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15 May 2018

Mr David Marsh  
Executive Headteacher  
Greenacres Primary School and Language Impairment Unit  
Witherston Way  
Eltham  
London  
SE9 3JN

Dear Mr Marsh

### **No formal designation inspection of Greenacres Primary School and Language Impairment Unit**

Following my visit with Liam Stevens, Her Majesty's Inspector, to your school on 24 April 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements at the academy.

### **Evidence**

Inspectors scrutinised the single central record of staff suitability checks and other documents related to safeguarding and child protection arrangements, including records of pupils' attendance and behaviour. We met with you, the deputy headteacher, the chair of the governing body, the Maritime Academy Trust lead for safeguarding and special educational needs, and a range of staff throughout the day. Inspectors spoke to pupils and observed their behaviour in lessons, at breaktime and at the end of school. I conducted a telephone conversation with local authority officers. Inspectors spoke to a number of parents and carers at the start of the school day. Inspectors reviewed the curriculum for personal, social, health and economic (PSHE) education. Records of the governing body's work were also scrutinised.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

### **Context**

You took up post in September 2016 and have recently been appointed as the executive headteacher. This is an average-sized primary school where most pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is below the national average. The proportion of disadvantaged pupils eligible for the pupil premium is above average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is above the national average. The school has designated specialist provision (DSP) for children with developmental language disorder. The school joined the Maritime Academy Trust in November 2017.

### **Main findings**

You and other leaders, with strong support from the trust, ensure that the school's arrangements to safeguard pupils meet requirements. In the past, safeguarding arrangements were not as thorough as they should have been. Leaders and members of the trust have worked effectively to act upon the recommendations made after regular safeguarding audits. Checks on staff, volunteers and governors are robust. Staff receive regular safeguarding training. Leaders have recently introduced staff quizzes to raise the profile of safeguarding. However, staff understanding of statutory safeguarding guidance is not as precise as it should be. Pupils' attendance has fallen to below the national average. Leaders have a firm grip on strengthening attendance systems and recognise that procedures in the past were not as robust as they should have been.

Pupils are happy at the school and say that they feel safe. Parents agree. Pupils behave sensibly and enthusiastically share the school's behaviour policy. They have a strong understanding of the school values of unity, respect, tolerance, freedom and aspiration. At breaktimes and lunchtimes, 'playground buddies' undertake their roles responsibly to keep other pupils safe. Pupils told inspectors that bullying is rare and when problems do arise, staff deal with these quickly. Pupils have a thorough understanding of how to keep themselves safe on the internet, including the dangers of sharing personal details online. Parents agree that their children are kept safe. However, opportunities for pupils to learn about safety in the wider curriculum are not as well developed. Leaders recognise that the PSHE curriculum is not as rich as they would like and have plans to improve this further.

Governors visit the school frequently to discuss safeguarding related matters. They receive regular training on safeguarding. Leaders provide governors with a range of information related to safeguarding. However, governors' understanding of information given to them is at a basic level. As a result, governors do not provide

the level of challenge to leaders that they could.

### **External support**

Leaders have benefited from regular and targeted support from the Maritime Academy Trust to improve safeguarding procedures. Leaders increasingly use external agencies, particularly for support in special educational needs and behavioural services. However, leaders have not acted in a timely manner with local authority officers when required to do so.

### **Priorities for further improvement**

- Ensure that all staff have an in-depth understanding of all statutory safeguarding guidance.
- Opportunities for pupils to learn about how to keep themselves safe are further enhanced across the curriculum.
- Governors improve their understanding of safeguarding related information so that they provide increased challenge to leaders.
- Leaders and governors readily seek advice from external agencies in a timely manner when required to do so.

I am copying this letter to the chair of the governing body, the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Greenwich. This letter will be published on the Ofsted website.

Yours sincerely

Noeman Anwar  
**Her Majesty's Inspector**