



Greenwood Primary and Nursery School

Inspection Report

Unique Reference Number 122723
Local Authority NOTTINGHAMSHIRE
Inspection number 292486
Inspection dates 14–15 February 2007
Reporting inspector Kenneth Thomas

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

Type of school	Primary	School address	Sutton Middle Lane
School category	Community		Kirkby-in-Ashfield
Age range of pupils	3–11		Nottinghamshire NG17 8FX
Gender of pupils	Mixed	Telephone number	01623 460664
Number on roll (school)	434	Fax number	01623 722976
Appropriate authority	The governing body	Chair	Mrs Andrea Reed
		Headteacher	Mr Geoff McCormack
Date of previous school inspection	10 October 2001		

Age group	Inspection dates	Inspection number
3–11	14–15 February 2007	292486

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This above-average size primary school serves a community in which there are pockets of considerable economic and social disadvantage. Almost all pupils are of White British background. Very few pupils have English as an additional language and only a very small number of pupils are at an early stage of learning English as an additional language. The percentage of pupils who have learning difficulties or disabilities is well above average. Children enter the school with a wide range of starting points, but taken overall, their knowledge and skills are below expectations for children of this age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness as satisfactory and inspectors agree. It gives satisfactory value for money. The school has not had a smooth passage over recent years as it has been affected by a number of staffing difficulties, including an unusually high turnover of teachers. The headteacher has led the school well in this period and ensured that the school provides a purposeful learning environment in which pupils are well cared for. Pupils feel safe and secure because of the good quality support and guidance the school provides. Pupils enjoy their education and their behaviour is good. They understand the value of healthy lifestyles and make good contributions to the school community. Their personal development, including their spiritual, moral, social and cultural development, is good, which helps to prepare them for the next stage of their education. Parents' views of the school are very positive. As one parent wrote, 'I am really pleased that my children are in a school where they are well cared for and happy.' In particular, parents rightly praise the support for pupils with learning difficulties or disabilities.

Pupils' achievement is satisfactory. Standards in lessons, while below average overall, show pupils are progressing satisfactorily. They are now working at much better standards than indicated in the 2006 national tests. At that time the difficulties the school has experienced had an adverse effect on pupils' progress, particularly through Key Stage 2. As a result, although the English test results rose to meet the school's target, many pupils, and particularly those of higher ability, underachieved in mathematics and science and the target set for mathematics was not reached. Inspection evidence shows that although there is still a need to further raise the performance of higher ability pupils, pupils are now doing much better. Key reasons for this improvement are that the work done to improve the quality of teaching and the recruitment of a number of new staff has been successful. As a result, the overall quality of teaching is now good in Years 1 to 6. Although children make satisfactory progress in the Foundation Stage, their progress is uneven because there is too much variability in the quality of teaching, which overall is just satisfactory. Teachers' marking does not give pupils enough guidance on how to improve their work. Class teachers are now making more effective use of assessment information to set targets and monitor pupils' progress. However, this information is not collated in a way that enables the school to easily identify any trends developing in the performance of different groups of pupils.

The school provides an interesting and stimulating curriculum which is enriched by a good range of out-of-school activities. The headteacher provides good leadership which has led to improvements in provision. This in turn is having a positive impact on standards. Overall, leadership and management are satisfactory. The school's self-evaluation provides the senior leadership team with an accurate view of the school's performance and where improvement is needed. However, similar self-review procedures are not embedded in the routine work of middle managers. The school has tackled all of the issues from its last inspection satisfactorily and its capacity for improvement is sound.

What the school should do to improve further

- Provide more challenging work for higher attaining pupils so that they progress more quickly and ensure teachers' marking gives pupils advice on how to improve their work.
- Develop the skills of middle managers so that they become responsible for monitoring, evaluating and developing the quality of provision in their areas.
- Further develop the use of assessment information to track pupils' progress so that developing trends can be identified and appropriate action taken.
- Improve the quality of teaching in the Foundation Stage so that it is consistently good.

Achievement and standards

Grade: 3

Pupils' achievement, including that of pupils who have learning difficulties or disabilities, is satisfactory. Children enter the school with a wide range of skills and abilities, but overall their standards are below average. They progress satisfactorily through the Nursery and Reception classes and many reach the goals expected for their age, although weaknesses in speech and communication sometimes remain. Over recent years standards at the end of Key Stage 2 have gradually improved, but they remain below average in reading, writing and mathematics. The 2006 results in the Year 6 national tests in English rose sharply to be average. However, because the results in mathematics and science dropped, the overall results were below average. Achievement was unsatisfactory. This was largely because a number of higher ability pupils had not progressed well enough in Key Stage 2 due to the adverse effects of staffing difficulties. Under the direction of the headteacher, these issues have been resolved so that teaching has improved and pupils are now making good progress in most lessons. The impact of this improvement has yet to be seen in test results. Inspection evidence indicates that the school is on course to achieve the appropriately challenging targets set for 2007.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy school and try their best. They make good progress in their social development, work well together and respect one another's ideas. The behaviour of the vast majority of pupils is good. They understand the difference between right and wrong, and show courteous and thoughtful behaviour that contributes well to the positive atmosphere in the school. Many pupils willingly take responsibility in the school community. This is seen, for example, in their enthusiasm for working as monitors, members of the school council and taking part in the Young Leaders Award scheme. They take full advantage of these opportunities and gain skills that are the basis of responsible citizenship and provide a sound foundation of skills for their future well-being. Increasingly, pupils realise the importance of taking exercise

and know how to make wise choices in eating. They participate fully in the many opportunities to take part in exercise and sport. They feel safe and are confident that any problems are dealt with quickly. Attendance is average. The school works hard to encourage a small minority of pupils to improve their punctuality.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning has improved and is now good. There have been significant changes to teaching staff in recent times. Tracking of pupils' work indicates that there has been some underachievement in the past. Most pupils, including those with minority ethnic backgrounds, are now making good progress in lessons. Teachers use their subject knowledge well to provide clear explanations and make lessons interesting. As a result, pupils enjoy lessons, are eager to learn and work hard. Discussions are lively and opportunities for pupils to talk through their ideas with partners help to consolidate learning. Lessons are generally well planned and teaching assistants provide good support for pupils with learning difficulties or disabilities. While the quality of teaching in the Foundation Stage is satisfactory overall, it varies, especially for Nursery children. Teachers' marking is regular and pupils are aware of their individual targets, but not all marking gives as much helpful advice as it could, particularly for higher ability pupils, on how their work can be improved.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all groups of pupils well, including those with learning difficulties or disabilities and those who are from minority ethnic backgrounds. Subjects are planned so that pupils can use what they have learnt in one subject to help them in another. For example, pupils in Year 2 use the story of Puss in Boots as inspiration for making paper bag puppets in design and technology. This makes learning interesting and exciting and contributes to pupils' enjoyment and achievement. There is a good range of visits and visitors to school to extend learning and a wide range of out-of-school clubs. The school has placed a good emphasis on physical activity as part of pupils' learning about keeping healthy. The ample provision for extra sport, notably for older pupils, is good and much enjoyed, with approximately half of these pupils attending at least one club. This participation benefits their social, physical and academic development. There is limited regular provision, however, for children in the Nursery and Reception classes to climb and develop the strength of their upper bodies and their lung capacity.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. The school provides a very supportive environment in which pupils feel safe. Arrangements for child protection are working well and meet government requirements. Careful attention is paid to health and safety. Staff know pupils well and provide them with good personal support. Support for pupils with learning difficulties or disabilities, and for vulnerable pupils, is particularly good, and the school has plans to enhance the support for gifted and talented pupils. Pupils say that they trust adults and feel very secure in school.

The school has done much to enhance support and guidance for pupils' academic development. This is contributing to the better progress pupils are now making. Target-setting is now well established and class teachers carefully monitor pupils' progress. However, this information is not collated in a way that allows any developing trends in performance by particular groups of pupils to be easily identified, so that appropriate action can be taken. The school works closely with parents, carers and a range of external agencies to maximise pupils' learning at school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The good leadership of the headteacher has provided the school with a clear direction during a period of considerable instability in staffing. He has strengthened the senior leadership team and assembled a very committed team of teachers and support staff. Together they ensure that this is an inclusive school and a cohesive, friendly community. The senior leadership team has a clear understanding of the strengths of the school and where improvement is needed. The recent improvements seen in teaching and learning stem from successful development training. This is having a positive effect on standards. However, the contribution that middle managers make to school improvement is restricted because they are not sufficiently involved in checking and evaluating the quality of provision in their areas of responsibility. Performance management is fully in place and all staff benefit from continuing professional development. Governance is satisfactory. Because most governors have only recently joined the governing body, training is planned in order to enable them to adequately fulfill their roles as critical friends. Learning resources and finances are managed well. The school works well in partnership with others, as evidenced by the holding of the Healthy Schools and Investor in People awards, Activemark and the FA Chartermark.

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	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
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	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	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

16 February 2007

Dear Pupils

Greenwood Primary and Nursery School, Sutton Middle Lane, Kirkby-in-Ashfield,
Nottinghamshire, NG17 8FX

As you know, we recently inspected your school and this letter is to tell you about our findings. However, first, I would like to thank you all for the help you gave us during our visit. Your friendly smiles and cheerful greetings made it a pleasure to be in your school and we greatly appreciated your comments and opinions.

You told us how much you enjoy being at Greenwood and we were very impressed with your enthusiasm and your behaviour in lessons and around the school. These good features help your teachers because they can concentrate on helping you to learn. One of the ways in which teachers help you is by spending a lot of time marking your work. We have asked them when they mark, to give you more guidance on the things that you need to do to make your work better. We have also asked your teachers to stretch those of you who find work easy, a little bit further. The school provides good care and support and this is particularly true for those of you who may be experiencing difficulties. Your class teachers carefully check your progress and we have asked the school to use this information to make sure that you are all doing as well as you can. Mr McCormack and his staff work hard to make Greenwood a good place to learn. In order to make it even better, we have asked for teachers who have extra responsibilities to be more involved in checking work in the areas for which they are responsible.

You are also key players in the school's success. Your good behaviour, hard work and the care you show each other, together with willingness to take on responsibility all help to make Greenwood such a happy and friendly community. Mr McCormack, the staff and governors all want the school to carry on getting better and better. Having met you we know you will all want to continue to play your part as well.

With best wishes for your future success.

Dr Kenneth C Thomas

Lead Inspector