



Greetland Primary School

Inspection Report

Unique Reference Number 107504
Local Authority Calderdale
Inspection number 287833
Inspection date 31 January 2007
Reporting inspector Christine Harrison

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

Type of school	Primary	School address	School Street
School category	Community		Greetland, Halifax
Age range of pupils	4-11		West Yorkshire HX4 8JB
Gender of pupils	Mixed	Telephone number	01422 372893
Number on roll (school)	372	Fax number	01422 377125
Appropriate authority	The governing body	Chair	Mr S Brierley
		Headteacher	Mrs Amanda Bennett
Date of previous school inspection	4 June 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This large primary school serves the village of Greetland near Halifax. Almost all pupils are of White British heritage with a few from a range of minority ethnic groups. Almost all pupils speak English as their first language. The proportion of pupils who are eligible for free school meals is well below average. Pupils come from a wide variety of backgrounds but, overall, their social circumstances are above average. The proportion of pupils with learning difficulties and/or disabilities and the proportion with a statement of special educational need are both average. The school holds the Basic Skills, Healthy Schools and Investors in People awards. The school is on two sites about a mile apart.

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 that provides an excellent education for its pupils and extremely good value for money. The standards that pupils reach are exceptionally high and their achievement is excellent. In 2006, the progress that pupils made was in the top 3% of schools taking similar pupils. Pupils' excellent skills, particularly in English, mathematics and information and communication technology (ICT), provide a superb foundation for their future prospects and eventual careers.

The school's improvement over the last three years is impressive. In 2003 the school's results dipped to around the national average, significantly lower than they had been before. The newly appointed headteacher and her team had anticipated the results and set out to rectify the situation. However, they did not simply decide to work on reaching higher standards and maximising the test results, though that was important. They also sought to inspire pupils, to unleash their creativity and to give them a really broad and rich experience in school. Gradually, the curriculum developed, with new and carefully planned improvements each year, culminating in the school's current emphasis on providing yet more challenge for the gifted and talented. Pupils now enjoy an excellent curriculum, with a vast range of extra-curricular experiences including sports, music and the arts which contribute enormously to their personal development. As one pupil said: 'There is so much to do that it is sometimes difficult to choose.'

The school's improvement is the result of outstanding leadership, especially the headteacher's clear vision for the school and her success in ensuring that everyone shares her determination to achieve excellence. The school works hard to maintain its exceptionally close links with parents. Planning is meticulous and based on a very detailed understanding of the school and its strengths and weaknesses. There is a keen sense of what is right for the school at each stage in its development. The school has been a Beacon school but the work with other schools began to conflict with the particular needs of this school. The school no longer holds the status but now again feels ready to work more closely in partnership with others.

Teaching and learning are excellent throughout the school, including Reception where pupils get off to a flying start. The school improvement plan emphasises the principle 'Children learn better when they are excited and engaged' and teachers constantly strive to put this principle into action. Teachers enjoy what they do and share their enjoyment with pupils.

Pupils' personal development is outstanding. Pupils are extremely well behaved both in lessons and around the school. They are very courteous to visitors and keen to make them feel welcome. Pupils enjoy school, especially the many creative and physical activities. They are very well informed about how to keep safe and appreciate the guidance provided by the Project Charlie initiative. They understand the principles of a healthy lifestyle. The nutritious and appetising school meals, together with plenty of physical education opportunities both within and beyond the school day, enable them to put principles into practice. Pupils value the school council and the way they can contribute to making improvements, and the older ones speak enthusiastically

about the Young Leaders Award scheme where they devise and organise games for younger pupils.

Parents and pupils fully appreciate the excellent care, guidance and support that the school provides. Pupils' work is assessed regularly and very thoroughly, right from the moment that they arrive in Reception. Teachers use this information carefully to meet the needs of particular individuals and groups. For example, three consecutive Year 1 groups have all followed different programmes as their various requirements became apparent.

Despite its excellent progress since the previous inspection, the school maintains a restlessness to make things even better. Hence it has excellent capacity for further improvement.

What the school should do to improve further

The school has a very clear idea of what it needs to do next to refine the high quality of its provision. As it is very well placed to carry out its plans, there is no need to identify any issues for further improvement.

Achievement and standards

Grade: 1

Pupils arrive in Reception with skills and understanding that are better than expected at this stage. They make outstanding progress in Reception gaining a very secure foundation for future learning and reaching standards that are well above average. Progress is very good in Years 1 and 2; it is not quite as good as in other years because recent improvements in Reception have not had a full impact on these pupils. Progress accelerates in Years 3 to 6 so that test results in Year 6 are very much better than might be expected from pupils' standards at the end of Year 2. For example, the 2006 tests in English showed that the progress pupils had made was in the top 1% when compared with similar pupils nationally. The main reason for the rapid progress in all subjects is the very high quality of teaching that pupils receive. However, their own enthusiasm for learning, together with strong support from parents, also plays an important part. In lessons and in pupils' written work, it is clear that all pupils, irrespective of their levels of attainment, are still doing as well as last year's results suggest.

Personal development and well-being

Grade: 1

Relationships between pupils are excellent and they are keen to help one another. Pupils throw themselves wholeheartedly into all the many activities and their attendance is well above average. Assemblies make a strong contribution to pupils' excellent spiritual, moral, social and cultural development; the singing is inspiring and pupils remember the message that assemblies convey. By the time pupils are in Year 6, they

are mature, responsible, enthusiastic and extremely well prepared for the move to secondary school.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Teachers work very hard to involve pupils and ensure that they are always concentrating and learning. Pupils say that teachers are very fair in giving everybody a chance to answer questions. In the best lessons, there is clever use of pace, making sure that everybody has time to think but nobody has a chance to become distracted. Marking is very detailed and tells pupils exactly what they need to do to improve. Homework is very well used to enhance pupils' learning from an early age.

Learning support assistants make a major contribution to pupils' learning, particularly, but not exclusively, for pupils with learning difficulties and/or disabilities. They work very efficiently, providing help with literacy and supporting pupils as necessary. They also assist with marking and organising homework, especially with younger pupils.

Curriculum and other activities

Grade: 1

The curriculum covers all the required subjects and emphasises, as it should, the development of essential skills in literacy, numeracy and ICT. This has resulted in the school gaining the Basic Skills award. The curriculum provides very well for the needs of all groups of pupils and enables them to achieve very high standards. However, it is the extras, both within and beyond lesson time, that make this curriculum special and generate excitement and interest among pupils. Many lessons contain opportunities for pupils to solve problems, to be creative and to find out things for themselves. Pupils say how much they enjoy subjects such as art, music, physical education and ICT, where they can be active and use their imaginations. The very wide range of extra-curricular activities is a strength of the school and includes music, drama, sport, ICT, the arts, judo and gardening.

Care, guidance and support

Grade: 1

The school provides exemplary care, guidance and support for all its pupils, including those who are vulnerable. Arrangements for child protection, for checking staff and for ensuring pupils' health and safety all meet current requirements. Pupils are confident that there is always someone to turn to if they need help. They feel safe in school and are confident that teachers deal quickly and effectively with any isolated incidents of bullying. The school prepares pupils very well for the next stage of learning in secondary school. For example, pupils become accustomed to moving to other rooms for specialist teaching in physical education, music and art. They also use diaries to

record homework tasks and to allow communication between the school and their parents.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The headteacher and her team work tirelessly to provide an excellent education for pupils. The school improvement plan emphasises the importance of fostering 'home-grown talent' and teachers and other staff take full advantage of many opportunities to improve their skills. As a result the school has been awarded Investors in People status and pupils benefit from many new ideas and initiatives. The headteacher leads by example, notably in taking over a Year 6 class that had experienced many staffing changes and getting them back on track. The governing body plays an important role in moving the school forward. Governors are both supportive and appropriately challenging, providing the school with an impressive range of expertise.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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.

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	1
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

As you know, I visited your school yesterday to check how well the school was getting on.

Thank you very much for making me feel so welcome and for making my day so enjoyable.

In particular, thank you to those of you who talked to me and told me what you thought about the school. You told me how much you enjoyed school, particularly the subjects where you can be active or creative. The animations some of you are doing in ICT sounded particularly good fun, as did the headdresses and Greek vases you are making in art.

After considering all the evidence, I decided that yours is an outstanding school. I was especially pleased by your excellent behaviour and enthusiasm for school and, of course, by the very high standards that pupils reach in their work. I will always remember your wonderful singing - first of all 'Let there be peace on earth' in assembly and, later, 'Tonight' in the choir practice.

The headteacher and staff are always trying to make things exciting and interesting for you and you made it clear that you appreciate their hard work. Because the school is outstanding, there is very little that needs to be improved. Teachers already have very good plans for what needs to be done next to make the school even better so there is no need for me to make any further suggestions.

Congratulations on being part of an excellent school. I hope you will continue to try as hard as you do now and that you will keep on singing!

With best wishes