



Green Street Green Primary School

Inspection Report

Unique Reference Number 101616
LEA Bromley LEA
Inspection number 276552
Inspection dates 10 May 2006 to 11 May 2006
Reporting inspector Sheena MacDonald

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Vine Road
School category	Community		Green Street Green
Age range of pupils	4 to 11		Orpington BR6 6DT
Gender of pupils	Mixed	Telephone number	01689 852781
Number on roll	418	Fax number	01689 600911
Appropriate authority	The governing body	Chair of governors	Mr David Bridger
Date of previous inspection	12 September 2000	Headteacher	Mrs Barbara Grandi

Age group	Inspection dates	Inspection number
4 to 11	10 May 2006 - 11 May 2006	276552

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two Additional Inspectors.

Description of the school

Green Street Green is a larger than average primary school. Most pupils come from relatively advantaged homes and the number eligible for free school meals is less than one third of the national average. Just under one in ten pupils represent heritages other than White British and almost all pupils speak English as their first language. Children start school with skills that are generally above expectations for their age although there is a wide range of abilities. The percentage of pupils with learning needs and disabilities is similar to most other schools but the proportion of those with statements of special educational needs is above average. This is because the school has a 21 place Speech and Language Disorder Unit (SpLDU) where all children have a statement. The senior leadership team is relatively new having been in place for just under two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some notable strengths. Children enjoy their time here, feel safe and are well cared for. Standards of attainment are high and children make good progress. All children receive a very good start to their education in the Foundation stage and provision in the SpLDU is outstanding.

Teaching, learning and curriculum provision are all good and the range of out of school activities is exceptional. The quality of teaching and learning in music and science are strengths and pupil progress in these subjects is outstanding. However, good practice such as the lively, interactive learning successfully used in some subjects, is not always transferred to others. The use of assessment and marking is effective and improving but is not yet consistent enough to ensure that all pupils are challenged to make the best possible progress.

The senior leadership team provides a good standard of leadership and has a clear and accurate understanding of the school's strengths and areas for development, including its effectiveness. Inspectors confirm the accuracy of this self-evaluation. Enthusiastic governors provide outstanding support and challenge. School leaders are highly motivated and determined in their pursuit of school improvement and have successfully undertaken a great deal in a relatively short time. Although some evaluation of improvement has taken place, more detailed evaluation of the impact of various strategies and actions has not yet commenced.

There has been a thorough response to the issues raised by the last inspection. A downward trend in pupils' attainment has been reversed and provision has improved. The school is demonstrating good capacity to improve still further. The school's finances are exceptionally well managed ensuring that it gives very good value for money.

What the school should do to improve further

- Undertake a thorough evaluation of progress and plan the next steps required to raise standards
- Improve the quality of teaching and learning still further by identifying and sharing good practice
- Improve the consistency and quality of all aspects of assessment, including marking, so that work is more closely matched to pupil needs

Achievement and standards

Grade: 2

The majority of pupils make good progress and achieve above average standards. This is reflected in the consistently above average results in the national tests in Years 2 and 6. Results at the end of year 6 rose in 2005 reversing a slight downturn over several years. This led to significant improvement in overall pupil progress, above average results in English and mathematics and well above average results in science. Evidence

from termly assessments and pupils' work indicate that this improvement has been sustained and standards are continuing to rise.

The majority of pupils' attainment when they start school is above average although there is a very wide range of abilities. Very good provision ensures that all children in the reception classes achieve well and make good progress. This is continued throughout Key Stage 1 and standards at the end of Year 2 are well above average, although girls achieved better than boys in 2005. All pupils in Years 1 to 6, including those with learning difficulties and disabilities, achieve well and make good progress.

The school is now setting realistic, challenging targets which current evidence indicates are likely to be achieved this year. Pupil progress is tracked to identify potential underachievement, for example in boys' writing, and action taken to bring about improvement. However evaluation of these interventions is not fully in place and, as a result, valuable information about their effectiveness is not available to inform future action.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Attendance and punctuality are outstanding and many pupils take part in extra activities at lunchtime and after school. There are very good relationships in school and in the SpLDU, between adults and children and between children of different ages, for example Year 5 pupils run the Fit 'n Fun activities for younger classes. Most parents are happy that their children are well cared for and safe at school and many parents come into school on a regular basis to support and enhance the provision.

Pupils feel safe, are generally safety-conscious and behave considerately in the restricted space of classrooms and playgrounds. They know what to do to keep healthy and there are good opportunities for physical education. Pupils enjoy school very much and have good attitudes to learning. They are particularly enthusiastic about practical activities such as science experiments. The inclusion of all pupils in every aspect of school life is a strength and children are very happy to celebrate the achievements of their fellow pupils.

Pupils' spiritual, moral and social and cultural development are good overall; the moral and social dimensions are particularly strong. They gain insight into other people's feelings, beliefs and lifestyles through the good programme of assemblies, personal social and health education and, for some pupils, through special needs support. Pupils care about the school environment, and enjoy opportunities to make a positive contribution through organising charity and community events. The school council take their responsibilities seriously and talk maturely about how they have contributed to making the school a better place.

Some pupils gain confidence by being given responsibilities or taking part in performances and there are opportunities to develop team working skills. For example, in a reception class, children worked very well together when they enthusiastically took on various roles relating to a visit to a vet's surgery. The school recognises that

pupils would benefit from further opportunities to take the initiative and develop independence.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, particularly in the Foundation Stage and in science. There is outstanding practice in music and in the SpLDU. Teaching assistants are of a high quality and provide a very effective contribution to pupils' learning. Pupils enjoy most lessons and show real enthusiasm for their work.

In the best lessons learning is both challenging and enjoyable so pupils are motivated to do their best; for example in a Year 3 class literacy work based on a recent visit to a plant nursery was lively and pupils worked very hard, shared ideas well and as a result made good progress in their writing.

When learning is not as effective and pupils make less progress, activities are more mundane and there are fewer opportunities for pupils to become actively involved in their learning. Sometimes pupils do not have enough opportunities to organise or plan things for themselves, restricting the progress they make.

A number of steps have been put in place to help raise standards achieved by all groups of pupils. In science for example, lively, practical, interactive work is leading to very high standards for all pupils. This is already having a positive impact but is not yet consistently applied though the school in all subjects.

The use of assessment information in lessons is improving and there are some good examples of marking which help pupils by identifying the next steps needed to improve; however, this is not always the case.

Curriculum and other activities

Grade: 2

The school provides a good curriculum which provides all children, including those who attend the SpLDU, with a wide range of learning opportunities which meets the needs of all pupils, makes learning enjoyable and enables them to achieve well and attain high standards. The school is beginning to improve the curriculum further by developing stronger links between subjects and place more emphasis on thinking skills and independent learning although this is still at an early stage. The personal, social and health education programme is very effective and extends into playtime and lunchtime activities. Children with learning difficulties are very well provided for.

Several parents and children commented on how much children benefit from the school's very strong provision in music and the performing arts. In a Year 5 music lesson, all pupils thoroughly enjoyed themselves, made good progress in reading and improvising music and playing instruments. Regular themed events, such as arts and

poetry weeks, increase enjoyment and accelerate learning in important areas such as literacy, art and design.

The curriculum is further enriched by regular residential visits and an exceptional range of before and after school and lunchtime clubs which are very well supported and much appreciated by the children.

Care, guidance and support

Grade: 2

The school's care for pupils is good and staff provide a warm and friendly environment that ensures the pupils are happy and feel secure. Children are confident that they will be well looked after and feel that they always have someone to talk to.

Pupils know the school's expectations and boundaries with regard to behaviour and respond well to the teachers' use of praise. Procedures and arrangements for child protection are excellent and understood by all staff. Bullying is rare and dealt with well and there is low-key but thorough supervision at playtimes with lots of fun co-operative activities.

Relationships with outside partners are good. For example, in the unit, good team work means that skilled teachers and speech therapy staff work together to ensure pupils make very good progress. The progress of all children with learning difficulties and disabilities is carefully tracked and effective support provided. In addition to classroom support they also benefit from extra clubs; for example, pupils enjoy developing their fine motor skills at the lunchtime Tickly Fingers club.

Most pupils know their targets for literacy, numeracy and science although they are not always clear what they need to do to achieve them.

Leadership and management

Grade: 2

Leadership and management of the school are good and the contribution by governors is outstanding. The headteacher provides robust and determined leadership. She is well supported by an energetic and very capable leadership team which is well informed, knowledgeable and committed to achieve improvement. Inclusion of all learners is central and evident in the day-to-day practices of the school. Partnership with parents and external groups is good and the school enjoys close and productive relationships with a range of agencies.

Rigorous monitoring systems involve the senior team, subject leaders and governors. The roles of middle managers and subject leaders are clearly defined but, in practice, are still developing. Good subject leadership and management in areas such as science, special educational needs and mathematics are impacting positively on pupil achievement.

The leadership team has implemented a range of strategies and taken action to move the school forward. The strong focus on areas identified for improvement is increasingly

effective in helping to raise the achievement of all pupils. The school improvement plan rightly identifies areas for improvement, actions to be taken, resource and time implications. However, detailed evaluation of the extent to which actions have been successful in improving provision and raising standards is not fully in place.

Governors have a clear understanding of school strengths and weaknesses. Policies and procedures are regularly reviewed and a secure committee structure ensures efficient and speedy decision making. Governors are searching in their scrutiny of new school initiatives and offer challenge as well as support to the school. Financial management and monitoring are excellent and the school provides very good value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

As you know we visited your school recently to find out how well you were doing. We really enjoyed our time in Green Street Green Primary, particularly when we had the opportunity to talk to you. The inspector who joined your assembly told us that listening to your music was a real treat. Thank you for being so welcoming and polite.

Here are some of the things we liked about your school* You are well behaved, enjoy yourselves, work hard and make good progress especially in science and music * You try very hard indeed to come to school on time every single day. Well done parents and children.* All the adults work hard to make sure that school is a happy place where everyone gets on well and feels safe.* Most of your lessons are good, especially the ones that get you involved in practical activities. You told us you really like them.* Some of you who find learning difficult are very well supported* There are lots of interesting out of school clubs and activities such as the Ticky Fingers club. * The leaders of your school do a good job and the governors are excellent

We know that your headteacher and the other adults want the school to be even better so here are some things we've asked them to do. * Make sure that when your teachers plan your work it's at the right level for you and when they mark it they let you know exactly what you need to do to improve* Make sure all lessons are as lively, interesting and challenging as the best ones* Find out what things are really working well and making a big difference to your education. Then use that information to plan for even more improvements.Thank you again for letting us share some time in your school and keep up the good work.

Yours sincerely

Sheena MacDonald

Her Majesty's Inspector