



# Greenmount Primary School

## Inspection Report

**Unique Reference Number** 107949  
**LEA** Leeds  
**Inspection number** 277872  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Mr Roger Hartley HMI

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

|                                    |                    |                           |                         |
|------------------------------------|--------------------|---------------------------|-------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Lodge Lane              |
| <b>School category</b>             | Community          |                           | Leeds                   |
| <b>Age range of pupils</b>         | 3 to 11            |                           | West Yorkshire LS11 6BA |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 0113 276 0771           |
| <b>Number on roll</b>              | 353                | <b>Fax number</b>         | 0113 277 8923           |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs C Thornton          |
| <b>Date of previous inspection</b> | 17 January 2000    | <b>Headteacher</b>        | Ms J Wilde              |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
| <b>Age group</b><br>3 to 11 | <b>Inspection dates</b><br>17 January 2006 -<br>18 January 2006 | <b>Inspection number</b><br>277872 |
|-----------------------------|---|------------------------------------|

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://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 and two additional inspectors.

## Description of the school

Greenmount Primary School is situated in a large socially and economically disadvantaged inner city area of Leeds. There are 353 pupils on roll aged 3 to 11 years, including 78 who attend the nursery part-time. Of that number, 274 pupils are from a variety of ethnic groups, of whom 90% are Pakistani or Bangladeshi. There is a large number of pupils who leave or arrive at school throughout the year: in 2004/05 the number was 47, representing 17% of the total pupil population. The proportion of pupils who enter school with no English language skill is 30% and 85% of pupils use English as an additional language. Seventy-five pupils have been identified as having learning difficulties and/or disabilities, including two with a statement of special educational need. Forty-one per cent of pupils are entitled to free school meals which is above the national average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

Greenmount Primary School is a multi-ethnic school of outstanding quality. It is extremely effective, has high expectations of its pupils and provides an education experience second to none. Children receive a flying start in the Foundation Stage which is systematically built on throughout the key stages. The teaching is good overall with much that is outstanding. Adults know the pupils' learning and personal needs well and provide stimulating and challenging high quality work. The cultural richness of the community permeates the school environment and enhances the curriculum. The many groups of pupils who have learning needs are extremely well supported. As a result, these pupils achieve exceptionally well and make excellent progress. Parents are overwhelmingly supportive of the school and recognise the high level of care and guidance given to their children. Pupils' personal development is exemplary and they have excellent attitudes to their work.

Much of the success of Greenmount is due to the outstanding dynamic leadership and efficient management of the headteacher. She has an able senior management team and teachers who thrive on challenge. There is a continuing desire to make improvements even though the school already achieves highly, and it provides very good value for money.

The Foundation Stage is very well organised and provides the children with an attractive and stimulating environment in which to learn. Work reflects the Early Learning Goals, although the adults make appropriate modifications to meet the communication needs of the children. Teaching is of a consistently good quality. The children settle well and quickly become confident and learn to make simple decisions.

### **What the school should do to improve further**

- Continue to evaluate the effectiveness of new initiatives.
- Establish more fully procedures to involve pupils in setting their own targets.

## **Achievement and standards**

### **Grade: 1**

Throughout the school pupils make outstanding gains in their learning. Most pupils enter the Foundation Stage with low levels of attainment, especially in communication skills which are well below any national benchmarks for their age. Nevertheless, the school plans exciting and stimulating work which both promotes their listening and speaking skills and broadens their experiences, and the children begin to make rapid progress.

This flying start is built upon successfully throughout Key Stage 1 and by the time pupils reach the end of Key Stage 2, test data and other evidence shows that they are achieving in line with the top 20% of similar schools nationally; in English the school is in the top 10%. These levels are due in large measure to high quality teaching, accurate planning of work, and a culture where pupils are encouraged to do their best

and aim high. There are no examples of underachievement amongst the various groups of learners.

Standards in the 2005 assessments and tests were below national average overall, especially at Key Stage 1 and in mathematics, reflecting the pupils' lack of language confidence and skill. However, there were improvements in reading and writing at Key Stage 1, with half the pupils gaining higher levels in reading. At Key Stage 2 the number of pupils reaching Level 4 and above has increased significantly since 2003, particularly in English and mathematics. Standards reached by different ethnic groups are consistently above those of similar groups in the local authority at both key stages.

## **Personal development and well-being**

### **Grade: 1**

The provision for pupils' personal development and well-being is outstanding and makes a very important contribution to their progress; spiritual, moral, social and cultural development is also outstanding. Particularly good features include the way different cultures and religions are celebrated, respected and woven into the everyday fabric of school life and curriculum. Pupils develop an excellent sense of community and often fundraise for charities and good causes. The pupils' attitudes to learning are a real strength in the school. They are keen to learn, concentrate well from a very early age, show exceptional levels of confidence, and respect each other's views. Pupils are happy in the school setting, playing and working well together. Behaviour is exemplary in lessons and at break times.

Attendance is below average due to high levels of illness in the community and a significant proportion of pupils who take extended holidays for cultural and family reasons. The school has rigorous and extensive procedures for monitoring attendance and absence which work very well, and it is difficult to see what more the school can do to improve the situation.

The pupils adopt healthy lifestyles, and are keen to find new ways to improve; for example, the school council has suggested setting up a 'healthy foods tuck shop'.

They are given many opportunities to take responsibility in school and Year 6 pupils experience the world of work through a 'Just the Job' scheme.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. During the inspection, teaching was good with some outstanding features in many lessons. A third of the lessons seen were of the highest quality and there were no examples of inadequate teaching. Staff know the pupils well and set work which meets their learning needs. Lessons are well planned and contain lots of variety to keep pupils 'on their toes'. Teachers present new ideas imaginatively and use a range of methods to make lessons enjoyable, to keep pupils'

interest and involve them in practical tasks. A strong feature is the skilled use of questioning and other strategies to promote listening and speaking. Consequently, pupils with English as an additional language make excellent progress in their oral communication skills. Many lessons are enhanced by good use of information and communication technology (ICT) and high quality resources. Teaching assistants are used very effectively and provide particularly good support for pupils with learning difficulties and/or disabilities, and those with English as an additional language.

Assessment procedures are comprehensive, detailed and clear, and careful records are kept of pupils' progress. Information is used extremely well to set individual targets and plan future work. However, the school has not yet fully established procedures for involving pupils in evaluating and setting their own targets.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is broad and well balanced. The provision for pupils with language needs is outstanding, and is highlighted in the local authority's 'Best Practice Guide'. The school ensures that as well as specific lessons in speaking, activities to promote language development permeate the daily work. Pupils with learning difficulties and/or disabilities receive excellent support and have accurate targets which are reviewed regularly. Pupils who underachieve are also given intensive support. Records kept by the leading teacher assistants provide detailed evidence of pupils' accelerated progress. The school challenges high attaining pupils and has put in place a variety of strategies including a specialist programme for the most able pupils in Year 6.

The school is constantly looking for ways to develop the curriculum further and has introduced initiatives such as the weekly 'cross curricular days' and 'multi-faceted lessons' - lessons which promote learning in science, art, and design technology based on a common theme - which provide pupils with a very rich range of activities.

Pupils have access to a wide range of activities outside lessons such as after school clubs and sporting activities. The school excels at promoting the wide cultural and historical heritage of the area. Pupils explore local history through visiting a 'Victorian' classroom and they participate in a Bengali dance group.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support which makes a major contribution to pupil's progress. It is particularly strong for pupils with learning difficulties and/or disabilities, cultural and linguistic needs and those who have suffered personal upheaval. There is a firmly established ethos for learning which is of outstanding quality. Pupils feel valued and cared for, and enjoy being consulted; for example, through regular questionnaires and the school council.

Child protection arrangements are highly effective, and designated officers deal with issues sensitively. General health and safety risks are managed well, with effective fire and accident procedures.

Provision for pupils with English as an additional language is outstanding. The school makes good use of various local authority support agencies alongside its own skilled staff, a significant number of whom originate from minority ethnic backgrounds. These, along with other visitors, provide excellent role models for success and enhance the pupils' positive outlook on life.

## **Leadership and management**

### **Grade: 1**

The headteacher is providing leadership and management of outstanding quality. She is energetic in her pursuit of high standards, dynamic in her style of management and has the ability to 'get things done'. She is innovative in seeking out new ways to tackle problems and to sustain or extend good practices. The headteacher strives to enable pupils to achieve as highly as they can in a secure learning environment and to be taught by adults of high calibre who can pass on their own enthusiasm for learning: she has achieved a high degree of success. Leadership and management make an outstanding contribution to the pupils' learning, personal development and well-being.

The headteacher has built up an effective staff team and draws on their individual skills and expertise well. Lines of communication are clear. All staff with responsibilities understand how their contribution fits into the broader picture of improvement. The senior management team knows its responsibilities, both as a group and as individuals. They contribute to the future direction of the school and implement new initiatives within their own key stage teams. Subject and aspect coordinators are given clear guidance, and action plans are drawn up after consultation with the headteacher.

The headteacher skilfully gauges when to involve the whole staff in decision making, and when to lay down how things should be done to achieve consistency and efficiency. There is a broad range of effective self-evaluation and monitoring procedures to check on standards and monitor progress.

The headteacher introduces innovative ideas and projects to further develop the learning and standards achieved by the pupils; for example, in raising communication skills at Key Stage 1. A very recent initiative is due to be evaluated to establish whether it complements the effective procedures already established.

The governors are very supportive of the school and know its strengths; they are gaining confidence in making decisions which affect the overall quality of provision. The school makes extensive use of the good quality range of support provided by the local authority, particularly in response to the varying needs of the multi-ethnic school community. The school provides very good value for money and has an excellent track record in striving for improvement.

**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](http://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> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 1   | 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  | 1   | 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

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 1 | NA |
| The standards <sup>1</sup> reached by learners   | 4 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 1 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | NA |
| The behaviour of learners   | 1 | NA |
| The attendance of learners  | 4 | NA |
| How well learners enjoy their education   | 1 | 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                                    | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

<sup>1</sup> 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**

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

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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 |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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**

I would like to say how much Mrs Emerson, Mr Hussain and I enjoyed spending time in your school. We think Greenmount Primary is a fantastic school and one of the best we've seen. Your school is an 'outstanding school'. That's posh for 'the tops'! Thank you for being so polite and friendly and telling us about your work and what interests you.

We spent a lot of time finding out how well you are learning and by watching you work in some of the lessons and talking to Ms Wilde and your teachers. Don't they do well! Showing you how to do things, and making sure you have lots of exciting things to do. At the end of the inspection we talked to Ms Wilde about what we had found out. This is what we said.

We thought you were amongst the most well behaved children we've ever met, all of the time. You listened carefully to your teachers, did as you were asked, and worked hard in your lessons. Even the youngest children in the nursery were good at taking turns and sharing things. The older children acted responsibly, taking care of books and equipment. You told us that you enjoyed coming to school and that the adults take good care of you. You certainly seem to enjoy your work and we are pleased that you want to do well.

One of the jobs we have to do when we inspect schools like yours is to see if there are any things which could make your school even better. Of course, we couldn't think of anything that you need to do, because you're brilliant already!

It was difficult to find anything for Ms Wilde and the teachers to do either because, like you, they work so hard. However, we did suggest that more of you might like to talk to your teachers about what you should do next to improve your work and then set harder targets.

So, keep working hard, doing your best and enjoying your school. Remember, if I ever come to Greenmount, I'll want to know how you are getting on!