

Greenways Primary School

Nursery Avenue, Stockton Brook, Stoke-on-Trent, Staffordshire, ST9 9NY

Inspection dates 17–18 September 2013

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 leads the school well. Alongside subject leaders, including governors, she has driven good improvements in a short space of time. This is now a good and improving school.
- The training of staff and better procedures by leaders to check and strengthen teaching, have led to improvements in achievement and the quality of teaching.
- Governors are effective. They are well trained. They know the school well and are constantly reviewing and looking at ways to improve the school further.
- Achievement is good. Standards in reading, writing and mathematics are rising well to above national levels. The progress of pupils is now consistently good.
- Teaching is good. Teachers plan well for the needs of pupils and teaching assistants help pupils to achieve well.
- Pupils feel safe and happy at the school. They enjoy a wide range of trips, sports and musical activities. Spiritual, moral, social and cultural development is good.

It is not yet an outstanding school because

- Marking does not always encourage pupils to consistently present their written work well and to use good levels of punctuation across a range of subjects. Targets and teachers' written comments are not always easy for pupils to understand.
- Teachers are not always quick enough to make changes to teaching during lessons when pupils find work easy.
- Reading books are not always suitable for all pupils to help improve their skills.
- Not enough children are well prepared for the higher standards of literacy work when they get into Year 1, especially in writing.

Information about this inspection

- Inspectors observed 16 parts of lessons, one of which was a joint observation with the headteacher.
- Inspectors listened to pupils read from different year groups.
- Inspectors took account of 33 responses to the online questionnaire (Parent View), and responses to a parental questionnaire recently carried out by the school.
- Meetings were held with two groups of pupils and inspectors spoke to pupils at break and lunch times.
- Discussions took place with three members of the governing body, including the Chair of the Governing Body, school staff and a representative of the local authority.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, documents relating to the school’s plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils’ books were checked by inspectors.

Inspection team

Clarice Nelson-Rowe, Lead inspector

Additional Inspector

Prydewn Elfed-Owens

Additional Inspector

Full report

Information about this school

- This is an averaged-sized primary school.
- The proportion of pupils who are supported by the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching, particularly in reading and writing, by ensuring teachers routinely:
 - make changes more quickly to tasks in lessons, particularly for the more-able pupils, to help them consistently reach better than expected levels in their work
 - encourage consistency in high levels of presentation and punctuation of written work across a range of subjects
 - use more child-friendly language in comments on work and targets, so that pupils understand more clearly what they are trying to achieve, how to get to higher levels and to be able to review their own progress
 - give pupils reading books that are matched more closely to their levels of ability
 - specifically plan for literacy skills to be developed in the Early Years Foundation stage, to help prepare pupils for higher levels of work in Year 1, including forming their letter in writing

Inspection judgements

The achievement of pupils

is good

- Pupils' progress is good, including that of the more-able pupils. This is because the quality of teaching has improved. Pupils now consistently reach above expected standards in reading, writing and mathematics by the time they leave Year 6.
- Children start Nursery with skills that are generally typical for their age. They make steady progress overall through to the end of Reception. However, there is a lack of specific planning to develop and support pupils' literacy skills, particularly in how to form their letters in writing. As a result a lower proportion of children start Year 1 with the expected levels in literacy, especially in writing. Even so, by the end of Year 2, pupils reach above expected levels in reading, writing and mathematics.
- Good progress continues into Years 3 to 6, particularly so in mathematics. This is because the school has improved on the quality and frequency of the way that it checks on the progress pupils make. Targets set for pupils to reach are now more challenging.
- Pupils enjoy books and most achieve well in reading. In 2013, Year 1 pupils further increased their skills to above the national average in their ability to read words. However, not all pupils gain the higher levels they are capable of in reading, because the school does not always effectively match the level of books to their abilities.
- Pupils' mathematical skills are increasingly well developed through imaginative opportunities for them to apply their knowledge and understanding. For example, in a Year 4 lesson, pupils were observed using computer games to calculate negative numbers on a thermometer.
- Pupils writing skills are improving well. For example, pupils were observed using a wide range of words to improve their sentences in Year 6. Drama is also used well to enable pupils to explore the emotions of characters in a story to inspire their story writing skills. However, the presentation of and punctuation in written work, sometimes varies across classes and subjects.
- The small but increasing proportion of pupils eligible for support through the pupil premium are reaching above average standards in reading and writing, as do other pupils in the school, by the end of Year 6. In 2013, the gap between eligible pupils and other pupils in English closed; however, in mathematics, the gap it slightly widened. Nevertheless, the school continues to demonstrate effective use of extra funding for these pupils.
- Pupils who are disabled and those who have special educational needs generally do as well as other pupils. Where progress is below expected, school information shows that a number of specific circumstances affect the progress that some of these pupils are able to make. The school is working well to improve the quality of support for these pupils, due to its commitment to equality of opportunity for all.
- The school is using extra funding for music and sports well. Pupils enjoy a wide range of subjects including extra musical and sports-related support from outside of the school. As a result pupils perform particularly well in music and more pupils are taking part in a wider range of sports.

The quality of teaching

is good

- Teachers plan a good order of activities in lessons to keep pupils engaged and interested in their work. Most planning demonstrates clear focus on the needs of different groups of pupils to help them improve in specific aspects of their knowledge and skills.
- Teaching assistants make a good contribution to learning. They play an active part during lessons, confidently supporting pupils and responding sensitively to their needs. Pupils who are supported by them, in and outside of lessons, usually make good progress.
- The use of questioning by teachers is good. Teachers check that pupils understand their work and what is expected of them. Where questioning is at its best, teachers encourage pupils to reflect on the quality of their work and that of others, including how they can improve their work

further.

- Teachers regularly look at the work of pupils in lessons. However, teachers do not always adapt activities when pupils find work too easy. As a result some pupils, mostly the more able, sometimes do not make quicker progress in their learning.
- In most instances, pupils are given good guidance in teachers' marking on how to improve their work and pupils show improvements as a result. However, teachers sometimes write comments that are not simple enough for pupils to understand. As a result, while pupils know the National Curriculum levels that they are aiming for, they are not always clear on what they need to do to get there and to check for themselves what they have achieved and what else they need to do. This is particularly the case in reading and writing.
- Teachers do not always demand neat presentation and punctuation of work in a range of subjects. This leads to inconsistencies in the quality of written work they produce.

The behaviour and safety of pupils are good

- Pupils enjoy attending school. They speak highly of fun in lessons, trips, homework and clubs to support their learning. They display high satisfaction when talking about what they gain from visiting religious places of worship, historical sites and taking part in a good range of musical and sports clubs that the school provides.
- Pupils show keenness to learn in lessons and are usually responsive to questions teachers ask. They also work well on their own and in groups in lessons. Their manners and courtesy to each other and staff is usually good. Occasionally, a few pupils find it difficult to maintain concentration during lessons and become fidgety, particularly when the lesson does not move on at a sufficiently rapid pace.
- Due to highly positive relationships between staff and pupils, those of different backgrounds and abilities feel safe and happy at the school. One pupil reported, 'Teachers treat us well here.' An overwhelming majority of parents who responded to Parent view and through the school's most recent survey, agree that pupils are safe and happy at the school.
- Due to special lessons and the work of the school council, pupils have a good understanding of bullying. Pupils say that there is no bullying and if it should occur, the school would deal swiftly with it. Pupils show good confidence in the school dealing with any concerns they may have.
- Teachers manage and promote good behaviour well. Pupils are keen to, 'reach for the stars', in the way that they conduct themselves. The school's records on pupils' behaviour, demonstrate that incidents of disruption to learning are not a common feature of school life.

The leadership and management are good

- The headteacher's commitment to the pupils, alongside the work of governors and leaders at all levels, has been key in successfully driving improvements.
- Most issues from the last inspection have been addressed well. For example, progress and standards across a range of subjects, and the checking and of the quality of teaching has improved. Targets are now more challenging for pupils and the school continues to improve the way it caters for disabled pupils and those with special educational needs. The headteacher has tackled any underperformance by staff well.
- Due to good training for staff, including the use of expertise from other schools, teachers have improved well in their subject knowledge and leadership skills.
- The school ensures that pupils have good opportunities for learning experiences outside the classroom to develop their academic and physical well-being. For example, the new primary school sport funding is being used to train teachers in gymnastics coaching, to extend the range of after-school clubs, swimming opportunities and pupils' participation in competitive sports.
- The local authority provides good support for the school, particularly for improving support for disabled pupils and those with special educational needs.

■ **The governance of the school:**

- The governing body are committed to continually driving improvements at this school. They ensure pupils are safe and that their needs are met well. They have an accurate overview of the school's strength and weaknesses. Their understanding of information on how well pupils are doing is sophisticated due to the up-to-date training they attend. They are able to ask probing questions about the work of the school. Governors are aware of the quality of teaching, which is linked to teachers' pay and performance and is based on meeting targets. The governors have a secure overview of the school's finances.

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	124025
Local authority	Stoke-On-Trent
Inspection number	426987

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Andy Johnson
Headteacher	Christine Dean
Date of previous school inspection	6 March 2012
Telephone number	01782 235333
Fax number	01782 235334
Email address	greenways@sgfl.org.uk

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