

Greenvale Primary School

Inspection report

Unique Reference Number	101781
Local Authority	Croydon
Inspection number	286180
Inspection date	22 May 2007
Reporting inspector	Sheena MacDonald HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	216
Appropriate authority	The governing body
Chair	Mr Richard Adamson
Headteacher	Mrs Aline Holdsworth
Date of previous school inspection	8 October 2001
School address	Sandpiper Road Selsdon Vale South Croydon CR2 8PR
Telephone number	020 8651 2833
Fax number	020 8651 0844

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Greenvale is similar in size to most primary schools, although smaller than many in the Local Authority. The percentage of pupils eligible for free school meals is much lower than average. About 13% of pupils come from minority ethnic groups and none are at the early stages of learning English. Fewer pupils than average have learning difficulties or disabilities. The school has achieved the Healthy Schools and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which lives up to its mission statement, 'Pursuing excellence in all we do'. Parents and pupils are overwhelmingly positive about the outstanding care and commitment of the headteacher and staff to make sure everyone achieves their full potential both socially and academically. A key factor in the success of the school is the significant contribution outstanding care, support and guidance make to the exceptional personal development, well-being and academic achievement of pupils.

Pupils love school. They are excited by learning and value the 'family' feel to the school where everyone can and does achieve exceptionally well. This is evident from their excellent behaviour in and out of lessons and the care and respect they show for others. The pupils know that each one of them is a valued member of the school. They become responsible young people who develop the all round skills to make an outstanding contribution to the school and their community, and are well equipped to make a success of their lives.

Children get off to an excellent start in Reception due to, outstanding teaching, high levels of care and exciting learning opportunities. This sets the tone for consistently very good progress as they move through the school. Children arrive with skills similar to most pupils of their age. By the time they leave at the end of Year 6 standards are significantly higher than average. This represents outstanding achievement. Standards are exceptionally high in science due to a whole school focus on investigation, real life learning and enquiry. Good systems are in place to assess and track pupils' progress. Additional support and extra challenges are given to ensure that each child achieves his or her potential.

Teaching and learning are outstanding due to consistently good and often excellent lessons which provide the correct amounts of challenge and support. Exemplary team work between teachers, classroom assistants and parents results in rapid gains in learning. Strengths in teaching include high expectations, clear learning goals and many lively, practical lessons with a good injection of fun. High quality teaching is supported by a curriculum which is designed to develop the whole child. There is a strong focus on encouraging pupils to discover their individual talents and staff nurture them very effectively. The outdoor environment is exceptionally well used to enhance learning in several subjects. The school makes links between subjects which results in some high quality work. There is scope to extend this by increasing opportunities for pupils to solve problems and investigate. Pupils are becoming more involved in assessing their own learning but this is still at an early stage and opportunities rather limited.

At the heart of the school's success is an excellent headteacher and leadership team who inspire staff, parents, pupils and governors to share their vision of all round excellence. Underpinning the vision are rigorous systems for ensuring that there is consistency and continual improvement. Over the years, the school has maintained and improved on very high social and academic success. There is a clear view of what works well and where further improvement can be made. Planning is well focused and practical. All aspects identified for improvement at the last inspection have been fully addressed and the school's sharply focused self-evaluation demonstrates that it has an outstanding capacity to improve.

What the school should do to improve further

- Extend the use of enquiry, investigation and problem solving approaches across all subjects.
- Provide more opportunities for pupils to assess their own work.

Achievement and standards

Grade: 1

Achievement is outstanding. Children enter the school with a very wide range of abilities however most are working at levels which are appropriate for their age. Due to excellent provision for all the children develop good attitudes to learning and make excellent progress in the Reception class. By the end of their first year, most are working at levels which are in advance of those expected for their age in all of the areas of learning. Throughout the school pupils continue to make consistently very good progress. Consequently, standards at the end of Year 2 and 6 are very high in English and mathematics. Increased use of problem solving and enquiry based approaches to learning result in particularly high standards in science. The success of current improvement strategies in writing is evident in pupils' work. Good assessment systems, careful tracking of progress and well focused support and effective intervention programmes ensure that all groups achieve challenging targets regardless of ability, gender or ethnicity. Pupils make significant gains in all subjects and there is evidence of high quality work in most curriculum areas.

Personal development and well-being

Grade: 1

This is a key strength of the school and pupils' spiritual, moral, social and cultural development is excellent. Pupils love school and talk excitedly about their learning and how friendly and caring everyone is. Parents confirmed this through the many positive comments in their questionnaires. Pupils told me that, 'People are always there for you, you always have a friend.' Bullying is extremely rare and behaviour and relationships are excellent both in and out of the classroom. Attendance is excellent.

Pupils know how to keep healthy both physically and emotionally and they take full advantage of the exceptionally wide range of sports and other physical activities on offer at playtimes, in lessons and the many after school clubs. Their trophy cupboard is testament to their achievements in a wide range of sporting activities. Making a personal contribution to the school and wider community is central to the ethos of the school. All pupils take on responsibilities with relish, collecting composting or recycling materials, looking after the playtime equipment, caring for the chickens and rabbits or being buddies to the youngest children. The school councillors are well-organised and proud of their achievements in improving school meals and playtimes.

All classes are involved in organising fundraising and charity events and the older pupils take full responsibility for all aspects of organisation and financial management. The school is an important part of the local and wider community and pupils make a strong contribution for example, through performances in the local retirement centre. Pupils cooperate well and demonstrate a good understanding of everybody's unique skills and abilities.

Quality of provision

Teaching and learning

Grade: 1

Excellent team work between teachers, well trained teaching assistants and parent helpers ensures that work is very well matched to the needs and interests of all pupils. Relationships are excellent and pupils are enthusiastic learners. Lessons are very well planned with clear

objectives and use a good range of strategies, including many opportunities for lively, enjoyable learning. In the Reception class the teacher skilfully used a wide range of strategies to keep the children on the edge of their seats and fully involved them in telling the story of Jack and the Beanstalk. Lessons move along at a brisk pace and teachers have high expectations of what pupils will achieve. There is room for improvement in getting pupils to have a clearer understanding of their own progress and to assess their own work. Although lesson objectives are clear, pupils do not always understand what makes for good learning and so they find it hard to measure their success. All marking of pupils' work is thorough and there are good examples of feedback showing specific steps pupils can take to improve their work.

Curriculum and other activities

Grade: 1

The curriculum successfully promotes high achievement and a love of learning. Information and communication technology (ICT) is used effectively to enhance learning across the curriculum and subjects are linked when possible to make learning more interesting and relevant. High quality work results from this such as the letters written by Year 6 pupils applying for work in Victorian times. There is potential to develop this approach further by providing increased opportunities for pupils to explore, investigate and solve a wider range of problems. The school makes excellent use of the outdoor environment to enhance learning. This, and a well planned personal, social, health and citizenship curriculum, also contributes to the outstanding outcomes in personal development and well being. Visits, visitors and whole school events such as Science week are well used to add depth and interest to the curriculum. Provision for physical education is exceptional and as a result the standards achieved are outstanding. The wide variety of clubs are very well attended by all ages. Strong partnerships with parents and outside groups such as secondary science college enhance provision still further.

Care, guidance and support

Grade: 1

One child said, 'Teachers care for each and every one of us,' and that is certainly the case resulting in high quality care and academic guidance. External partners, pupils and parents commented that everyone in school is cared for as if they were members of an extended family. This ethos is underpinned by very strong policies, whole staff training and well designed systems for ensuring the safety and health of pupils. Very effective early intervention, guidance and support are provided for pupils with additional learning or emotional needs, for those with particular talents and the more able. The attainment of all pupils is meticulously monitored and progress tracked to make sure they are achieving their targets.

Leadership and management

Grade: 1

Parents, staff, pupils and partners describe the headteacher as 'inspirational, enthusiastic and approachable.' The headteacher provides excellent leadership and motivates pupils and staff to achieve their very best. She has successfully built a very strong team of leaders who together set very clear direction for the school and provide exceptional leadership and management across all aspects. Together they have created a climate within which pupils thrive both socially and academically.

The school has a clear understanding of its own strengths and areas for development and has a detailed and practical improvement plan which is well focused on improving pupils' development and achievement. Governors are enthusiastic and provide good support. Their class links, visits to school and high quality information provided by the headteacher help them to know the school well although they have limited involvement in the evaluation of the improvement plan.

Pupils' individual achievements and needs are rigorously assessed and reviewed each term. Intervention programmes or changes in teaching strategies are carefully trialled and their impact evaluated. School leaders make good use of a range of strategies including demonstration, observation, work scrutiny, feedback and individual support to improve performance. Professional development for all staff has a high status and all aspects of school life have benefited from well trained and enthusiastic staff.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

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

6 June 2007

Dear Pupils

Inspection of Greenvale Primary School, South Croydon, CR2 8PR

As you know I visited your school recently to find out how well you were doing. I really enjoyed my time at Greenvale, particularly spending time in lessons and having the chance to talk to so many of you. Seeing the rabbits, chickens, doves and the vegetable patch was a surprise! You look after them very well.

Your school is outstanding. Someone told me that your school was like a big family and it certainly is an exceptionally friendly, safe place to be where everyone is very well looked after. Everyone makes a valuable contribution and everyone's special gifts are celebrated. Here are some things I thought were excellent.

- Your behaviour, care for others and enthusiastic learning are superb. Well done!
- You achieve very high standards in your work and in your personal development and make excellent progress during your time in Greenvale.
- You know how to stay healthy. I was exhausted just watching you at playtime and taking part in the trampolining and lacrosse lessons. Your trophy cupboard is groaning with the weight of all those cups and shields!
- You told me your teachers and assistants do a great job and I agree; teaching and learning in Greenvale are excellent.
- Your teachers plan lots of interesting and exciting activities. You told me how much you enjoy visits and special events like the 'One World Week'. Year 6, your letters applying for Victorian jobs are excellent.
- You have an amazing amount of after school clubs and I know you appreciate these because so many of you go to them.
- Your headteacher and the school leaders are doing an excellent job. They are determined that you will all enjoy school and be successful. They're a great team!

No wonder your parents are so pleased that you attend such an excellent school. I know that your headteacher and the other adults want the school to be even better, so here are two things I have asked them to do.

- Make more use of activities such as problem solving and investigation in other subjects as well as science.
- Involve you more in assessing your own learning so that you know how much you have learned and what you need to do next.

Thank you for making my visit to your excellent school so enjoyable. Keep up the good work!

Yours sincerely

Sheena MacDonald HMI