



# Greenway School

## Inspection Report

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**Unique Reference Number** 126103  
**Local Authority** West Sussex  
**Inspection number** 293474  
**Inspection dates** 6–7 February 2007  
**Reporting inspector** Janet Simms

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>	Junior	<b>School address</b>	Greenway
<b>School category</b>	Foundation		Horsham
<b>Age range of pupils</b>	7–11		RH12 2JS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01403 252013
<b>Number on roll (school)</b>	377	<b>Fax number</b>	01403 271840
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Colin Bush
		<b>Headteacher</b>	Keith Todd
<b>Date of previous school inspection</b>	6 December 2004		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Greenway is a large community junior school which offers extended services such as a breakfast club and after school activities. The majority of pupils are White British. A small number are from a variety of minority ethnic backgrounds. All pupils speak English fluently. The school serves a socially advantaged area. A small proportion of pupils have learning difficulties or disabilities. The school sets pupils in all years into ability groups for English, mathematics and science, resulting in significant variation in the size of teaching groups. This is a training school for trainee teachers and there were 12 British and overseas students working in the school at the time of inspection.

## **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's previous designation as having serious weaknesses no longer applies.

Greenway now provides a satisfactory quality of education. Many aspects of the school's work have been improved rapidly over the past two years. Progress across the school has become more consistent because weaknesses in teaching and the curriculum have been successfully tackled. When pupils join the school in Year 3, they are attaining standards that are above average. These standards are now being maintained through the school, although there are still some differences in how well pupils do in different subjects. Pupils in Year 6 did not progress as well as they should have in Years 3 and 4, but their achievement has been better in Years 5 and 6. Those pupils now in Years 3 and 4 are making progress at a good rate. Until recently, pupils throughout the school were doing less well in English than in mathematics and science, but improvement in the teaching of writing has narrowed these differences. Teachers have matched work better to the interests of boys, reducing previous underachievement and closing the gap between the standards achieved by girls and boys.

Pupils' personal development is good. Their excellent attitudes towards learning and exemplary behaviour are important factors in their progress. They are extremely enthusiastic and sociable and enjoy their time in the school. However, more able pupils are not developing the degree of independence in learning of which they are capable. They do not have sufficient opportunities to make decisions for themselves about how to tackle activities such as problem-solving and research. Teaching is satisfactory. However, not all work is consistently well matched to pupils' learning needs. Monitoring and evaluation of teaching have started, but lack sufficient focus on the impact of teaching on achievement.

The curriculum is satisfactory. Provision for information and communication technology (ICT) has been improved and pupils apply their skills securely in their work. Care, guidance and support for pupils are satisfactory. The personal care, safeguarding and welfare of all pupils are good and central to the school's planning. The academic guidance given to pupils through assessment and marking is satisfactory, but pupils are not always clear about the progress they have made, or what they need to do next to achieve their targets.

Leadership and management are satisfactory. The headteacher has sustained staff morale well during the school's period in serious weaknesses and there is shared determination to improve further. Self-evaluation is accurate and the school has a clear view of what still needs to be done. Staff show an openness to new ideas and a willingness to seek advice about improvement. Issues raised in the last report have been tackled well and rapid forward momentum continues. The school now has good capacity to improve further, as demonstrated by recent improvement in pupils' achievement.

### What the school should do to improve further

- Match work more closely to the wide range of pupils' needs.

- Improve pupils' understanding of their own progress, involving them more in thinking about how to achieve their targets.
- Extend opportunities for more capable pupils to make more effective use of their good skills in making decisions about how they will organise their learning.
- Improve procedures for the evaluation of teaching so that it focuses more on the impact being made on pupils' learning and achievement.

## **Achievement and standards**

### **Grade: 3**

Standards are above average. After a period when pupils were underachieving, they are now making satisfactory progress through the school in English, mathematics and science. Pupils' understanding and use of ICT, which were also weaknesses in the last inspection, are now satisfactory and improving fast.

Progress in English has not matched that in mathematics and science, but this gap is closing. Many boys have been underachieving in English because of weaknesses in their written work. This has now improved due to a successful drive to improve the teaching of writing and, in particular, to promote the enthusiasm of boys in this area. Staff now understand clearly what individual pupils should be achieving because they have better information about standards. This leads to more even progress across the school and accurate target-setting for individual pupils. Staff now check regularly how fast each pupil is progressing. Progress has speeded up for pupils in the current Year 6, who are on track to achieve above average standards at the end of the year. The rate of progress for pupils in Years 3 and 4 is significantly better than it was two years ago, with many in Year 4 already achieving standards expected at Year 6. This is because improvements in teaching are leading to faster progress, but pupils, particularly more capable ones, could be challenged further to apply their good basic skills more imaginatively. Less able pupils and those with learning difficulties and disabilities make satisfactory progress because they are taught in small groups and have effective individual support.

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

### **Grade: 2**

Pupils participate enthusiastically in all activities and are keen to say how much they enjoy lessons and other opportunities such as sport, music and art clubs. Spiritual, moral, social and cultural development is good, including pupils' learning about cultural diversity. They respond sensitively during quiet times to reflect and pray at the end of the day. As they go through the school, pupils become thoughtful, considerate, well-rounded individuals.

Pupils understand how to stay fit, healthy and safe. They know the importance of eating healthily and participate enthusiastically in sports. They relish opportunities to contribute to their school community, to support charitable appeals or host events for

senior citizens. Members of the school council feel, in their words, that they 'make a difference to the school'.

Strong literacy and numeracy skills provide pupils with a secure foundation for their future education and the world of work. Opportunities are often missed, though, to harness pupils' good personal qualities so that they can take on more responsibility and make more decisions about their own learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching has improved because teachers' expectations have been raised and they have a better understanding about what pupils are capable of achieving. Staff promote a good sense of enjoyment in learning. Good direction and the lead given in planning from senior teachers help others to organise their lessons so that pupils' needs are generally met. However, work is matched better to pupils' different levels of ability in mathematics than it is in English. This is a key reason for improvements in English lagging behind those in other subjects. Teachers do not tailor work finely enough to match the range of pupils' abilities, particularly for more able pupils, in part because there are large numbers in some groups. The organisation of pupils into large teaching groups concerns a significant proportion of parents, who fear that it hinders progress. While there is no evidence that the size of the groups affects achievement over time, there is an impact on the range of teaching strategies provided. Where groups are smaller, a greater range of teaching approaches results in pupils having better opportunities to use and extend their learning in areas such as the arts.

Teachers use information increasingly well to identify targets for individuals and groups, but do not yet involve pupils enough in identifying how they can achieve these. This is one factor restricting the degree to which more capable pupils can become more effective learners. There is too much variation in the ways pupils' work is marked. Some marking is good and provides pupils with detailed information about how to improve. However, this is not widespread and as a result, too many pupils are not clear about exactly what they need to work on to reach their targets.

### **Curriculum and other activities**

#### **Grade: 3**

Improvements in the curriculum have ensured that there is satisfactory provision for all subjects. The recent focus on developing pupils' skills in writing at greater length has led to identifiable improvement in English. However, opportunities for pupils to use their literacy skills in subjects such as history and geography are limited. Provision for music, physical education and art are strong and foreign language learning creates additional fun and enjoyment.

Learning in lessons is enhanced by excellent enrichment opportunities, which pupils enjoy enormously. These contribute significantly to pupils' personal development,

enabling them to develop the independence missing in lessons. Trainee teachers from abroad provide interesting, first-hand experience to inform pupils' understanding of life in countries such as the USA.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care is strong, underpinning the school's aim to ensure pupils' well-being. Arrangements for safeguarding pupils have improved since the last inspection; they are now secure and pupils feel safe. The school provides a friendly welcome for newcomers from all backgrounds and 'is proud to do so' as one parent commented. Academic guidance through marking and assessment is satisfactory. Assessment systems have been strengthened, though there is still scope to make better use of the information to boost pupils' achievement. Assessment is most effective in English and mathematics, where most pupils know their targets. They are less sure about exactly how to achieve them and not involved enough in judging their own progress. In general, pupils do not have enough guidance on how to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management have strengthened since the last inspection and this is a key factor in the school's overall improvement. Some elements, such as the clear direction and shared determination to improve, are good. These have led to the recent improvement in achievement. Senior staff, many of whom have recently taken on new responsibilities, form a strong team which is making a significant difference to the quality of the school's work. There is a good understanding of the school's strengths and areas for improvement, so that the right areas are being targeted for further improvement. Governors understand the school's work increasingly well and provide satisfactory levels of challenge and support.

New systems to monitor pupils' progress closely are beginning to result in a more consistent and faster rate of achievement. This is particularly evident in the way that achievement for pupils in Years 3 and 4 has been improved. The rate of progress for older pupils has also been boosted in the last two years, thus making up some of the ground lost in the past.

Though the school has improved its monitoring of performance, further development is still needed in the evaluation of teaching. There is a strong focus on ensuring that able pupils are achieving the levels of which they are capable, but regular monitoring of lessons does not focus enough on checking on the difference that teaching is making to pupils' achievement. In particular, there needs to be greater rigour in evaluating the level of challenge for more able pupils.

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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?	3
The effectiveness of the school's self-evaluation	3
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	2
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

<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	1
The attendance of learners	2
How well learners enjoy their education	1
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>	3

<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	2
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**

Thank you very much indeed for welcoming the other two inspectors and myself to Greenway when we visited recently. I am writing to explain what we found out about your school. There are some really good things that we enjoyed finding out. There are also some things we have asked the staff to do to improve your learning even more.

Your school provides you with a sound and improving education. You are making the progress that you should and all the staff very much want you to do better still. We know you can help them with this because you have good attitudes to your learning. You really enjoy all the things you do in lessons and around the school and we enjoyed hearing you talk about them. We were impressed with your excellent behaviour in classes and at play. Lots of take you the opportunity to join clubs and activities. ICT has improved a lot in the school and all of you are getting much better at using computers in your work. You have been doing better in mathematics and science than you have in English, but you are improving well in this subject now, especially with your writing. Boys are a lot better at writing because teachers have worked hard to plan work that interests you more. Staff look after you well and keep you safe.

Things we have asked the school to improve:

- Make sure that teachers give different work for different groups of pupils, so that all of you are doing things to help you make really good progress.
- We feel that your very sensible attitudes mean that you can get much more involved in understanding exactly how you can improve your own work to meet your targets. We have asked teachers to tell you more about how you can do this.
- Many of you could be working more in groups without the teacher, to become more independent. We have asked teachers to encourage you to do this so that you can help yourselves more.
- Teachers need to check even more closely on how well you are learning, so other staff may be in your lessons more often, looking at what you do.

We hope you have enjoyed your half-term and thank you again for your welcome.