

Greenwood Primary and Nursery School

Sutton Middle Lane, Kirkby-in-Ashfield, Nottingham, NG17 8FX

Inspection dates

5–6 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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 leadership of the school is effective. The headteacher, well supported by other leaders, including governors, has successfully guided the school through a period of significant staff and governor changes.
- Pupils' behaviour is good, and is sometimes exemplary both in classrooms and around the school. Patience, respect and courtesy are hallmarks of this school. Pupils say they feel happy and safe here.
- Pupils' spiritual, moral, social and cultural development is good. The school's explicit focus on 'always doing the right things' underpins this.
- Teaching is good throughout the school. It is particularly strong in Key Stage 2.
- Pupils achieve well. Standards at the end of Year 6 have been average in recent years in reading, writing and mathematics. However, from the pupils' starting points, this represents good progress.
- Pupils enjoy the very wide range of additional activities provided by the school. This is reflected in their above average attendance.
- Good teaching in the Early Years Foundation Stage ensures that children make good all-round progress.

It is not yet an outstanding school because

- The work set by teachers is sometimes too easy and does not always motivate the most-able pupils to make their best efforts.
- Although most disadvantaged pupils make similar progress to others in the school they are not making fast enough progress to close the gap in attainment.
- The quality of presentation of pupils' work, including their handwriting, is inconsistent.
- The school's development planning process is long and complicated. Many actions to be undertaken in a short space of time are encased in wordy documents.

Information about this inspection

- Inspectors visited parts of 35 lessons. Seven of these were carried out jointly with senior leaders. Inspectors also looked at many samples of work in pupils' books.
- Inspectors met with staff, pupils, parents and members of the governing body.
- Inspectors took account of 48 responses to the staff questionnaire, and 43 responses to the on-line questionnaire (Parent View) in reaching their conclusions.
- Inspectors observed the school's work and considered a number of documents relating to behaviour and safety in the school. They studied the school's self evaluation of its performance, external evaluations of the school's performance, the school development plan, documents relating to the school's curriculum and assessment practice, its own data on pupils' performance, and documents relating to meetings of the governing body.
- Inspectors talked to pupils in the playgrounds, in classrooms, and as they moved around the school at different times of the day. One inspector held a formal interview with a group of older pupils.

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Gill Turner

Additional Inspector

Carol Deakin

Additional Inspector

Full report

Information about this school

- Greenwood is much larger than the average-sized primary school.
- The very large majority of pupils are of White British origin. Very few pupils do not speak English.
- About a third of the pupils are known to be eligible for the pupil-premium funding. This is above average.
- Disabled pupils and those who have special educational needs make up about 8% of the school population. This is below the national average.
- Children in the Reception class of the Early Years Foundation Stage attend school full time, Nursery-aged children attend part time, either morning or afternoon sessions.
- The school meets the government's current floor standards which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The governors oversee the daily operation of a breakfast club.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding, improving its consistency throughout the school. by ensuring that:
 - -work is always planned to set challenges for all pupils, but especially the most able and disadvantaged pupils
 - -pupils complete work in all subjects with a consistently high standard of presentation.
- Improve leadership and management so that the pace of recent improvement is sustained by:
 - checking more closely and rigorously that disadvantaged pupils and the most-able pupils are learning as much as they can
 - refining and streamlining the school's self-evaluation and development-planning processes so that actions to improve the school can be more easily implemented

Inspection judgements

The leadership and management are good

- The school is led well by a very committed and effective headteacher who acts as a good role model for her staff. She is supported by an equally effective leadership team, including the Early Years Foundation Stage leader, subject leaders, and a perceptive and dedicated governing body.
- Staff morale is high. Adults in the school see themselves as a team who all have a role to play in helping to secure the best possible outcomes for their pupils. The School leaders strongly promote tolerance and equality of opportunity.
- Leaders readily acknowledge that they must ensure that rapid progress is maintained, consistently, throughout the school. However, they are giving guidance to teachers after they have observed lessons and providing training in order to establish a higher degree of consistency in the quality of teaching.
- The effective curriculum enables pupils to develop the literacy and numeracy skills they need to succeed in the next stage of their education, as well as contributing positively to their good spiritual, moral, social and cultural development. This prepares the pupils well for everyday life in modern Britain. The school has already developed a new system for checking pupils' progress to ensure that it is compliant with the new curriculum regulations and assessment procedures.
- The primary sports grant is used very well. It ensures that: all classes in the school receive regular expert physical education tuition; pupils have a very wide range of competitive games and sports to choose from to develop their physical health and well being; teaching staff increase their personal skills and confidence in delivering the subject.
- The progress of disadvantaged pupils is not always as consistently good as that of other pupils in the school. The school has been quick to identify the causes of emerging inconsistencies, and has already taken steps to ensure that pupil premium funds are now used to maximum effect to ensure this group of pupils make rapid progress and reach the same standards as other pupils, in the coming year.
- The local authority has correctly assessed that this is a good school and provides it with appropriate support.
- The school complies with current safeguarding requirements.
- The daily breakfast club is funded prudently, supervised well, and gives pupils, particularly the disadvantaged, a good start to the day.
- The school has an accurate overall picture of its own strengths and areas for improvement, but unintentionally hides this evaluation in too much descriptive narrative. Plans drawn up to tackle areas for improvement are overly detailed. Consequently, the school does not always maintain a sharp focus on the crucial actions needed for further and rapid improvement.

The governance of the school:

- Governance is effective. Members of the governing body have a clear understanding of the strengths and areas for improvement in the school. They are well informed about the quality of teaching and learning. They know how to use data about the school's performance to challenge leaders and to hold the school to account for its performance. Governors understand the links between performance management systems and professional development opportunities, and know that arrangements for pay and promotion of staff are closely linked to teaching performance and pupils' progress.
- Governors are fully aware of that the primary sports grant monies appear to be more effectively spent than the pupil premium grant has been in the past. They are supporting the school's leaders to make the best use of the pupil premium grant for pupils currently in the school.
- Governors pay close attention to their responsibilities for safeguarding pupils.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is good. Their attitudes to learning are good, and even better than this when teaching is most demanding. Their general behaviour in lessons, on corridors and outside the building is sometimes exemplary. This begins in the Early Years Foundation Stage, where children quickly learn to share and play together in harmony, and extends throughout the whole school.
- Pupils are polite, friendly and respectful, to each other and to adults. They take pride in their work and look after their books well. They keep the school building and its grounds clean and tidy because they know that the right thing to do is to take responsibility for their own actions.
- Pupils' spiritual, moral, social and cultural development is very good and their tolerance, patience and compassion for others support their good behaviour.
- Attendance is above average. The school has not permanently excluded a pupil for some years.

Safety

- The school's work to keep pupils safe and secure is good. All staff and governors take safety very seriously. The methodology for recording and checking used by the school is rigorous and detailed. Staff training is updated annually, rigorous checks are in place to minimise risk, and monitoring schedules are adhered to strictly. Activities outside classrooms are well supervised. Access to the building by visitors is strictly controlled.
- Pupils are very aware of how to keep safe. The school's curriculum and assemblies include regular advice, guidance and role-play on, for example, firework safety, the dangers posed by computers and the internet, road safety, and the misuse of substances.
- Pupils say that bullying is not an issue 'because we all try to get on well together'. They are well aware of the different forms bullying can take, and know what to do should they become the victim of bullies. They say they are confident to approach any adult in the school should they have cause for concern, and they know that their issues will be considered carefully and their views taken seriously.
- Almost all of the small proportion of parents who responded to the online questionnaire were appreciative of the work the school does to look after their children. The same group of parents would unanimously recommend this school to another parent. They did not express any concerns about bullying.

The quality of teaching**is good**

- The school's monitoring records, inspection observations, and the school's accurate and reliable tracking of pupils' progress over time, all confirm that teaching of literacy, reading and mathematics, in all phases of the school, including the Early Years Foundation Stage, is typically good.
- Without exception, from Nursery to Year 6, relationships between adults and pupils, and between the pupils themselves are very good. Classrooms are calm and attractive places, which present a stimulating environment for learning.
- When teaching is at its best, teachers show deep subject knowledge that sparks pupils' curiosity, and ensure that very demanding practical tasks develop pupils' learning rapidly. This occurred, for example, when events and imagery relating to 5 November were used to help pupils to understand literary devices and have the confidence and desire to write emotive poetry. In tasks like this, pupils' engagement is total, their enjoyment huge, their intellectual efforts strong and their learning outcomes nothing less than excellent.
- The marking of pupils' work is a good feature of teaching. Constructive and helpful comments often guide pupils towards the next stage of learning. Teachers regularly provide encouragement and praise for good

work.

- The work of many teaching assistants is very good. They work closely with their class teachers in encouraging and supporting pupils of all abilities to learn well. Some other teaching assistants are less effective, particularly when focused on tidying activities, instead of speaking with and listening to pupils.
- Teachers routinely have high expectations that pupils will work hard and behave well. However, while pupils always behave very well, they do not always have to work very hard to complete the tasks they are set. This reflects occasional weaker planning by teachers, which does not always ensure that the most-able pupils are challenged enough. As a result, their learning is not stretched as far forward as it might be.
- Teachers promote pupils' speaking skills well across all subjects. Teachers consistently expect that pupils will explain their views in full sentences, particularly in Key Stage 2. The teaching of reading skills, including phonics is planned well, but its implementation sometimes fails to notice what pupils can already do. Thus the development of the most-able pupils' reading skills is occasionally slowed unnecessarily as they repeat what they have already learned, for example to sound and blend, instead of building a love of reading.
- The quality of pupils' handwriting and presentation of work is good in most of their books. However, teachers do not always insist that pupils apply the same standards equally, in their different books. This inconsistency reflects a lack of rigour by the teacher in demanding high standards, and leads to inconsistency of application and approach by pupils.

The achievement of pupils is good

- The large majority of pupils make good progress and achieve well. Children currently in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 are learning well.
- Children start in Nursery with skills in communication and language that are not as well-developed as those typical of this age group. Most pupils enter Year 1 having reached the expected level of development. Most able children use their mathematical skills well, learn letters and the sounds effectively and use them to write legibly in sentences.
- Most pupils make good gains in their reading throughout the school. By Year 6, most pupils write fluently and imaginatively, using punctuation and grammar correctly. Pupils in Year 2 know how to sequence and construct a story. Pupils develop their mathematical skills well. At the end of Key Stage 2, in 2014, pupils made good progress to reach average standards in mathematics, reading and writing.
- The school's accurate and reliable tracking system, updated half-termly, shows clearly the general evenness of pupils' accelerated progress over time. The work seen in pupils' books confirms this picture of good progress in writing and mathematics. Pupils' make confident use of technical vocabularies and correct grammar in their speech and writing.
- Disabled pupils and those who have special educational needs make consistently good progress because they have well considered and very effective support.
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- Disadvantaged pupils are now making better progress because the school is targeting its efforts with greater accuracy and giving more specific support where it is most needed. The gaps in attainment between these pupils and their classmates are closing. In 2014, disadvantaged pupils in Year 6 were two terms behind other pupils in the school, and other pupils nationally, in reading, writing and mathematics.
- The most-able pupils do not always make the progress they should because they are not challenged to think for themselves at the limits of what they already know or can do, often enough.

The early years provision is good

- The experienced and recently-appointed early years leader has modernised assessment practices, refreshed and reinvigorated resources. She has refocused the work of the setting by defining clear learning goals for the children. Children make securely good progress because teaching and the quality of care are now more consistently good. The majority of children are well prepared for their start in Year 1.
- Children settle quickly into the early years setting because of the good preparations made by staff to identify their individual needs and particular interests. Staff now carry out initial assessments quickly and professionally. They are using increasingly well-thought learning packages to accelerate pupils' learning, both academically and socially.
- The school's own assessment information, confirmed by evidence gathered by inspectors, shows that children in both Nursery and Reception classes make good progress from their starting points.
- Adults are increasingly good role models and this has helped children to acquire good routines and practices. This has resulted in a calm atmosphere, with children behaving well, sharing and learning together, and taking responsibility for tidying up after themselves when they hear the strains of 'Mission Impossible'.
- Children are safe, well looked after and enjoy their time in the stimulating and well-resourced Early Years Foundation Stage.

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	122723
Local authority	Nottinghamshire
Inspection number	449633

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	460
Appropriate authority	The governing body
Chair	Richard Cooper
Headteacher	Kim Harvey
Date of previous school inspection	20-21 May 2010
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