

Inspection of a good school: Greenside Primary School

Westville Road, Hammersmith, London W12 9PT

Inspection dates:

3 and 4 October 2023

Outcome

Greenside Primary School continues to be a good school.

The headteacher of this school is Philippa Saving. This school is part of the Elliot Foundation Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hugh Greenway, and overseen by a board of trustees, chaired by Tim Coulson.

What is it like to attend this school?

The school is a vibrant and welcoming community. Pupils' well-being is at the heart of the school's ethos. Pupils get on well together. They are kind to each other and polite to adults. All pupils can name a member of staff in school who they can talk to if they have any worries. Pupils are safe and feel happy. They speak with great fondness, and look forward every day to seeing the new school community dog, Monty.

Leaders have high ambitions for what all pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. Leaders also have high expectations for pupils' behaviour. Pupils respond really well to these expectations. They behave sensibly and achieve well in lessons. Parents and carers were overwhelmingly positive about the care and support their children receive in school.

Pupils benefit from a wide range of opportunities that enhance their learning. They take part in residential trips and visits. For example, Year 1 visited Kew Gardens and Year 6 went on a trip to the War Rooms in Whitehall. The school also offers a range of clubs on offer, including science, chess and a 'little architects'.

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

Leaders have redesigned the curriculum to ensure that it is ambitious for all pupils. In most subjects, the curriculum clearly identifies what pupils need to know and when content will be taught. Teachers present information clearly. They use assessment strategies appropriately to identify and address gaps in pupils' learning. Pupils achieve well.

A small number of subjects are not as well organised. This is also true for some areas of learning in the early years. In some subjects, leaders are in the process of refining their curriculum thinking. In these subjects, the key knowledge and the order in which it should be implemented is less clearly defined. As a result, some pupils struggle to recall their prior learning. On occasion, staff in the early years do not make sure that children learn all areas of learning securely. This means that some children in the early years are not as well prepared for Year 1 in their early learning.

Leaders have introduced a well-sequenced phonics curriculum. Skilled staff ensure that most pupils become accurate and fluent readers. Children learn phonics from the early years successfully. Teachers and staff in Years 1 and 2 build pupils' phonics knowledge skilfully. They swiftly spot any pupils who may be falling behind with their reading. Staff help these pupils to catch up quickly. This supports pupils to develop an early love of reading. Older pupils develop effective reading habits. They speak with great enthusiasm about books and authors they have studied.

The school identifies the needs of pupils with SEND quickly and accurately. Teachers are skilled at meeting the needs of individual pupils. They receive specialist training so that they adapt learning for pupils with SEND well. This ensures that pupils with SEND access the same ambitious curriculum as their classmates.

The school's personal, social and health education and wider curriculum opportunities prepare pupils well for life in modern Britain. Pupils apply for a range of responsibility roles, including on the new school council and as ambassadors and green eco-leaders. They take their roles very seriously. As a result, they contribute to important projects, such as healthy eating and by reducing food waste and the school's carbon footprint.

Pupils attend well. Leaders have effective systems for ensuring that pupils attend regularly and are on time. Pupils' behaviour and attitude towards their learning are a strength. Lessons are rarely disrupted by any off-task behaviour. Pupils are enthusiastic learners. They act respectfully towards adults and towards each other, including at playtimes.

Trustees and school leaders have a clear vision for the school. The trustees use their expertise well to challenge and support leaders in their drive for further development. Staff are happy and enjoy working here. They all said that senior staff are considerate of their workload. Staff, including those at the start of their careers, appreciate the support they are given to develop professionally.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, the school has not identified what they want children to know in some areas of learning. Some staff lack the confidence and expertise to do this effectively. This means that some children are not prepared as well as they could be for the demands of the Year 1 curriculum. The school should ensure that staff in the early years are well trained and supported to maximise opportunities to develop children's skills in all areas of early learning both indoors and outdoors.
- In a few foundation subjects, the school has not identified the specific knowledge and vocabulary they want pupils to learn. As a result, pupils do not consistently deepen their understanding and build on what they know and can do. The school should ensure that subject plans are sequenced precisely to develop the key knowledge that pupils need to learn over time, starting from the early years.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141902
Local authority	Hammersmith & Fulham
Inspection number	10290280
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	Board of trustees
Chair of trust	Tim Coulson
CEO of the trust	Hugh Greenway
Headteacher	Philippa Saving
Website	www.greensideschool.org
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- Greenside Primary School is part of the Elliot Foundation Academies Trust.
- The headteacher and deputy headteacher were both appointed in September 2023.
- The school runs a breakfast club.
- The school does not make use of any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- The inspector met with the headteacher and other school leaders. He held discussions with the chief executive officer of Elliot Foundation Academies Trust and spoke with other regional and local representatives of the trust.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of school leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with parents at the start of the school day and considered the views of parents and staff, including through responses to Ofsted's surveys.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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