

Inspection of Greenleaf Primary School

Greenleaf Road, Walthamstow, London E17 6QW

Inspection dates: 13 and 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils enjoy coming to school. They feel safe and secure. They think that teachers make learning fun. Pupils are respectful and polite towards staff, visitors and each other. They try hard to reflect the school's values, such as 'aiming high, working hard and being kind'. This helps them to behave well, and they do not worry about being bullied. Pupils told inspectors that teachers deal with the rare incidents of bullying effectively. Pupils have a very clear understanding of equality and diversity.

In the Reception and Nursery classes, children settle in quickly. They enjoy exploring the exciting outdoor spaces.

Pupils achieve well. The curriculum is adapted to meet pupils' needs. Pupils become increasingly confident learners. They are expected to read daily in school and at home. Pupils enjoy taking part in many educational visits and attending a range of clubs. However, in a few subjects, planning does not deepen pupils' learning and build on what they know.

Parents and carers are overwhelmingly positive about the school. One parent captured the views of many by saying, 'The commitment to children has been second to none.' Parents particularly appreciate the regular communication from school leaders. However, some would welcome earlier discussions about curriculum changes.

What does the school do well and what does it need to do better?

Leaders have a clear vision for this school. They have set out an ambitious curriculum that takes account of pupils' backgrounds. They have arranged the curriculum to ensure that pupils build their learning gradually. As a result, pupils achieve well. Staff in the school feel extremely well supported by senior leaders. However, in some subjects, leaders have not identified curriculum content with sufficient precision to build on what pupils know already. This prevents pupils from building their understanding in sufficient detail.

Reading is prioritised in the school. Staff are well trained following the introduction of a new reading scheme. Leaders have ensured that pupils learn to read in a systematic way from their first day in the Nursery class. Children in early years get off to an impressive start. Leaders are rightfully proud of how they and their staff have developed the provision. Phonics sessions are precise. Staff choose books pupils can read, ensuring that pupils learn to read with confidence and enjoyment. Older pupils who have struggled to perfect the skill of reading are supported well. Early years leaders have ensured that subject leaders understand the early curriculum. The well-planned curriculum ensures that children are ready for learning in Year 1.

Pupils enjoy mathematics. The detailed curriculum supports teachers to educate pupils well. Pupils know what they are learning, and that lessons build on what they have learned previously. As with reading, staff have been well trained. Teachers plan regular opportunities to check pupils' understanding of key knowledge.

Pupils with special educational needs and/or disabilities are supported well through specialist resources when required and with support from adults in the room. Leaders work with outside agencies to make sure that these pupils' needs are met well.

Subject leaders make sure that pupils gain knowledge and skills over time. In some subjects, however, learning does not build on pupils' previous knowledge as well as it could. For example, pupils recall facts about different civilisations in history, such as the Anglo-Saxons. However, they find it hard to make links to previous settlers, such as the Romans.

Relationships between children and adults in early years are very positive. Expectations are high. Throughout the school, pupils' attitudes to learning are positive. They enjoy the demanding work that they get in lessons. However, on occasion, pupils are not clear about the school's rules and expectations, leading to isolated incidents of low-level disruption.

Leaders take steps to challenge poor rates of attendance. They are relentless in following up any concerns about pupils with their families as well as other agencies.

Leaders plan a range of experiences to support pupils' personal development and prepare them for the next stage of education. Pupils are taught how to eat healthily and keep fit. Well-being is prioritised. Regular opportunities are planned to learn outdoors and in the community. Pupils spoke enthusiastically about a range of after-school clubs in which they have taken part.

The governing body and representatives of the local authority know the school well. They show a clear understanding of its strengths, and the priorities for improvement. Leaders provide regular training for all staff and consider their workload and well-being. However, governors have insufficient knowledge of the curriculum to challenge leaders' actions.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. This is because leaders and governors take safeguarding seriously and act effectively when concerns are raised. Leaders are reflective and learn from any incident to improve safeguarding practice. Staff are well trained and know how to keep pupils safe. They have a good understanding of issues that pupils face in the local community.

Pupils said that they feel safe and, if they have concerns, staff deal with them quickly and effectively. Pupils know how to keep themselves safe in different situations, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects are not thought through as precisely as they need to be. This means that pupils do not consistently deepen their knowledge and build on what they know and can do. In these subjects, leaders should ensure that meaningful use is made of pupils' prior knowledge.
- Occasionally, pupils are unsure of the behaviour rules and expectations. Leaders should ensure that behaviour expectations are fully understood by all pupils and consistently adhered to.
- Governors have insufficient knowledge of the curriculum to hold leaders to account effectively for their actions. Leaders and governors should ensure that they have an accurate insight into strengths and weaknesses of the curriculum in order to prioritise further improvements.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103054
Local authority	London Borough of Waltham Forest
Inspection number	10211826
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair of governing body	Gerard Shaw
Headteacher	Sohana Qureshi
Website	www.greenleafschool.org.uk
Date of previous inspection	7 November 2007, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the leadership of the school has changed. There is a new chair of the governing body, and a new headteacher joined the school in September 2020.
- The school uses a local pupil referral unit to support pupils with social, emotional and mental health needs.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteachers and assistant headteachers. They also met with the special educational needs coordinator and early years leader and carried out joint lesson visits. They met with representatives of the governing body and the local authority.

- Inspectors carried out deep dives in reading, mathematics, religious education, history, personal, social and health education, and physical education. Inspectors met with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of work.
- Inspectors also looked at other curriculum areas and spoke to leaders about other subjects, including science, computing and art.
- Inspectors listened to pupils read to a familiar adult and visited reading and phonics lessons.
- Inspectors spoke to members of the safeguarding team and considered documentation about safeguarding. They also spoke to pupils and staff about safeguarding and behaviour and observed pupils' behaviour around the school.
- Inspectors considered responses from staff, pupils and parents to the Ofsted online questionnaires.

Inspection team

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