

Greentrees Primary School

Sycamore Drive, Bishopdown, Salisbury, Wiltshire, SP1 3GZ

Inspection dates 19–20 March 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher, leaders and managers have maintained a relentless focus on sustaining outstanding teaching. Standards have remained well above average.
- From their starting points, pupils make outstanding progress in reading, writing and mathematics. This means their achievement is outstanding.
- Support for disabled pupils and those who have special educational needs is carefully checked to ensure it makes a difference quickly. Consequently, these pupils make excellent progress.
- The behaviour of pupils is outstanding because they are highly motivated to work as hard as they can, to produce their best efforts and to improve what they have done. This helps them learn extremely well.
- Pupils have an excellent understanding of how to weigh up any risks that they may face and make sensible decisions in the light of this. They feel very safe and particularly well cared for by all the adults around them.
- The early years provision is exceptionally strong. Outstanding teaching, excellent resources and a constant focus on effective learning for all children mean that they make rapid progress.
- The curriculum is exciting and carefully planned to give pupils a wide range of experiences and opportunities to develop the skills they need to succeed. Pupils are encouraged to think carefully about how they learn so that they can become even better at it.
- Middle and senior leaders make excellent use of the systems in place to gather important information about how well pupils are learning. They use this effectively to help plan further learning, to change the approaches they use or to improve the resources available.
- The headteacher and senior leaders set high expectations and make sure each teacher understands what they need to do to improve their practice.
- Governors and senior leaders make sure that the statutory requirements for keeping pupils safe are all in place and regularly reviewed. In particular, they make sure that recruitment procedures check the suitability of adults who work with pupils.
- Governors know about the school and its performance in great detail. They use their considerable expertise to challenge and support the school.

Information about this inspection

- The two inspectors visited 24 lessons to observe learning, talk to pupils about their work and look at the work in their books. About half of these observations were conducted together with members of the senior leadership team.
- Inspectors looked at a wide range of documents and evidence provided by the school, including: records about the quality of pupils' work; leaders' checks on the quality of teaching; notes from meetings, including those of the governing body; policies and procedures; samples of projects done by pupils; and reports from external advisors.
- The inspectors met with groups of pupils, middle and senior leaders, and with governors. The lead inspector spoke to an advisor from the local authority by telephone.
- The 64 responses to the online survey, Parent View, were taken into account. Inspectors also spoke to parents informally, and considered correspondence given to the inspection team. The inspectors reviewed the 19 responses to a staff survey.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Jenny Venning

Additional Inspector

Full report

Information about this school

- This school is of an average size, with one class in each year group and two classes in Reception. The school is currently expanding to eventually include two classes per year group. This will include new buildings which are in the process of being planned.
- Most pupils are White British. Other pupils come from a wide range of ethnic backgrounds.
- The proportion of disabled pupils and those who have educational needs is average.
- The proportion of disadvantaged pupils is about half the national average. In 2014 there were too few disadvantaged pupils in Year 6 to comment in detail on their achievement without them being identified.
- The school is a National Support School. The headteacher is a national leader of education (NLE). She supports a number of schools in challenging circumstances. She also works with the local authority to provide training and support for headteachers who are new to their roles.
- The school works with the University of Winchester to train teachers through the Schools Direct scheme. It is also part of a British Council international project, 'Connecting Classrooms'. This is a cluster of six schools, three in Salisbury and three in Zambia, which work together developing pupils' learning and teachers' expertise.
- In 2014, the school met the floor standards set by the government. These are the minimum expectations for the attainment and progress of pupils in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Enable pupils to read even more frequently and develop their reading skills across all subjects by improving their access to a wider range of high quality reading materials and resources.

Inspection judgements

The leadership and management are outstanding

- The headteacher has made sure that leadership is widely shared and that there is a clear, ambitious vision for maintaining the very high quality of learning for all pupils. This has ensured that there is a culture and ethos of ongoing improvement in which outstanding teaching and behaviour can flourish. The headteacher sets high expectations and, in turn, teachers have similar expectations of pupils.
- Middle leaders understand their roles well and readily identify areas which could be improved further. They have worked together with teachers to establish a highly engaging curriculum which is carefully planned so that pupils get plenty of experiences to develop the skills and knowledge they need. In particular, pupils speak very highly of the 'Thinking Great Ideas on Fridays' (TGIF), where they get to choose some of their own work, do projects and work with pupils from other year groups.
- The leadership of teaching is strong. Middle leaders provide exemplary practice for other teachers to observe. All teachers think carefully about how effective their strategies are in helping pupils learn effectively because this is encouraged and promoted by leaders.
- Teachers and leaders make sure that pupils' spiritual, moral, social and cultural development is very well catered for. They enable pupils to think about the world around them, discuss moral issues, and reflect about their own and other people's views about the world. Pupils greatly value these opportunities and respect one another's views. They benefit from thinking deeply about their learning, through discussion about philosophy, research about learning and the development of character.
- All teachers consistently implement strategies that have been agreed. For example, pupils of all ages are clear about the level of work they need to do, whether it is 'paddling, snorkelling or diving'. Similarly, all pupils can explain how they have shown resilience in their learning or mutually helped each other by sharing ideas. They often refer to characters from favourite films who exemplify that particular characteristic. The school fosters good relationships very well.
- Leaders make sure that pupils who are struggling with any aspect of learning or who have special educational needs are quickly identified. They frequently discuss the data about pupils' performance with teachers. This means that pupils' needs are well known and the school is very successful in meeting them.
- Additional funding is used well to provide one-to-one support, opportunities to work in small groups and resources which disadvantaged pupils may not otherwise have. Funds also pay for a homework club where pupils develop their study skills. The impact has been seen in the accelerated progress these pupils make. This contributes well to the school's emphasis on promoting excellent equality of opportunity and tackling discrimination.
- The school has strong links with a range of other schools and benefits from the British Council project to link pupils and teachers in Salisbury and Zambia. Pupils talk avidly of the things they have done to help raise funds or to learn from teachers who have visited from these schools. This gives pupils an excellent grasp of the wider world and the lives of children elsewhere, and promotes tolerance well.
- Pupils benefit from plenty of opportunities to undertake responsibilities, manage budgets, apply for jobs to help in the school, and to learn about democracy and the rule of law. This gives them a very good insight into, and prepares them well for, life in modern Britain. They like the project work they do and the homework they are given is well focused on the skills they are developing.
- The school makes good use of the primary school physical education and sport funding to provide expert coaching in street dance, which has become very popular with pupils and teachers. Teachers learn from observing these sessions and then use this to help plan their own physical education lessons. The funding also helps pupils to participate more in several competitive sports, which they greatly enjoy. Recently they have been particularly successful in cross-country running, tag rugby and football.
- The school's arrangements to keep pupils safe are highly effective because leaders make sure these procedures take into account all statutory requirements and pupils' needs. Leaders ensure that all adults are well trained and understand their responsibilities towards pupils. They check that pupils know that any concerns are addressed quickly and that there is always an adult willing to listen to them.
- The local authority is aware of the school's many strengths and uses these to support other schools to improve. The headteacher helps other schools to develop their leadership and to tackle the challenges they face. The early years provision is also used to demonstrate best practice to other settings, particularly in the way learning is promoted through using the wider environment and children's own interests.
- **The governance of the school:**
 - Governors bring considerable expertise and a strong understanding of what is required of them to their roles. Consequently, they make sure they receive plenty of information to give them insight into the performance of all aspects of the school. They use this to ask challenging questions and hold senior

leaders to account for improvements, alongside their extensive support and encouragement. They know about the quality of teaching and make sure that there is a constant focus on improving it. They check that all groups of pupils learn well.

- Governors use their excellent understanding of safeguarding requirements to be sure that the school has all the required policies and procedures in place. They check that all adults understand what is required of them in this regard. Together with senior leaders, governors make sure that the staff recruitment follows guidelines to confirm that adults working with pupils are suitable to do so. Governors check that the school is vigilant in considering the safety of all pupils.
- The governors closely oversee the use of school finances to ensure that it provides the best possible value for money. In particular, they make sure they are well informed about the effectiveness of pupil premium spending to confirm that eligible pupils make the same rapid progress as others. They also check that any staff pay awards are considered alongside the evidence of their quality of teaching and pupils' achievement, knowing that any underperformance is tackled by quality support and best practice encouraged.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding because they are very eager to do their best work and willingly put in a great deal of effort, including when they do work at home. They are highly cooperative and frequently give one another mature, sensible feedback about each other's work.
- Pupils say that the topics they study are very interesting and that they learn a lot because of this. They willingly look at their targets and think about how they can show that they are working on them. Teachers and leaders often seek their views to help inform the ongoing development of the school. This gives pupils a strong sense of community because they contribute thoughtfully to making the school a positive place in which to learn and develop friendships.
- Pupils understand the expectations of teachers and the school and help to remind one another about them. This means that learning is very seldom affected by any kind of disruption and pupils can concentrate on what they are expected to do.
- Teachers show a great deal of respect towards the pupils, and pupils reflect this in turn to one another and towards adults. Their respect goes further, being evident in their attitudes towards pupils in the schools they have links with, particularly the school they help raise funds for in Zambia.
- Many parents commented on the excellent behaviour of pupils, the wonderful opportunities their children have, and the impact of the strong leadership in making sure this remains such an impressive school.

Safety

- The school's work to keep pupils safe and secure is outstanding because pupils are exceptionally well informed about how they can keep themselves safe. Pupils are expected to think for themselves when they make decisions about what they might do. This trains them to weigh up any risks they may face, on the internet or as pedestrians, for example. They say there is always an adult available to talk to if they are worried about anything at all.
- Pupils have an excellent understanding of what might constitute bullying, but they say bullying of any kind is very rare. If it did happen, they know how to make sure adults hear about it quickly, and they say it would be stopped. On a few occasions when teachers have become aware that pupils have used unkind words, this has been tackled very quickly.
- Parents and pupils said that the school provides a very safe, caring environment in which pupils thrive, both academically and in their personal development.

The quality of teaching is outstanding

- Teaching is of a consistently high quality. Teachers make excellent use of the information they gather about how well pupils are performing to plan what they need to learn next. There is always a high level of challenge for pupils of all abilities. Consequently, pupils say they learn well and make rapid progress.
- Teachers' enthusiasm, careful planning, excellent insight into individual pupils and their strong subject knowledge ensure that they give pupils tasks which are very well matched to what they need to learn. Teachers make sure that pupils develop their skills and knowledge across a broad range of contexts and opportunities. This gives pupils great confidence in what they can do.

- Reading is taught well and pupils rapidly become confident readers because teachers are well trained in teaching phonics (letters and the sounds they make). However, the resources available are not always challenging enough to ensure that pupils read more widely, particularly when studying other subjects. The library space is used for a multitude of purposes. This means that it is not readily available for classes to use to promote the enjoyment of reading as often as pupils or teachers would like.
- Teachers and teaching assistants give pupils very helpful feedback during lessons and note that this has happened in pupils' books. Along with the high quality of written comments when teachers mark pupils' books, this ensures their good progress. Pupils frequently respond to what teachers have asked them to do, which helps them to consolidate their learning. Teachers set targets for pupils using a system of milestones to measure where pupils are and where they need to get to.
- Disabled pupils and those who have educational needs are well supported. Teachers and teaching assistants understand each individual's particular needs and closely tailor the support they provide. The most-able pupils benefit from additional support from expert teachers and teaching assistants so that they get to do work at the highest levels.

The achievement of pupils

is outstanding

- Over the past few years, pupils' standards have remained above average and continued to rise at Key Stage 1 and Key Stage 2. In 2014, Year 6 pupils reached the highest standards the school has ever achieved, well above the national average. Far more pupils than average reach the highest levels, particularly in mathematics.
- From their starting points, pupils make rapid progress, particularly in their writing and mathematics. Work in their books, leaders' records of learning they have observed, and teachers' records about every pupil's progress all show that this rapid progress is typical. Consequently, pupils at the school face the next stage of their education with great confidence and eager anticipation.
- Disadvantaged pupils make similarly strong progress to others in the school. Recent improvements in the support they get, the close attention and mentoring by senior leaders and the school's support for families, mean that these pupils' progress has accelerated further.
- Disabled pupils and those who have educational needs make excellent progress in their reading, writing and mathematics. Many of these pupils are helped to overcome the difficulties they face and need much less support as they move up through the school.
- The most-able pupils are well supported to master the skills and knowledge they need to develop their confidence in working at the highest levels. Specialist teaching and teaching assistants are highly effective in giving them appropriate work to do, so that they often exceed the standards expected for their age.

The early years provision

is outstanding

- Children settle into the school very quickly because teachers and teaching assistants are extremely well informed about each child's needs and interests. There are well-thought-out routines and strategies to make sure that children feel happy and well supported; they behave very well. Parents say their children cannot wait to get into school each day because there are always so many fun things to learn.
- The school gives excellent opportunities for parents to understand more about how children of this age learn and how the school approaches teaching aspects such as mathematics and reading. Consequently parents say they know what they can do to help their children learn at home. Leadership is exceptional, and is used by the local authority to exemplify the very best practice.
- Teaching in the early years is outstanding because teachers think carefully about how to use the things the children are interested in to set up activities for learning. They prompt children to think for themselves about what they need to do next and children like choosing challenging tasks. Children understand well the use of 'paddling, snorkelling or diving' as a metaphor for learning. They make outstanding progress which prepares them exceptionally well for learning in Year 1 and beyond.
- Adults working in the early years provision are very clear about how to keep the children safe because there are appropriate policies and procedures in place. They support the children in thinking carefully about different situations and to make sensible choices without imposing adult choices too quickly. This means children feel very safe.

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	132831
Local authority	Wiltshire
Inspection number	453228

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Paul Hughes
Headteacher	Janette Bennett
Date of previous school inspection	21 November 2007
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