

Greenside Primary School

Westville Road, London, W12 9PT

Inspection dates

23–24 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher has inspired her team to make significant improvements in the two years since the previous inspection.
- Pupils' progress is meticulously checked to make sure all are doing well.
- Leaders and managers continually check the effectiveness of the teaching. As a result, teaching is consistently good, and some is outstanding in quality.
- Leaders' drive for excellence is seen in their readiness to give pupils responsibility for others. This has a highly positive impact on pupils' behaviour.
- Governors work extremely effectively with leaders to improve pupils' achievement and well-being. They are highly involved in school life and are as ambitious for excellence as its leaders.
- Pupils' spiritual, moral, social and cultural development is second to none. They think deeply about important issues. They care about those less fortunate than themselves.
- Pupils' behaviour reflects this thoughtfulness. Those from a wide range of heritages get on exceptionally well with one another. Pupils are eager to take responsibility for younger children.
- The exemplary care the school takes of its pupils is recognised by parents, who speak extremely highly of its qualities.
- Teachers plan effectively for the needs of pupils, and use challenging questions to help them to think for themselves.
- Marking is strong in pupils' English and mathematics books. They are clear about what to do to improve.
- Pupils throughout the school make good progress in their learning. The latest test results were up on those of 2013. The most able pupils do well and make strong progress.
- Art is a strength of the school. This is reflected in the work in pupils' art folders and on display throughout the school.
- Pupils are prepared exceptionally well for secondary school.
- The early years provision is good. Children learn well in the Nursery and Reception classes because the activities are inviting and the adults are caring.
- The outdoor play areas for Nursery and Reception children provide them with good chances to learn a range of skills.

It is not yet an outstanding school because

- Pupils' International Creative Baccalaureate (topic) books are not as carefully completed or thoroughly marked as their other books. As a result, pupils take less care and make slower progress in their learning than they could.
- In the Nursery and Reception classes, questioning does not always challenge the children to think things out for themselves and to give full answers.

Information about this inspection

- Inspectors visited 21 lessons across a range of subjects. Almost all were observed jointly with the executive headteacher or with either of the associate deputy headteachers.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, including those who hold responsibility for specific subjects, a representative of the local authority, and groups of pupils. A meeting was held with the Chair of the Governing Body.
- Inspectors took account of the views of staff in 28 questionnaires.
- Inspectors spoke to a number of parents during the inspection. They took account of 68 responses to the online survey, Parent View.
- Inspectors observed the school’s work and looked at a range of documents. These included the school’s own views of how well it is doing, its plans for the future, and the minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils’ attainment and progress. Inspectors also examined safeguarding information and records relating to behaviour and safety.

Inspection team

Natalia Power, Lead Inspector

Additional inspector

Lee Selby

Additional inspector

Full report

Information about this school

- Greenside is a little smaller than the average-sized primary school.
- The executive headteacher divides her time between Greenside and providing support to a secondary school, in a different local authority.
- The school has applied to convert to academy status. This is expected to take effect very soon.
- In addition to teaching English and mathematics, the school follows the ICB. This is a programme designed to provide links between topics and subjects, such as science, history and geography.
- The proportion of disadvantaged pupils eligible for the pupil premium is above average. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic heritages is higher than average. Pupils come from a wide range of backgrounds, with no one group predominating.
- The proportion of pupils who speak English as an additional language is higher than average.
- The proportion of pupils who receive extra help in class (school action) is higher than average. The proportion who need more help than this (school action plus) or who have a statement of special educational needs is lower than 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?

- Make sure that pupils' topic (ICB) books are completed to the same high standard as their English and mathematics books by:
 - insisting that all work is carefully completed
 - ensuring that marking helps pupils to understand how to improve.
- Make sure that all the adults ask the children in the Nursery and Reception classes challenging questions. This is to encourage them to think deeply about topics and to develop their ideas fully in discussing them.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher has used her wealth of experience in education to bring about rapid and significant improvements in the quality of education provided by the school.
- She has built a strong leadership team, all of whose members share her vision and determination to make the school outstanding.
- The school has improved considerably since the last inspection. Teaching is now consistently strong. All the weaknesses identified in November 2012 have been addressed. The school knows exactly where it wants to go and how to get there. It is on an upward path and is very well placed to improve further.
- The highly positive responses by staff to questions about their views of the school show that they are committed and loyal to the leadership. A typical comment was, 'The school is such a changed place since the last inspection. There is a really happy, positive atmosphere and all staff are clearly led.'
- Parents and carers, too, show in their almost uniformly positive comments that they recognise and value the difference the leaders have made. A typical comment from one parent was, 'The team's enthusiasm, dedication and commitment to driving success is very special.'
- Leaders have created an atmosphere where pupils have a great deal of responsibility for others. For example, Reception children look forward to visits from their Year 6 'buddies' who help them with their learning. Such responsibility encourages pupils to think about others. As a result, behaviour throughout the school is exemplary.
- Leaders, working closely with governors, make sure that the quality of teaching has improved since the last inspection, where it was judged to require improvement. They check its quality rigorously. A particularly strong feature is the way they give teachers plenty of scope to reflect on the quality of their own practice. In this way, they share ideas with leaders on ways of improving the quality of their teaching and assist them in setting their own targets.
- Leaders and governors carefully and frequently check the learning and progress of pupils. As a result, no group falls behind and all make good progress. This reflects the school's commitment to ensuring equality of opportunity for all its pupils.
- Pupils are prepared for the move to secondary school extremely well. For example, the quality of writing in Year 6 is checked with staff from a nearby secondary school. This ensures that pupils understand what will be expected of them in the next stage of schooling and helps to smooth the transition.
- Middle leaders work in highly effective partnership with senior leaders to improve the quality of pupils' learning and well-being.
- The local authority knows the school well and has provided much helpful support in its journey of improvement.
- The range of subjects provided for pupils is wide and balanced. Pupils learn English and mathematics effectively, and the creative curriculum provides many opportunities to link skills and ideas. For example, pupils make clay poppies, inspired by the display of ceramic poppies at Tower Bridge, and this helps them gain an understanding of the Great War.
- Pupils learn a great deal about the modern world and the difference they might make when they grow up. They take an interest in politics both in journalism clubs and when meeting visiting speakers.
- Pupils have many chances to express themselves creatively. Art is a particular strength, and high-quality art is proudly displayed throughout the school. This has been recognised in the Artsmark Gold award secured by the school.
- The school meets all the current safeguarding requirements.
- **The governance of the school:**
 - Governors know the school extremely well and work in highly effective partnership with school leaders to bring about improvements. They have a clear and detailed understanding of how well the pupils achieve in comparison to those in the country as a whole. They know that the executive headteacher has raised pupils' achievement since the last inspection.
 - Governors have an excellent knowledge of the quality of teaching, and visit classes to see for themselves how well pupils are learning. They keep a watchful eye on the link between teachers' pay and the progress made by pupils, and this ensures excellent value for money.

- Governors keep a firm hand on the school's budget. They carefully check the uses to which additional government funding is put, making sure that it benefits each individual for whom it is intended. They make good use of the additional primary sports funding to attract new pupils to such sports as badminton, cricket and skittleball.
- In partnership with school leaders, governors carry out their statutory duties extremely effectively, including safeguarding and ensuring equality of opportunity.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are extremely polite and respectful to all adults. Pupils come from a wide range of backgrounds and heritages, and get on extremely well together. This reflects the school's commitment to fostering good relations and ensuring that nobody is discriminated against.
- Pupils are ready, unprompted, to take care of one another. For example, one Year 2 pupil noticed that a classmate was sitting in the playground on his own. She said, 'Hello' and checked that he was all right and not lonely.
- Attitudes to learning are extremely positive. Pupils are eager to answer in class and also to take responsibility for their own learning. Pupils from all year groups regularly give up lunch breaks to record their ideas on the world around them and their place in it. These thoughts are written in special 'spiritual, moral, social and cultural' books, kept in each classroom.
- Pupils' exemplary behaviour reflects the school's highly effective promotion of their spiritual, moral, social and cultural development. They rise to the many chances they have of expressing their views on the current state of the world. The day after a fund-raising event, all the pupils expressed compassionate and reasonable ideas on how they could help children less fortunate than themselves.
- All pupils who spoke to inspectors spoke highly of their experience of being at the school. School officers took it upon themselves to prepare a short presentation to inspectors on their reasons for loving their school.

Safety

- The school's work to keep pupils safe and secure is outstanding. The site is secure. Leaders make sure that safeguarding checks on all those who work with the pupils are rigorously carried out.
- Parents and carers appreciate the exemplary care that the school takes of their children. One described the school as having the secure quality of a village school. Another told inspectors, 'The school caters for who the children are and what they need.'
- Parents who spoke to inspectors and responded to Parent View were unanimous in agreeing that the school keeps pupils safe. Virtually all agreed that their children were happy and free from bullying.
- School records confirm that instances of unkindness between pupils are few and far between. No pupil has been excluded from school in the past two years.
- Pupils are taught how to keep themselves safe. They understand potential risks in using computers, and are taught to avoid various possible dangers in travelling to school and back.

The quality of teaching is good

- The quality of teaching is consistently good, with some that is outstanding. It has improved since the previous inspection, and there are no major areas of weakness.
- Teachers plan effectively for the needs of pupils. This ensures that all groups make good progress in their learning.
- Teachers challenge pupils to think for themselves. For example, Year 2 pupils showed they understood what was meant by 'onomatopœia', and rose to the challenge of finding imaginative examples. A typical example, written by one pupil, was: 'The slurping of the juice as it was being gulped by the audience.'
- The teaching of literacy is effective. Pupils are encouraged to read widely and are given many chances to discuss ideas and write about interesting topics. Year 2 pupils who read to inspectors loved the challenge of reading such difficult words as 'pterodactyl', and persisted until they had managed it.
- The teaching of mathematics supports pupils' good progress. Teachers ensure that pupils' understanding of mathematical concepts is secure before they proceed to the next level.
- Teaching assistants work effectively, particularly with pupils who are struggling or who have a range of additional needs.

- Marking is particularly strong in pupils' English and mathematics books. Comments are detailed and provide valuable guidance on how pupils can raise their game. In turn, pupils show that they really think about the comments in their books, by making careful corrections and improvements.
- These high standards of marking, however, are not always evident in pupils' ICB books. Pupils are sometimes allowed to get away with unfinished work. Comments in books tend to be brief and do not always help pupils to understand how to improve.

The achievement of pupils

is good

- Pupils achieve well. They make good progress and no group falls behind. This shows how pupils benefit from the school's commitment to equality for all.
- From starting points below those expected for their age, pupils as a whole make good progress throughout their time at school. They leave Year 6 with results in reading, writing and mathematics that, looked at over two years, are typically a little above average.
- Pupils' achievement has risen in the two years since the last inspection, when it was judged to require improvement. Pupils generally did better in the 2014 than the 2013 tests. Improvements took place in test results both at the end of Year 2 and Year 6.
- In the tests taken at the end of Year 6, attainment in grammar and spelling was particularly good. Progress was up, particularly in mathematics. Overall, results point to good but not outstanding achievement.
- The school is ambitious to do the best for the most able pupils, and they are encouraged to aim high. The proportion of pupils gaining Level 6, a very high level for primary pupils, was higher than average in 2014, particularly in writing.
- The school provides well for pupils who have a range of additional needs. Disabled pupils and those with special educational needs consistently make good progress. This is because their needs are recognised early and effective support quickly put in place.
- Pupils from a wide range of different heritages, and those who speak English as an additional language, make equally good progress. This is because their needs are identified early and effective support is given, both in and out of the classroom.
- Reading is taught well. Pupils told inspectors that they were encouraged to read at home. Many sessions take deliberately challenging books as their starting points. Books, such as Michael Morpurgo's *War Horse* and Anne Frank's diary, are chosen to deepen pupils' understanding of the world around them and to stimulate their thinking.
- The school has a positive effect on the learning of disadvantaged pupils. Their progress is carefully checked and extra support provided for those at risk of falling behind. As a result, these pupils make similar progress to others in reading, writing and mathematics.
- With small numbers in Year 6, the attainment of disadvantaged pupils varies from year to year, but is generally in line with, or above, that seen nationally. The gap has narrowed since 2013. In 2014, there was no appreciable difference between the attainment of disadvantaged pupils and that of others in the school in reading, writing and mathematics.

The early years provision

is good

- Children make good progress in the Nursery and Reception classes because they have many attractive and inviting activities that promote good learning. All the adults are caring and help the children to feel secure and ready to learn.
- When they join the Nursery, the children have a very wide range of language and number skills, and are at different stages of physical development. Broadly speaking, their skills are below levels typical for their age.
- Children that stay on for the Reception class make particularly strong progress in their learning, because they are happy and secure and have been prepared well for learning.
- Some children come new to the Reception class with a wide range of pre-school experience. They settle quickly and soon learn their new routines. Children leave Reception with skills that are broadly in line with those expected for their age.
- Class teachers are skilled in developing children's language and number skills. In one Nursery activity, for example, children confidently used soft giant dice to add and subtract. Reception children were divided

into groups to learn their sounds and letters (phonics), and the careful selection of groups helped each child make good progress in learning to read.

- Teaching is consistently good. It is not outstanding, however, because questioning sometimes elicits only brief answers instead of full and thoughtful replies. Sometimes the adults' comments to the children focus more on praising them or helping them to perform a task, rather than on getting them to think about their answers.
- The early years is well led. The new leader receives valuable support from other senior leaders. She has quickly identified improving children's language and understanding as her priorities.
- The children's learning is frequently checked. As a result, any difficulties the children may have are quickly picked up, and effective support is put in place to help all children make good progress.
- There is a calm, caring atmosphere in the early years provision. Children behave well and play peaceably together. They are ready to take turns when sharing equipment. When sitting in a group, they wait their turn patiently to answer questions.
- The outdoor play areas are particularly inviting, and promote the children's imagination well. There is almost a fairy-tale feel about the winding paths, with exciting activities at every turn.
- Children are kept safe and feel secure. When the time comes for them to move from Nursery to Reception, or from Reception to Year 1, they are well prepared and move smoothly to the next stage of learning.

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	100343
Local authority	Hammersmith and Fulham
Inspection number	448953

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	224
Appropriate authority	The governing body
Chair	Jemma Shuttleworth
Executive headteacher	Karen Bastick-Styles
Date of previous school inspection	29 November 2012
Telephone number	020 8743 6421
Fax number	020 8749 7363
Email address	admin@greenside.lbhf.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 and 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 2014

