

Greenmeadow Primary School

Pen Close, Swindon, SN25 3LW

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leaders, supported by the governing body, have successfully raised pupils' achievement through a strong drive and commitment to strengthen the quality of teaching.
- Consequently, teaching is now consistently good with all groups of pupils achieving well.
- Pupils leave the school with attainment that is above the national average in reading, writing and mathematics.
- Relationships are good throughout the school with pupils keen to learn.
- Lessons are well structured with teachers using question and answer sessions successfully to gauge pupils' understanding.
- Pupils feel safe in school, and behave well in lessons and generally around the school.
- They say bullying is very rare and dealt with effectively when necessary.

It is not yet an outstanding school because

- Teaching and learning are not outstanding, partly because teachers sometimes miss opportunities in lessons to allow pupils, especially the more able, to take on more responsibility for their own learning.
- Progress in reading slows for a few middle-ability boys in Years 3 and 4.
- All middle leaders do not monitor and evaluate the quality of teaching and learning rigorously or share good and better practice extensively enough.

Information about this inspection

- Inspectors visited 18 lessons or part lessons and observed 10 teachers. Also, two joint lesson observations were undertaken with the headteacher.
- Meetings were held with the headteacher, senior staff, members of the governing body, a representative from the local authority and a group of pupils.
- Inspectors heard a number of pupils read.
- Inspectors gained the views of parents and carers through conversations after school and by analysing the responses from 38 parents and carers who completed the Parent View questionnaire on the Ofsted website.

Inspection team

James Henry, Lead inspector	Additional inspector
Jean Whalley	Additional inspector
Peter Clifton	Additional inspector

Full report

Information about this school

- Greenmeadow is slightly larger than the average primary school.
- Almost all the pupils are from White British heritage with English as their first language.
- The proportion of pupils supported through school action, school action plus or those with a statement of special educational needs is below the national average.
- The proportion of pupils known to be eligible for the pupil premium is also below the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Key Stage 2.
- There is a children's centre on site that is managed by the governing body but was not part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - providing more open-ended tasks in lessons to allow pupils, especially the more able, to learn for themselves
 - ensuring there is a consistent approach to marking in mathematics in order to inform pupils how to move forward in their learning
 - ensuring teaching assistants are consistently used effectively at the beginning of lessons to support pupils' learning.
- Ensuring that all boys of middle ability make consistently better progress in reading in Years 3 and 4 by:
 - improving their ability to understand and analyse the material they read
 - improving their skill to scan reading material to gain the meaning of the text or extract key information.
- Improving middle leaders' capacity to:
 - monitor and evaluate the quality of teaching rigorously
 - share good and outstanding practice more extensively.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment at the end of Key Stage 2 is consistently above the national average, especially in the number of pupils achieving the higher levels in reading, writing and mathematics. This is because pupils are now making consistently good progress across the school.
- Children enter the school with skills and abilities that are expected for their age. Assessments and lesson observations show that they make good progress in the Early Years Foundation Stage and as they continue through Key Stage 1. This is an improvement since the last inspection and has resulted in attainment rising at the end of Key Stage 1 in reading, writing and mathematics, especially in the number of pupils being assessed as achieving the higher Level 3.
- Attainment in reading at the end of Key Stage 1 is better than in writing. This is in part due to the school having good systems to develop pupils' early reading skills that allow them to break down sounds when reading unfamiliar words.
- All groups of pupils, including those who are disabled or have special educational needs, make good progress over time in reading. However, school assessments show that the pace of learning in reading slows for a few middle-ability boys in lower Key Stage 2, especially in developing their ability to scan and analyse text for key information.
- Progress across Key Stage 2 has improved since the last inspection. Pupils are now making consistently good progress in lessons, especially when directly involved in their own learning. For example, in an English lesson, older pupils were taking responsibility for their own learning through sharing and critically analysing their own stories.
- The school is successfully closing the achievement gap for pupils known to be eligible for the pupil premium. Their progress is closely monitored and assessments show that almost all are making good progress in line with their peers in school. This is in part due to resources being used to provide staff to support pupils from this group who may be falling behind.

The quality of teaching is good

- Teachers' planning shows that activities in lessons consistently build on pupils' previous learning. Lessons are structured well with teachers constantly sharing with pupils what they are expected to learn. Consequently, all groups of pupils, including disabled pupils or those with special educational needs, make good progress in lessons.
- Positive use is made of question and answer sessions in lessons and this enables teachers to assess pupils' understanding and encourage them to think for themselves. For example, in a problem-solving activity in a mathematics lesson, rather than simply correcting pupils' mistakes, the teacher used skilful questioning and guidance to help pupils understand and solve the problem themselves.
- Pupils say they are taught well and according to one 'never bored'. Also, the majority of parents and carers who completed the Parent View questionnaire and those spoken to after school felt that their children were taught well.
- Teachers mark pupils' work regularly with constant use of praise, and pupils' books show that they are involved in assessing their own understanding at the end of activities in lessons. This is effective in helping pupils take responsibility for their own learning and provides valuable feedback for teachers. However, teachers' comments to help pupils improve are more consistent and effective in English than in mathematics.
- There are occasions when teachers tend to lead lessons and, as a result, possibilities are missed to allow pupils, especially the more able, to be independent and learn for themselves.
- Pupils cooperate and work well together, with teachers being positive role models and promoting pupils' personal development, self-confidence and perseverance in completing tasks.

- Teaching assistants are generally well used and effective in lessons, especially in supporting the learning of disabled pupils or those with special educational needs. However, there are occasions when teaching assistants are not used proactively at the beginning of lessons, with opportunities missed to further develop pupils' learning.

The behaviour and safety of pupils are good

- Pupils have a confident attitude to school and are enthusiastic and eager to learn. Consequently, they typically behave well. Very little inappropriate behaviour was observed that stopped pupils learning. However, their attention can sometimes wander on the few occasions where lessons are too teacher led.
- Pupils are polite and respectful towards each other and all the adults in the school. They feel that bullying in any form is very rare, and that they can speak to staff and any concerns that may arise will be dealt with effectively.
- The majority of parents and carers who were spoken to after school or responded to the Parent View questionnaire felt that the school makes sure that pupils are well behaved and deals effectively with bullying when necessary.
- Pupils say that they feel safe in school and, since the last inspection, there have been almost no exclusions. The school also helps pupils to keep themselves safe through activities such as cycling proficiency and road safety courses. Also, internet safety is an integral part of the information and communication technology (ICT) curriculum. Older pupils attend a citizenship day with other schools where personal safety is part of the curriculum.
- Pupils' behaviour is managed consistently well by staff with good use of positive rewards, for example a rewards assembly is held on a Friday afternoon. There is also a good level of pastoral care and pupils respond positively to staff on the few occasions when they may need to be corrected.
- Attendance is high with almost all pupils being punctual for school.
- Pupils' behaviour is not outstanding because they are not consistently given enough responsibility for managing their own behaviour, especially in learning for themselves in lessons.

The leadership and management are good

- Since the last inspection, the headteacher and senior leaders have successfully improved the quality of teaching through rigorous monitoring and effective feedback to teachers to strengthen their practice. This has raised expectations and increased the rate at which pupils learn.
- The management of the performance of teachers is robust and linked to appropriate professional training that focuses on improving the quality of teaching. Senior leaders also hold teachers to account for the progress of pupils in their charge through using accurate and detailed assessments of pupils' learning recorded on the school tracking system.
- To ensure discrimination is tackled and all groups of pupils have an equality of opportunity, reports are produced on the progress of groups of pupils, including those known to be eligible for the pupil premium. This informs appropriate support to boost the learning of pupils to ensure they keep pace with their peers.
- While senior leaders have taken the lead, the role of middle leaders in improving the quality of teaching is not fully developed and consequently opportunities to provide feedback to teachers and share the good practice in the school are missed.
- Self-evaluation is accurate and informs senior leaders and the governing body in robust action planning to bring about further improvements, especially in increasing the rate at which pupils learn. This demonstrates the drive and ambition of senior leaders and the governing body to maintain high standards and further improve pupils' progress.
- Pupils' spiritual, moral, social and cultural development is promoted well through a broad well-structured curriculum. For example, there are visits to different cultural places of worship, such

as a Sikh temple and links with schools in Africa and Bangladesh. Also, themes in assemblies based on topics such as 'Equality' help to promote pupils' social and moral understanding.

- The curriculum is based on themes such as 'The Second World War' and provides activities for pupils to use their writing skills across different subjects, but planned opportunities to further practise their mathematical skills are more limited.
- There are appropriate policies and procedures to safeguard pupils. Staff and members of the governing body are trained in child protection and are appropriately vetted to ensure they are suitable to be working in school. Also, members of the governing body have undertaken safer recruitment training and a specific governor is responsible for the safeguarding arrangements in school.
- The local authority provides appropriate support and guidance and has effectively helped the school improve since its last inspection.
- **The governance of the school:**
 - provides challenge and is effective in holding senior leaders to account for pupils' progress, including those known to be eligible for the pupil premium
 - regularly visits the school to meet senior leaders and monitor the progress of individual cohorts of pupils
 - is fully involved in the performance management of teachers, especially in managing the performance of the headteacher
 - has a good knowledge of the strengths and weaknesses of the school and is fully involved in devising and monitoring school improvement plans.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126251
Local authority	Swindon
Inspection number	406349

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Christine Norton
Headteacher	Diane Pritchard
Date of previous school inspection	12 January 2011
Telephone number	01793 521141
Fax number	01793 331850
Email address	admin@greenmeadow-pri.swindon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 assesses 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 educational 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 St
Manchester
M1 2WD

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

© Crown copyright 2012