



# Greenacres Primary School and Language Impairment Unit

Inspection Report

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**Unique Reference Number** 100128  
**Local Authority** Greenwich  
**Inspection number** 285721  
**Inspection dates** 12–13 October 2006  
**Reporting inspector** Graham Lee

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

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<b>Type of school</b>	Primary	<b>School address</b>	Witherston Way
<b>School category</b>	Community		Eltham
<b>Age range of pupils</b>	3–11		London SE9 3JN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8857 4965
<b>Number on roll (school)</b>	201	<b>Fax number</b>	020 8857 4995
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ben Jasper
		<b>Headteacher</b>	Mrs Barbara Warren
<b>Date of previous school inspection</b>	11 February 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school, which serves an area of high social and economic need. Most pupils are of White British heritage, although an increasing number are from a range of minority ethnic backgrounds. Very few of these are at the early stages of learning English. The school has a Language Impairment Unit (LIU) which provides for 30 pupils, all of whom have a statement of special educational need (SEN). Overall, nearly half the pupils have learning difficulties and disabilities, which is much higher than average. There are many more boys than girls in the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Greenacres provides a satisfactory quality of education for its pupils and has some strong features. Under the very effective leadership of the headteacher a good staff team has now been established after a number of years of turbulence. The school is committed to giving every child the opportunity to succeed and has a very strong partnership with parents and other agencies in helping to achieve this goal. It is a happy and caring school and the guidance and support of pupils and their families is major strength. The extensive range of family learning gives parents confidence and allows them to support their children's learning more effectively. Consequently, pupils' personal development is good. They are proud of their school and enjoy their education. One pupil commented 'This is a brilliant school. I love it!' They feel safe, generally behave well and have positive attitudes to learning.

Pupils' achievement is satisfactory overall. Children make a good start in the Foundation Stage because of the stimulating and welcoming learning environment. They quickly settle down and become confident and eager learners. Although they make good progress, their attainment is below average by the time they enter Year 1 because of their very low starting points. This is particularly true in relation to communication and language. In recent years considerable disruption to the teaching has resulted in unsatisfactory progress and declining standards in Years 1 and 2. The situation has been stabilised and pupils are now making better progress because of satisfactory teaching, although standards remain very low and the school recognises that there is more still to be done. Pupils' progress accelerates from Years 3 to 6 where much of the teaching is good. Standards, however, remain significantly below average by the time pupils move on to secondary school. Throughout the school, pupils' achievements in writing are weak because many have not been motivated to write and the vocabulary of some is limited. The school has implemented a variety of innovative strategies in recognition of this weakness. Whilst this is producing higher levels of motivation and better progress for many pupils, it has not yet been reflected in higher standards.

The large numbers of pupils with learning difficulties and disabilities generally make good progress but most do not reach the levels expected for their age. This is a significant factor in the school's low overall standards. Provision for pupils in the LIU is of high quality and benefits from widely acknowledged staff expertise. Similarly, other pupils with a range of learning difficulties are well provided for in small classes. One parent commented that 'since my child was spotted in Nursery as having a learning difficulty he has come on in leaps and bounds and is doing well.'

The relatively new leadership team support the headteacher well. Together they have a clear view of the school's strengths and weaknesses through rigorous monitoring of its work. They plan effectively to make improvements where necessary. Whilst they have adopted good strategies to improve teaching and learning and raise achievement these have not yet resulted in higher standards. Most issues from the last inspection have been addressed and this, together with the determination of the leadership team and staff, indicates that the school has good capacity to improve still further.

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

- Raise pupils' achievement in Years 1 and 2 by ensuring that the teaching is consistently good.
- Raise standards in writing throughout the school

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory overall. Prior to this year, pupils in Years 1 and 2 had made unsatisfactory progress resulting in very low standards. They are now doing better because the teaching is currently satisfactory. By the time pupils move on to secondary school, standards in English, mathematics and science are significantly below average. Standards in writing remain lower than they should be, although pupils' progress is improving in response to the school's curriculum initiatives. Pupils with a range of learning difficulties often make good progress in relation to the targets that have been set for them. Those in the LIU make particularly good progress in their language acquisition and personal development. One parent of a pupil in the LIU commented 'My daughter's improvement is amazing in the five years she has been at the school and I am confident she will be a functional adult.'

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

### **Grade: 2**

Pupils' personal development and well-being, including the social, moral, spiritual and cultural aspects, are good. They have a good understanding of the importance of adopting safe practices and healthy lifestyles which is reflected in their enthusiastic take-up of sporting activities. They behave well for the most part and support each other thoughtfully, for example through the peer mediation scheme. One trained volunteer said, 'We are here to help children sort out their problems. We don't tell them what to do but help them to sort it out for themselves.' Pupils like school and want to learn. Their attendance is satisfactory. Pupils take their responsibilities to the school community very seriously. The school council, for instance, have helped to influence the refurbishment of some of the toilets. In terms of the wider community, pupils have contacts with the local church and support elderly people through the distribution of harvest gifts for example. Pupils good work habits together with their satisfactory achievement in basic skills prepares them satisfactorily for secondary school and the world beyond.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory with good elements, particularly in Nursery and Key Stage 2. This contributes to pupils' satisfactory progress. Teachers have good relationships with pupils and generally manage their classes well. They use the interactive technology effectively to motivate and engage pupils. Consequently, pupils mostly behave well and have positive attitudes to learning. As part of the school's drive to raise standards in writing, teachers are encouraging pupils to write for different audiences and purposes. For example, in a Year 4 lesson, pupils were writing lively articles and headlines for a class newspaper. Teachers plan effectively to meet the needs of pupils with learning difficulties and disabilities. They enjoy a good partnership with specialist staff and teaching assistants who make an important contribution to the quality of education for these pupils. In some lessons, particularly in Key Stage 1, the more able pupils are not challenged to achieve as well as they might. In a few lessons teachers' behaviour management is not entirely effective and detracts from the quality of pupils' learning.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory with some good features. In the Nursery it is lively and interesting and allows the children to explore the world around them within a supportive and challenging framework. The school recognises the need to develop some of these features further into the Reception class where the outdoor area, for example, is not used as fully as it might be to develop children's learning. The curriculum for the pupils in the LIU is a strength. They are able to develop basic skills in small focussed groups whilst being fully integrated with their peers at other times. New approaches to developing writing are resulting in better progress for pupils but have not been in place long enough to improve standards. There is a strong focus on developing pupils' personal and social skills which has a very positive impact on their attitudes and well being. The curriculum is enriched through visits and visitors and a wide range of extra curricular activities in sport, information and communications technology (ICT) and the arts for example.

### Care, guidance and support

#### Grade: 2

The care, guidance and support of pupils are good with some outstanding features. A particular noteworthy aspect of this work is the provision of family learning and support to promote children's well being. The school employs specialist staff such as learning mentors and community liaison officers to help vulnerable families and break down the barriers to learning. The vast majority of parents hold the school in high regard. The care of pupils in the LIU is of high quality where the school works with a

range of specialists, such as speech and language therapists to enhance their learning. The school has very effective strategies to promote pupils' good behaviour and personal well being. Academic guidance is good and sets pupils clear targets for how they might improve. However, this has not yet resulted in raising the achievement of all pupils.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher is a strong leader who has established a positive team ethic and an environment for learning where every child is welcomed and encouraged to do their best. The family is at the heart of the school's work and the building of a children's centre is well under way. This will be integral to the school's work.

The new leadership team track pupils' progress carefully and additional help is put in place when pupils are in danger of underachieving. Teaching and learning are monitored carefully and this has brought about significant improvements, in Key Stage 1, for example, although leaders recognise that there is further improvement to be made. School leaders have addressed the underachievement in writing through a variety of strategies but it is too early for these to have had an impact on pupils' achievement. Governance is satisfactory. Members offer a good balance of support and challenge to school leaders but too few governors are actively involved in finding out how well the school is doing.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you all for making us so welcome when we visited your school last week. We really enjoyed our time at Greenacres and you all helped us by being so friendly and welcoming. I thought you would like to know what we found out.

We found the school to be satisfactory with some good features. All staff work hard to make sure that you are safe and well looked after. We were impressed with the way the school helps to support you and your families in lots of different ways. The children's centre will be an exciting development! We thought your behaviour was good and most of you seem to try to do your best in lessons.

You make a very good start in the Nursery where all the staff help you to settle down at school. You make satisfactory progress as you move through the school because the teachers help you to learn. Those of you who are in the LIU are doing very well because you are given lots of help by the staff. You are very lucky because you have so many exciting and interesting things to do in school.

Your headteacher has worked hard to make sure that all of you have every chance to do well. She is helped by all the senior team and staff. Together they are determined to make the school even better. We have asked them to do a couple of things that we think might help. There have been some problems with teachers coming and going in Years 1 and 2 which has meant that until this year, children had not been doing well. We want to make sure that you do as well as you can in these year groups. We have also asked them to help you all get better with your writing and they have already made a good start with that.

Yours truly

Graham LeeLead inspector