

Preston Support Centre  
Ringway House  
Ringway  
Preston  
Lancashire  
PR1 3HQ

**Direct Tel** 0800 389 5686  
**Direct Fax** 01772 565353/565299

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30 June 2005

Mr K Todd  
Headteacher  
Greenway School  
Greenway  
Horsham  
West Sussex  
RH12 2JS

Dear Mr Todd

### **Implementation of Greenway School's Action Plan**

Following my visit to your school on 13 and 14 June 2005, with my colleague Mr S Long HMI, I write to confirm the findings and to notify you of the outcomes.

As you know, the inspection was part of a policy involving a broader series of visits by HMI and Additional Inspectors to check on the development and improvement of schools which have been designated by their section 10 inspection as having serious weaknesses. You will recall that the focus of the inspection was to assess the quality of the action plan; the pupils' standards of attainment and their progress; the quality of education provided; the leadership and management of the school; the pupils' attitudes and behaviour; and the progress that has been made in implementing the action plan and removing the causes of the serious weaknesses.

During the visit we inspected 15 lessons or part lessons; attended four registration periods; scrutinised a wide range of documentation provided by the school; and held discussions with you, the chair of governors, a representative from the local education authority (LEA), and nominated staff on the areas for improvement identified in the section 10 inspection. We also examined a range of pupils' work and spoke informally with other staff and pupils.

On the basis of the evidence gathered during the visit, we made the following observations to you, the chair and vice chair of governors, and a representative from the LEA.

When the school was inspected in December 2004 standards were above the national average but there was underachievement within the core subjects of English and mathematics, and information and communication technology (ICT). The school's assessment data shows that attainment is rising and most pupils are making at least satisfactory progress in relation to their prior attainment, and standards seen in lessons support this judgement.

The quality of teaching was at least satisfactory in all the lessons seen and was good or better in almost three quarters. However, in two of the lessons that were judged to be satisfactory overall the strengths only just outweighed the weaknesses. The quality of the pupils' learning was closely matched to the quality of teaching that they received.

The best teaching identified a clear learning objective for the lesson, which the teacher and the pupils regularly revisited in order to assess the progress being made. The teachers had high expectations of what the pupils could achieve, both in the lesson and over time. The best lessons had a clear structure, built securely on the pupils' previous learning, and offered the pupils a varied range of learning activities which were well matched to their needs and interests.

In the less successful lessons, information on the board was poorly presented; planning confused learning objectives with tasks, and the purpose of lessons was poorly explained to the pupils; the pace of the lessons was faltering and the tasks failed to engage a significant minority of the pupils. Questioning was not used effectively to identify what the pupils had understood or to develop their thinking.

The curriculum is broad and balanced and meets the requirements of the national curriculum. All classes now have discrete ICT lessons on their timetable and increasing use is made of ICT in a range of subjects.

Assessment and target setting procedures in English and mathematics have improved although they are not yet rigorous enough. There are suitable mechanisms to establish the pupils' attainment on entry and to assess their subsequent progress, although these systems are at an early stage of development. An appropriate strategy has been developed to ensure that teachers have an accurate understanding of National Curriculum levels and that assessment data is properly recorded. Targets are set for each pupil for the end of the year and the key stage; these are regularly reviewed and are used to set whole-school targets. However, insufficient reference is made to the performance of similar schools and pupils nationally to ensure that targets are sufficiently challenging. Systems for informing the pupils of their current levels have recently been introduced and are satisfactory, but many pupils in Years 3, 4 and 5 were unaware of their targets for the end of the year, and little reference was made to these targets in the lessons. The use of assessment data to analyse achievement is in its infancy and does not yet support systematic intervention to tackle underachievement by individuals or groups, or to inform the evaluation of provision. Marking of books is regular and informative; however, some of the annotation is difficult for pupils to comprehend. The day-to-day use of assessment data in lessons is not systematic; some plans for teaching made explicit reference to the pupils' attainment levels or their individual needs, but too many did not show how the pupils of varying attainment would be supported.

Provision for the pupils who have special educational needs is satisfactory overall. The school places an appropriate emphasis on building the pupils' self-esteem and

the staff involved provide a caring environment for learning. The pupils receive good support in English and those with Statements of Special Educational Needs receive good support in other curriculum areas. However the support for the pupils without Statements of Special Educational Needs is inconsistent in other areas of the curriculum. The assessment of the pupils' needs is secure, as is the monitoring of individual pupil's progress and the dissemination of information to class teachers. Insufficient use is made of assessment data to analyse the pupils' patterns of achievement to establish what the school does well and where it could improve.

The pupils' behaviour in lessons and around the school is good and they are polite and welcoming to visitors. Most pupils had positive attitudes to learning and responded well to teaching that challenged and excited them. However, a small minority of the pupils was not able to work independently, and frequent interventions by adults were needed to refocus their attention. Attendance at almost 96 per cent is above the national median and the school reports no unauthorised absence or exclusions. The pupils are punctual to school and to lessons.

Leadership and management are satisfactory. The headteacher and other members of the senior leadership team have responded positively to the issues raised by the inspection in December 2004. Performance management is now fully in place, and systematic monitoring of teaching and learning is being used to inform planning and the allocation of resources. Dual observation of lessons has enabled senior managers to make accurate and consistent judgements about the quality of teaching and learning. Subject co-ordinators for the core subjects have a developing picture of strengths and weaknesses in their areas of responsibility and are working hard to raise standards. The school has a clear commitment to continuing professional development, and the training provided for teachers has been closely linked to the areas for improvement and has had a positive impact on raising attainment.

Governance is satisfactory. The governing body has developed the role of critical friend, and is reviewing the strategic role of governors and identifying the governors' training needs. The governors accept that they were over-reliant on the headteacher's judgements about the quality of provision and they are now better placed to hold the school to account for the standards it achieves. Statutory requirements in relation to provision for ICT and health and safety arrangements have been successfully addressed.

The quality of the action plan is satisfactory. It addresses the issues for improvement and identifies the actions to be taken. The plan has clear timescales for each action and identifies the personnel who will lead, monitor, and evaluate the actions. Appropriate success criteria and the expected cost of implementing the actions are shown. However, the plan has no overall summary to show how the various actions relate to each other over time. The school's draft strategic plan is beginning to be appropriately linked to the action plan. The headteacher's

self-evaluation clearly identifies the actions taken but does not show, in some cases, the impact of those actions.

The LEA support has been satisfactory, and the LEA has attempted to develop a constructive partnership with the school that provides an appropriate balance of guidance and support.

### **Action taken to address the areas for improvement**

#### **1: immediately introduce, and sustain, rigorous and systematic monitoring and evaluation of all areas and outcomes of the school's work, by the headteacher, staff and governors, in order to improve pupils' performance**

Monitoring has been evaluated above.

Progress is reasonable.

#### **2: raise standards and increase achievement in English, mathematics and ICT**

Raising standards has been evaluated above.

Progress is reasonable.

#### **3: fulfil statutory requirements in relation to provision for ICT and health and safety arrangements**

Fulfilling statutory obligations has been evaluated above.

Progress is good.

Reasonable progress has been made in implementing the action plan and removing the causes of the school's serious weaknesses. However, this visit has raised some concerns about the standard of education provided and the school's performance will be monitored.

I am copying this letter to the Secretary of State, the chair of governors and the Director of Education and the Arts for West Sussex. This letter will also be posted on the Ofsted website.

Yours sincerely

**ROBERT ELLIS**  
**HM Inspector of Schools**