

Greenacres Primary School and Language Impairment Unit

Witherston Way, Eltham, SE9 3JN

Inspection dates 15–16 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress from their starting points and achieve well in reading, writing and mathematics.
- Teaching is typically good. Interesting activities engage pupils well. They have good attitudes to learning and want to do their best.
- Children get a good start to school in the Early Years Foundation Stage.
- Behaviour is good. Pupils are polite and friendly and enjoy coming to school.
- Attendance is above average.
- Pupils feel safe and well looked after.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- The headteacher leads the school very effectively.
- Leaders and managers, including governors, work well together. They have improved important aspects of the school's work including teaching, behaviour and pupils' achievement.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. There are too few opportunities for teachers to share the best practice.
- Expectations for the achievement of the most-able pupils in Key Stage 2 are not always high enough.
- Teachers do not always implement the school's policy of encouraging pupils to take more responsibility for their own learning.
- Pupils do not always have sufficient opportunities to use their skills and knowledge in different contexts.
- Standards of spelling are not good enough.
- There is currently insufficient expertise to enable some pupils with specific, complex special educational needs to achieve their very best.

Information about this inspection

- The inspectors observed 15 lessons or part lessons, some of which were joint observations with the headteacher or deputy headteacher. In addition, inspectors talked to pupils about their work, looked at books and listened to some pupils read.
- Meetings were held with the headteacher, the deputy headteacher, the assistant headteachers and other staff with key leadership responsibilities. Discussions were also held with pupils, governors and a representative of the local authority.
- A range of documentation was reviewed. This included the school’s own check on its performance, records relating to the quality of teaching and information on pupils’ progress. Additionally the school improvement plan and documents relating to safeguarding were also examined.
- There were too few responses to the online questionnaire, Parent View, for inspectors to have access to the results. However, they spoke to some parents and carers at the start of the school day and looked at the school’s own survey of parents’ and carers’ views.

Inspection team

Margaret Coussins, Lead inspector

Additional Inspector

Veronica Young

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The school has a language impairment unit. Pupils in the unit are taught mainly in four mixed-aged classes but also spend some time in the mainstream classes.
- The school has a diverse ethnic population. The majority of pupils are of White British heritage. Most of the other ethnic groups are represented in smaller numbers.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported by school action plus or with a statement of special educational needs is well above average. This is due to the number of pupils who attend the unit.
- The proportion of pupils for whom the school receives pupil premium funding is above average. This is additional funding for those known to be eligible for free school meals or who are in the care of the local authority.
- The school does not meet the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Pending new appointments in September 2014, the deputy and an assistant headteacher are currently sharing the teaching in one class. The assistant headteacher is also currently acting as the special educational needs coordinator,
- The school provides a daily breakfast club.
- The school has provision for two year olds and there is a children's centre on the school site managed by the school. These were not included in this inspection.
- The headteacher provides support to other headteachers in the local authority.

What does the school need to do to improve further?

- Improve teaching and achievement so that it is typically outstanding by ensuring that:
 - there are higher expectations for the most-able pupils in Key Stage 2 so that they reach the higher levels of attainment by the end of Year 6
 - pupils are resilient and determined to challenge themselves in their learning
 - standards of spelling improve
 - there are more opportunities to share the best quality teaching already in school.
- Develop staff expertise so that the increasing number of pupils with specific, complex special educational needs achieve to the best of their ability.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress from their starting points in reading, writing and mathematics.
- Children start at the school in the Nursery or Reception class with skills and knowledge that are generally well below expectations for their ages. They get a good start to school and make good progress. They settle quickly and enjoy learning. In 2013 the proportion that achieved a good level of development was above that found nationally.
- Pupils' achievement is better than indicated in the published results for 2013, which indicate that standards are below average at the end of Key Stages 1 and 2. However, the proportion of pupils in the mainstream classes who achieved the expected levels of attainment was above or close to average.
- The difference is partly due to a higher number of pupils in the unit who had additional, complex needs. Additionally some of these pupils also had language impairment difficulties. Despite making good progress, many did not attain the expected levels.
- Pupils' attainment in reading and writing by the end of Key Stage 1 has been steadily improving over the past three years. Attainment in mathematics dipped a little in 2013. The most-able pupils achieved well. The proportion of pupils who achieved the higher level was above average in reading, writing and mathematics.
- However, too few pupils reached the higher levels of attainment at the end of Key Stage 2. Higher expectations and improved teaching are helping to make more demands on the most-able pupils. As a result, more are on track to reach the higher levels this year. Leaders are aware that achievement is not outstanding as there are still pupils who are not making fast enough progress.
- Achievement in English has been stronger than in mathematics. The school correctly identified this. Girls were not achieving as well as boys. There were too few opportunities for pupils to use their mathematical skills in meaningful, relevant problem-solving activities. There are gaps in some teachers' subject knowledge, particularly at Key Stage 2. Additional support for girls, subject training for teachers and more time on investigation work in mathematics are leading to improvements and the gap between boys' and girls' achievement is narrowing.
- A focus on writing has helped to motivate and engage all pupils, but particularly boys, who were lagging behind girls. This is helping to raise standards in writing. However, sometimes pupils are not clear about whom they are writing for or the purpose of their writing tasks. Pupils are competent in punctuation and grammar but their spelling is not good enough.
- In 2013, the Year 1 phonics screening check (the sounds that letters make) the proportion reaching the required level was below average. Pupils' knowledge of phonics is currently better this year and pupils are on track to achieve the required standard. Pupils of all ages are enthusiastic readers because reading for enjoyment is promoted well throughout the school.
- In 2013, the attainment of pupils in Year 6 who were eligible for the pupil premium was 18 months behind their classmates in mathematics. Their attainment was 16 months behind in writing and around eight months behind in reading. Currently, eligible pupils are making more rapid progress in all year groups and the gaps are narrowing.
- Disabled pupils and those with special educational needs make similar progress to others overall. They receive well-targeted support, especially from skilled teaching assistants. The language needs of pupils in the unit are met well. However, the achievement of some pupils with specific and complex needs is sometimes hampered by insufficient skills and expertise to meet their needs.
- Pupils from ethnic minority groups make similar progress to others and achieve well.

The quality of teaching

is good

- Teaching is good and sometimes it is outstanding. Teachers make sure that their classrooms are

attractive and tidy. Lessons start promptly, and displays and the use of information and communication technology are motivating and supporting learning well.

- In the Early Years Foundation Stage, staff know the children well, help them to show independence and provide well-planned activities.
- Pupils said that they learn well when they have opportunities to use their knowledge and skills to tackle problems and work things out for themselves. This was seen to good effect in a Year 6 mathematics lesson where pupils were solving 'number mysteries'. A good pace to learning helped pupils to stay motivated and focused and as a result they made good progress. Opportunities to use their skills in this way are inconsistent across the school.
- There are good relationships between teachers, learning support assistants and pupils, As a result, pupils want to do well and work hard. Skilled teaching assistants work effectively with class teachers and make a valuable contribution to pupils' learning. On occasion, however, pupils' progress is hindered. This is because they are not always encouraged to develop resilience and determination in learning and challenge themselves more. This is an aim of the school.
- Teachers prepare work for pupils of different abilities. On occasion, expectations and challenge for some pupils, especially the most able, are not high enough. As a result some pupils do not make the progress of which they are capable or reach the higher levels of attainment.
- There are some excellent examples of marking which provide pupils with very clear and useful pointers about how to improve their work. Pupils said this really helps them learn well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well in lessons, around the school, in the playground and when working with other adults. Pupils understand and appreciate the recently introduced school's 'restorative approach' to behaviour. This encourages them to take responsibility for their actions, develop self-discipline, empathy and understanding and strengthen their relationships with each other and adults. The impact of this is evident in a reduction of incidents and pupils said that behaviour has improved.
- Pupils have good attitudes and enjoy learning. They said they especially enjoy investigations and practical activities. On occasion, when teaching does not fully engage and motivate pupils, a few pupils can become distracted and inattentive and lose their focus on learning.
- Pupils are polite, courteous and respectful. They are friendly and were happy to talk to inspectors about what they were learning and how much they like school. They have very good relationships with staff who are good role models in building a culture of respect.
- Attendance has improved and is above average.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors that they felt very safe and well looked after. They understand how to stay safe in the wider world as well as in school. They have a good understanding of e-safety. The school has worked with parents and carers to reinforce and support pupils' awareness of how to keep safe on the internet.
- Pupils said that bullying in school is very rare. They are confident to turn to staff should any problems arise and that they would deal with any issues quickly and fairly. Pupils understand that bullying can take different forms, including physical, verbal and cyber bullying.
- Learning mentors work well with pupils who may be at risk, to help them manage their behaviour, develop resilience and build their self-esteem.
- The school's survey of parents and carers shows that most think that pupils behave well and almost all feel that the school keeps pupils safe.
- Pupils who attend the breakfast club get a good start to the day in a safe social atmosphere.

The leadership and management are good

- The headteacher provides very effective leadership for the school. Her skills and expertise are acknowledged by her work to support other headteachers in the local authority.
- The deputy, other senior leaders and governors support her well. They share the ambition and vision for the future of the school and are determined to further improve standards.
- Teamwork is strong. Staff are reflective and consistently evaluate their work to ensure they are doing their best for the pupils. Staff feel valued and are positive about the guidance and help they receive in meeting targets and improving their expertise.
- Close checks are kept on all of the school's work, including pupils' progress and the quality of teaching. If any weaknesses are identified, leaders provide good support and expect to see improvements. Arrangements for setting targets for teachers are robust. Appropriate support and training is provided for all staff to improve their skills and expertise and pupils' progress.
- Subject leaders, especially for English and mathematics, have clearly defined roles and responsibilities. They provide support and guidance to colleagues, as well as skills and expertise in their areas of responsibility.
- Leaders have successfully maintained the school's good position reported at the previous inspection and demonstrate the capacity for further improvement. Leadership and management are not yet outstanding, however, because despite an improving picture for pupils currently in the school, achievement and teaching are not yet outstanding.
- The school provides a broad range of subjects with appropriate emphasis given to developing pupils' literacy and numeracy skills. Plans are well underway for the new curriculum. Leaders are making the most of the changes to be inventive and creative while meeting the needs and interests of pupils. A range of additional activities and trips and the promotion of the school's values enrich pupils' learning.
- Pupils' spiritual, moral, social and cultural development permeates all of the school's work. Good moral and social development is evident in the way pupils conduct themselves in their relationships and in the respect they show for each other.
- The school promotes equality of opportunity and is committed to making it possible for all pupils to fulfil their potential in a supportive, caring school without fear of any type of discrimination.
- Additional funding is used in a variety of ways. For example, to provide, one-to-one tuition, support from learning mentors and a family support worker. Sports funding has been used to provide training for staff in gymnastics and girls' football sessions. The impact of spending is monitored carefully to ensure there are benefits for pupils. The local authority provides good support for the school.
- **The governance of the school:**
 - The governing body knows the school well, its strengths and its priorities for improvement. Governors understand information about pupils' achievement and how well the school is doing compared to the national picture. This enables them to challenge as well as support the school and hold it to account for its performance. They have a good awareness of the pay and promotion process and the quality of teaching. They are fully aware of how the school is spending additional funding and the impact this has on pupils' achievement. The governing body meets all statutory requirements including those for safeguarding.

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	100128
Local authority	Greenwich
Inspection number	439825

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	262
Appropriate authority	The governing body
Chair	Ben Jasper
Headteacher	Barbara Warren
Date of previous school inspection	21–22 October 2009
Telephone number	020 8857 4965
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