



Greenwood Infant and Nursery School

Inspection Report

Unique Reference Number 122446
Local Authority CITY OF NOTTINGHAM
Inspection number 292405
Inspection dates 7–8 March 2007
Reporting inspector John Brennan

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

Type of school	Infant	School address	Edale Road
School category	Community		Sneinton, Nottingham
Age range of pupils	3–7		Nottinghamshire NG2 4HT
Gender of pupils	Mixed	Telephone number	0115 9150180
Number on roll (school)	176	Fax number	0115 9150181
Appropriate authority	The governing body	Chair	Mr John Hose
		Headteacher	Mrs Jane Swingle
Date of previous school inspection	17 September 2001		

Age group	Inspection dates	Inspection number
3–7	7–8 March 2007	292405

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average school serves families in the Sneinton area of Nottingham. This is a very socially and economically disadvantaged area. Over half of the pupils are entitled to free school meals, which is a very high figure. Seventeen different languages are spoken in the school reflecting a very varied cultural mix. A substantial number of pupils are of a Pakistani background. In addition, a small number of pupils come from a range of differing ethnic groups, including some seeking asylum. Many pupils start school at a very early stage of learning to speak English as an additional language. A high number of pupils either join or leave the school other than at the usual time and many of those admitted speak little or no English. A higher than average proportion of pupils has learning difficulties and/or other disabilities. Overall pupils' skills and abilities on entry to school are extremely low, many do not register on the usual measures. The school has received the British Council's International School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Although satisfactory the school is good in some aspects and is improving well because of good leadership. The headteacher leads the school with ambition and intelligence. She has initiated improvements to the quality of teaching and learning and the curriculum that are taking hold and increasing the rate at which pupils progress. The school accurately assesses itself as a satisfactory school. Resources are deployed effectively which contributes well to the school's capacity to improve. It currently gives satisfactory value for money.

As the headteacher says of the pupils 'the more we ask, the more we get.' The same can be said of the staff. They have responded to change with energy, optimism and increasing levels of skill. Although teaching and learning and the curriculum are satisfactory, each has areas of strength. Staff are very mindful of each pupil's needs and work well with support staff to ensure that the diverse range of needs in each class are met. Improved assessment procedures mean that more is expected of pupils. But, although improving, pupils' achievement is satisfactory overall and standards are low. Mathematics is well taught and pupils are doing well. Some aspects of literacy are well taught. However the teaching of writing remains a weaker element, especially in Years 1 and 2. Consequently pupils do not do as well they are able. Provision in the Foundation Stage is good. Here a good curriculum helps make learning fun, helps children work together and weaves basic skills such as writing into everyday activities. The curriculum in Years 1 and 2 although based on similar principles, is satisfactory because it is not as successful when it comes to promoting basic skills. Pupils do too little writing and teachers do not make sure that computers are used often enough.

Good standards of care, support and guidance help develop pupils well as individuals. Their personal development is good. Cultural diversity is celebrated so that pupils from all backgrounds get on well with each other. Pupils enjoy school. They behave well and work hard. This positive outlook puts them in a good position to make the most of the next stages of education. Through the extremely effective system of class conferences all, especially vulnerable pupils, are kept under constant review. In the main pupils at the early stages of learning English as an additional language do well. Those who attend for some time quickly go from needing help to helping other newly arrived pupils with language needs. Those who have learning or emotional needs are also well provided for.

Careful consideration has been given to developing leadership skills in others. Senior managers and subject coordinators lead their areas well. However, not enough has been done to ensure that the curriculum as a whole achieves all its aims. The success of recent times, the accuracy of the schools self evaluation and the good leadership that exists within the school put it in good position to continue its improvement.

What the school should do to improve further

- Improve the ability of pupils to craft their own writing, especially in Years 1 and 2.

- Ensure that pupils use computers more often.
- Monitor and evaluate the curriculum more carefully.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. They make at least satisfactory progress but it is quickening all the time. Despite this improving picture, standards and results in national tests are low, especially in writing. Pupils at the early stages of learning English as an additional language progress well because they are given considerable support. Those with learning needs and/or other disabilities also receive sensitive support and make steady progress. Despite children's education getting off to a good start in the Foundation Stage many do not attain the standards expected by the time they start Year 1. The introduction of daily short bursts of teaching devoted to basic literacy skills has resulted in more rapid progress being made of late. A particularly lively approach to reading in the Foundation Stage is working well but has yet to be rolled out fully to Years 1 and 2. Pupils' handwriting and spelling are improving well. Progress is slower in putting sentences together into longer more lively pieces of writing. Not enough is expected of pupils and it represents a weaker aspect of teaching. A push on the effective teaching of calculations can be seen in the good progress pupils make in mathematics.

Personal development and well-being

Grade: 2

Pupils enjoy the company of adults and their peers. In the main they have sunny dispositions. For a few, a lack of maturity makes it difficult for them to see beyond their own needs. However, the vast majority play and work well together because cooperation is seen as a cornerstone of learning. Pupils enjoy school. Attendance is below average partly because of extended leave taken by some families. This adversely affects achievement. Pupils know the importance of a healthy diet and keeping fit. Many take up the school's offer of fruit and the opportunities for energetic play. Pupils' spiritual, moral, social and cultural development is good. Cultural diversity and difference is celebrated at every turn so that the school operates as a harmonious community and pupils learn to respect difference. Pupils are beginning to take on responsibility through a relatively recently established School Council and by taking on jobs such as 'Playground Pals.' Staff seek their views when devising topics, giving pupils some say in their learning.

Quality of provision

Teaching and learning

Grade: 3

Classrooms are calm and purposeful because behaviour is managed in a gentle and affirming manner. Lessons are well planned and with the help of skilled teaching assistants lessons are well matched to pupils' diverse needs. Although good use is made of interactive whiteboards to make demonstrations clear, teachers do not make sure that pupils use computers often enough. This restricts the development of computing skills and the contribution made by computers as a learning tool. Marking is helpful and gives pupils good daily feedback. However, the use of longer term improvement targets is less successful because they are not written or explained in a way that makes it easy for pupils to understand them. Short bursts of learning aimed at key literacy and numeracy skills are working well. They suit pupils' limited concentration span and often involve high levels of talk, keeping all pupils engaged in learning. The good progress pupils make in mathematics stems from effective teaching. However, the teaching of writing is not as expert. Sometimes talk is used well to help pupils explain their thinking and to make preparatory jottings before putting pen to paper. However, there are equally times when talk goes on for too long without a clear enough purpose. This squeezes the time left to write and does not give pupils a clear and simple picture of how to be a successful writer. On balance pupils develop the skills necessary for their future economic well-being satisfactorily because they relate well to others, develop positive attitudes to learning and are making increasingly reasonable progress in basic skills.

Curriculum and other activities

Grade: 3

A revised curriculum plan places a premium on pupils working collaboratively, practically and in a way that helps them acquire basic skills. This works well in the Foundation Stage where all elements of this curriculum 'recipe' are established. However, it is yet to be fully achieved elsewhere. The use of imaginative topics such as Aliens, designed to bring the 'recipe' to life, are partially successful. The curriculum is increasingly practical and often involves pupils working together. However not all key skills are well enough promoted. Pupils do not do enough work on computers or have enough opportunities to write creatively and at length through topics. The curriculum succeeds more in promoting enjoyment than excellence. Enjoyment is further promoted through a wide range of additional activities, visitors and trips which broaden pupils' experiences. A good emphasis is placed on pupils' personal, social and health education which helps pupils make the most of their time at school and to be safe.

Care, guidance and support

Grade: 2

A commitment to nurturing pupils as individuals helps develop their confidence and self esteem. The innovative use of 'class conferences' makes an outstanding contribution to these areas of development and allow tailored provision for individuals. They give very clear direction to the work of the learning mentor who gives vulnerable pupils wide ranging and very successful support. Improvements to the tracking of academic progress ensure that underachieving pupils are quickly identified and prompt action can be taken. However, this information is yet to be fully used to help pupils see for themselves ways to improve their work. Conferences also act as a catalyst for seeking support from other agencies and for working with parents. As a result, partnerships with others contribute well to learner's well-being. Procedures to ensure pupils are safe and free from harm, including those for child protection, are secure.

Leadership and management

Grade: 2

The headteacher has achieved a lot in a relatively short space of time. Systems for checking how well the school is doing and to guide training are thorough. Perceptive improvements have been made to teaching and learning and the curriculum, leading to an acceleration in pupils' progress. There is a real sense of team spirit in the school and morale is high. Pupils have been given a stronger say in school life and think highly of it. Parents have been consulted, are more involved in the child's learning and express considerable confidence in the school. Recent training for middle managers and key subject leaders has equipped them with the necessary leadership skills. In the main these are put to good use, for example in checking up on mathematics and reading and for coordinating provision for vulnerable pupils. Monitoring by each coordinator checks that subjects are covered but does not yet check to see how well subjects and the curriculum as a whole reflects the curriculum 'recipe.' Governors are supportive of the school and have been able to reverse a budget deficit whilst making significant improvements to the environment in which pupils work. They are however, only at the beginning of finding out for themselves how well the school is doing.

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?	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

How well do learners achieve?	3
The standards ¹ reached by learners	4
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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
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

9 March 2007

Dear Children

Greenwood Infant and Nursery School, Edale Road, Sneinton, Nottingham NG2 4HT

Thank you for making us so welcome when we visited your school recently, you were all very friendly and helpful. I would like to share with you what we thought about your school.

The headteacher, staff and governors are working hard to make your school the best it can be. There are new things happening all the time that make it better and better. You, too, play your part in this. We were impressed with how well you got on together and how much you help each other. It felt like we were visiting one big family. We could see how much you enjoyed playtimes and that you were doing your best in lessons.

Lots of you told us how much fun school is. We could see this by the smiles on many of your faces. We think that this is because all the adults in the school do a good job in looking after you all. Your teachers also put a lot of thought into making learning fun. It was good to see that they ask you about what you would like to learn. All of this helps makes your lessons enjoyable and helps you learn by doing things and working alongside others in your class.

We have asked the school to make your school better still by working on a few things. We think that you should be given more help with your writing so that you are able to write stories and other imaginative pieces of writing more often. We have also asked the school to make sure that it gives you more time to work using computers. We have asked the headteacher and the teachers to keep an eye on how well your topic work is going, especially in helping you to write and use computers. You can help by continuing to work hard and play well together.

Once again thank you and good luck in the future.

John Brennan

Lead inspector