

Inspection of Greenwood Primary School

Wood End Way, Northolt UB5 4QG

Inspection dates: 18 and 19 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and kept safe. They said that they feel safe in school because teachers are always there to help them. Pupils know that they are listened to by staff. They appreciate the support available for their well-being, and the opportunities to talk through any worries that they may have.

Leaders want all pupils to achieve well. The curriculum is broad and ambitious. Teachers help pupils to make links between the knowledge that they learn and develop their understanding across a range of subjects. Pupils typically work hard and succeed in their learning.

Pupils behave well. This is because there are clear and consistent routines and expectations from staff. Bullying is not tolerated. Any incidents that do arise are dealt with swiftly. Pupils know who to report any concerns to and have confidence that they would be managed effectively.

Pupils enjoy carrying out the responsibilities that they are given, for example older pupils help younger ones at lunchtime. Similarly, pupils enjoy supporting the care of the school dog.

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

Leaders have developed an ambitious curriculum that clearly sets out the knowledge that pupils need to understand from Years 1 to 6. The curriculum is sequenced logically, with time made for pupils to revisit and recap previous learning. This helps them to understand and learn more complex ideas over time. For example, in history, younger pupils learn vocabulary associated with the passing of time such as 'now' and 'then'. This provides them with secure foundations for when they learn about chronology, for example when they study the Stone Age or the Second World War.

Leaders provide teachers with helpful training, support and guidance. This helps them to deliver the curriculum effectively. Teachers check what pupils have learned and address any misunderstandings or gaps in pupils' knowledge.

Pupils' vocabulary development is a priority. In the early years, children are well supported to develop their language. They learn to express their ideas, and staff help them to speak in more complex sentences. However, the vocabulary children need to secure in different areas of the curriculum is, at times, not made explicit. Consequently, there are some ideas and words that children are not as familiar with as they need to be when they start Year 1.

Early reading is prioritised right from the start. A strong and well-embedded phonics programme helps all pupils to learn to read. Reading books are carefully matched to the sounds that pupils know. This enables them to practise and develop their fluency and accuracy. Those at risk of falling behind are identified quickly. Staff are deployed

effectively to make sure that these pupils catch up. A strong culture of reading is evident across the school. Pupils enjoy reading and being read to.

Pupils with special educational needs and/or disabilities are accurately identified. Effective support is provided for these pupils so that they can access the same curriculum as their peers wherever possible.

High expectations ensure that pupils typically understand the importance of good behaviour. Pupils rise to these and behave well in lessons. They show mature attitudes to working on their own or with their peers.

Pupils' wider development is well considered. For example, there is effective support in place to promote pupils' mental well-being. The curriculum is designed with the aim of supporting pupils' understanding of important topics, such as respect, equality and diversity. Similarly, taking on roles as members of the 'Greenwood Government' helps pupils to learn about democracy in action.

The governing body understands the school's strengths and priorities for improvement. It is committed to continuous improvement and fulfils its statutory duties well.

Staff, including those at the start of their careers, are overwhelmingly positive about leaders' care and consideration towards their workload and well-being. They feel valued and trusted, and appreciate the opportunities provided to help them develop further in their careers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is an ongoing priority. Appropriate procedures are in place to ensure that staff and governors are fully aware of their statutory duties. Staff understand their responsibilities and local issues because they have been well trained.

Staff are proactive in identifying any concerns that they may have. Leaders monitor any safeguarding issues rigorously. They work effectively with external agencies and follow up on any cases as required.

The curriculum has been designed to help pupils understand how to stay safe. For example, pupils learn about how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The early years curriculum supports children to develop their understanding of the different areas of learning. However, some of the knowledge that children need to secure is sometimes not explicitly identified. As a result, children do not fully secure their understanding of some concepts in readiness for their learning

at the start of Year 1. Leaders should ensure that the early years curriculum builds sequentially in all areas. This will ensure that children are developing the necessary language and knowledge to prepare them consistently well for their future learning.

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.

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	101899
Local authority	Ealing
Inspection number	10242110
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	593
Appropriate authority	The governing body
Chair of governing body	Joseph Mangar and Nikki Christensen (Co-Chairs)
Headteacher	Karen Silvester
Website	www.greenwoodprimaryschool.co.uk
Date of previous inspection	27 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-size primary school.
- A breakfast and after-school club managed by an external provider operates on the school site.
- Leaders do not use any alternative provision.
- The current deputy headteacher took up the post in September 2022.

Information about this inspection

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

- This was the first routine inspection the school 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.
- The inspectors met with the headteacher, the deputy headteacher, the assistant headteachers and members of staff. They also spoke with a representative of the

local authority and met with four governors, including the co-chairs of the governing body.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design and history. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with pupils about their learning and looked at samples of their work.
- The inspection team also considered other subjects as part of this inspection, including early mathematics in the Nursery and Reception classes.
- The inspection team looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and carers and staff were gathered through discussions and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector	His Majesty's Inspector
Deborah Walters	His Majesty's Inspector
Amanda Ruthven	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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