts. As a result, teaching sometimes becomes over reliant on the commercial scheme of work and accompanying worksheets, and the level of interest of pupils slows. The quality of teachers' marking of pupils' work varies significantly from subject to subject and from class to class. The best marking makes an outstanding contribution to helping pupils learn how to improve their work, linked sharply to challenging targets set for each pupil. However, a few books are not suitably marked. The teaching of reading is consistently good. Guided reading sessions feature in most classes on most days and pupils say they enjoy learning new reading skills such as scanning texts. The teaching of phonetic skills in reading is good. Teachers all received specific training for this and the quality of teaching has improved as a result.

Behaviour and safety of pupils

Around the school, in the playground and on the stairways and corridors, pupils show excellent levels of co-operation with each other. Behaviour in lessons is consistently outstanding. The staff constantly encourage and praise pupils' behaviour and in response pupils speak politely to visitors and treat staff with respect and consideration. The relationships between staff and pupils are warm and friendly. Pupils say that the staff quickly sort out any extremely rare incidents of bullying. They say they feel safe and appreciate how the staff look after them. Rates of attendance are well above average. Punctuality is excellent. Inspectors observed the start of the school day when pupils arrived

on time and quickly settled into the first lesson of the morning. A very high number of parents' and carers' questionnaires was returned. Almost unanimously, they are of the view that the behaviour and safety of pupils is at least good. Many written comments were received and the following is a typical example, 'Greenside school is an excellent school, my child is excelling here in all areas of learning. She is confident and happy at the school and feels safe and looked after.' Another comment echoes the thoughts of many, 'All children behave and help each other no matter what their ages.' Many parents and carers drew attention to the exceptional emotional support provided for pupils following a traumatic event in the local community earlier in the school year. Inspectors received much praise for the headteacher and the staff from parents, carers and pupils for the outstanding level of care and attention which they provide for the well-being of pupils. Inspectors agree, and judge that the behaviour and safety of pupils is outstanding.

Leadership and management

Leaders have successfully managed significant changes to staffing during the last two years. Several medium-term absences of senior staff have been seamlessly supported by middle leaders. The headteacher's clear steer to staff development is evidenced by the school's sustained improvement in this period and the successful promotion of staff to posts in other schools. Newly qualified teachers are well supported through effective induction arrangements. It is a testimony to the capacity of leaders that attainment is rising sharply and the quality of teaching is improving. The excellence of the headteacher's contribution to leading the school is evidenced by many written comments from parents and carers and from the comments of those who spoke to inspectors. A comment which typifies many is, 'Mrs Howard is a great headmistress, she is out in the playground, knows who your child is and sits on reception when it is parents' evening.'

The rigour of monitoring and the accuracy of evaluating the school's performance are good. Middle and senior leaders monitor teaching, scrutinise pupils' work and carefully track pupils' attainment and progress. The quality and depth of these procedures are more embedded in English and mathematics than for science and other foundation subjects. Leaders acknowledge the need to improve teachers' confidence in science by providing targeted professional development opportunities. Very good written summaries are produced for all areas of the curriculum, which inform the headteacher and the governing body about the school's performance. Performance management arrangements for staff are suitably in place. Good support, for school leaders is provided by the governing body, whose members include some ex-pupils of the school who continue to live in the local community. Communication with the school community is first class. Leaders provide equality of opportunity for all pupils as shown by the collaborative planning of teachers who teach parallel classes. The progress and achievement of all pupils is good. Safeguarding arrangements meet all government requirements in full.

The curriculum provides a broad and balanced range of experiences for pupils. However, the time allocated for pupils to learn through scientific explorations and investigations is too limited. There are many extra-curricular opportunities provided in sport, music and additional areas such as information and communication technology (ICT). Good links are established with local high schools, which aid transition arrangements. Several educational visits form part of the curricular experiences for pupils, including a residential opportunity offered in Year 6. Overall, the curriculum provides well for pupils' social, moral, spiritual and cultural development. Pupils grow in self-esteem and confidence through the many and regular opportunities to take responsibility and show initiative. However, there are

underdeveloped partnerships with schools or communities of contrasting culture. This limits pupils' ability to learn first hand about tolerance and understanding, with regard to the diverse multi-cultural features of communities in Britain and overseas.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 July 2012

Dear Pupils

Inspection of Greenside Primary School, Pudsey, LS28 8NZ

Thank you for welcoming the inspection team into your school when we visited you recently. We would like to share with you what we found out about your school. We judged that the overall effectiveness of Greenside Primary School is good. These are the main reasons for this judgement.

- Your headteacher is excellent at leading the school. With the staff, she makes sure that you all feel safe and are happy to come to school.
- You receive good teaching, make good progress and you reach above average standards. This means you are well-prepared for high school after Year 6.
- Your behaviour is outstanding. Whether you are in class or outside you are polite and well-mannered towards each other and the staff.

All schools need to develop and improve. We have asked your headteacher to make sure that you achieve even higher standards in your work but especially that you make more progress in science.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely,

John Coleman
Her Majesty's Inspector

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