

Greenleaf Primary School

Inspection report

Unique Reference Number	103054
Local Authority	Waltham Forest
Inspection number	308204
Inspection dates	7–8 November 2007
Reporting inspector	Andrew Matthews

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	3–11
Gender of pupils	Mixed
Number on roll	
School	446
Appropriate authority	The governing body
Chair	Mr Robin Allan
Headteacher	Miss Susan Mumme
Date of previous school inspection	1 December 2003
School address	Greenleaf Road London E17 6QW
Telephone number	020 8520 7963
Fax number	020 8509 9687

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Greenleaf is a larger than average primary school. It is a multi-cultural community with a third of the pupils being of Pakistani heritage. Over half the pupils in the school have English as an additional language and a significant number of children join the Nursery at an early stage of learning English. There is an above average proportion of pupils with learning difficulties and disabilities and an above average eligibility for free school meals. After recent building works the school has grown to two form entry. The school has breakfast and after school clubs and has received Healthy Schools status.

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 and level of care for its pupils. It is extremely successful in integrating pupils and families from wide ranging backgrounds, cultures and religions and creating an impressively harmonious community. Pupils behave well and feel safe and well looked after. They develop extremely positive relationships with their teachers and each other and this helps to promote their excellent personal development and well-being. The school, deservedly, has a very high reputation locally and parents are very pleased with its provision.

Significant improvements have been made since the last inspection. From very low standards in language when children begin in Nursery, pupils move to above average standards by the time they leave Year 6. Assessments also show that standards in mathematics should once again move back to above average after a downward blip last year. Aspirational targets are set which challenge both staff and pupils. The regular tracking of pupils' progress towards these targets, overseen by the phase leaders, ensures that underperformance is quickly identified and steps taken to provide extra support when needed. As a result, pupils make excellent progress through the school. Standards in sport are also high and pupils are achieving well in information and communication technology.

The school is extremely well led and managed. The headteacher is very well supported by all her staff and governors and has a clear vision for the school that is firmly focused on raising standards further. The leadership and management of different year groups by the phase leaders are having a marked impact on pupils' progress. The school has an extremely good understanding of its strengths and weaknesses because of its very effective self-evaluation procedures. However, it underestimates just how effective it is and the terrific impact its provision has on the pupils' learning. The priorities for future development are well chosen and accurate and, as such, the school is extremely well placed for further improvement. Overall the school gives excellent value for money.

The quality of teaching is now excellent. Teachers are regularly observed and helped to develop their practice. Lessons are well paced, challenging and fun. Teachers make very effective use of interactive white boards to enliven learning. The needs of different abilities and backgrounds are met by the careful grouping of pupils to ensure all are appropriately challenged. However, some pupils do not give enough consideration to the presentation of their work and, as a result, some older pupils are not developing a regular, joined up handwriting style. Much of the teachers' marking has a real impact on the quality of pupils' work, but there is some inconsistency in the way teachers inform pupils how to improve. The curriculum is now outstanding and provides pupils with an exciting range of learning opportunities.

Effectiveness of the Foundation Stage

Grade: 1

Children make an excellent start to their education because of the outstanding provision for all areas of learning. Classes provide a secure, challenging and exciting environment where children settle quickly and happily. Many of the children have weak language skills on entry and some cannot speak English. All staff work very successfully to develop the children's language skills, and the early phonics teaching is exemplary. Resources are carefully chosen to ensure the learning is thoroughly reinforced through staff-led activities and children's play.

Children collaborate extremely well. Little wonder that parents talk of their children, 'loving coming to school'. Teaching is outstanding because of the enthusiasm of all staff and the excellent assessment, which ensures all learning is accurately matched to individual children's needs. Children leave Reception having gained many of the skills expected of their age.

What the school should do to improve further

- Ensure the excellent quality marking seen in some pupils' books is extended to all classes.
- Improve the quality of handwriting and presentation across the school.

Achievement and standards

Grade: 1

Pupils' achievement is excellent and has led to improved standards since the last inspection. The dip in Year 6 results for 2007 has been robustly addressed and standards for the present Year 6 are above average in English and mathematics. This shows a good improvement on their Year 2 results when standards were satisfactory. Pupils with English as an additional language and those with learning difficulties or disabilities make the same excellent progress as their peers. In Year 2, pupils' attainment is above average and improving. Pupils' outstanding progress continues through the school because teaching is of the highest order. Pupils also achieve well in information and communication technology and personal, social and health education because these are very effectively woven into other subjects. The school also experiences increasing success in sporting competitions because of the coaching expertise and enthusiasm of staff.

Personal development and well-being

Grade: 1

Pupils develop an excellent enjoyment of learning and school life and this has a very positive impact on their personal development and academic success. The children are friendly, polite and helpful to visitors and each other. Their spiritual, moral, social and cultural development is outstanding. Pupils' behaviour is good overall and often very good in lessons when they become engrossed in their learning. Attendance rates are now very high and cases of bullying are very rare. Pupils are keenly aware of the importance of safety and residential visits help them develop independence and awareness of dangers and risks. Pupils show an excellent awareness of healthy lifestyles reflected in their keen participation in the wide range of physical activities and in their healthy eating. They are developing an outstanding sense of being good citizens and have a keen awareness of the local community and people in the world less fortunate than themselves. They are generous in their support of different charities. Their wide range of learning experiences leave them extremely well prepared for the next stage in their education and later life.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding and the very high proportion of excellent lessons observed during the inspection reinforces this judgement. High quality questioning successfully develops pupils' speaking and listening skills and this gives them the tools to develop outstanding learning. Teachers and pupils have respect for each other and this encourages pupils to attempt work without fear of failure. Highly trained teaching assistants make outstanding contributions

to learning, especially for those with learning difficulties and disabilities and those in the early stages of learning English. Assessment procedures are excellent, ensuring that suitable targets are set to guide pupils' learning. There are excellent examples of marking that help the pupils to make rapid progress but this is not the case in every class. As a result, opportunities for helping all pupils to improve the quality of their work are being missed. Similarly, expectations of how the pupils present their work are high in most classes but in some not enough attention is given to the pupils developing well-formed handwriting.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and the richness of the school's multicultural makeup is very well reflected in the work teachers plan. Whilst there is a strong emphasis on literacy and numeracy, teachers increasingly plan work which incorporates different subjects, making learning more relevant and exciting. The use of computers to support pupils' learning has been much improved. The school enriches pupils' learning experiences through carefully selected visits and visitors. Theme days, such as a recent African day, are highly popular with the pupils. The school has good evidence to show that its generous provision for physical education and competitive sport not only enhances pupils' self-esteem but also helps to improve their achievement. Personal, social and health education permeates the curriculum helping pupils to keep healthy and safe. There is very effective planning for pupils with learning difficulties or disabilities, and those in the early stages of learning English. Good links with the local secondary schools benefit continuity in learning when pupils transfer school.

Care, guidance and support

Grade: 1

The school has extremely good systems for assessing and recording the achievements and progress of all its pupils, and teachers' effective use of this information contributes significantly to pupils' personal and academic achievements. Pupils feel safe because they know who to talk to if they have a problem. First aid arrangements and child protection procedures meet safeguarding requirements. The much improved attendance rates are due principally to the very effective work of a governor panel, which meets with parents to discuss the impact that an extended holiday may have on their children's learning. Behaviour management systems are very effective. The support provided for gifted and talented pupils and those with learning difficulties and disabilities is outstanding. The learning mentor provides invaluable support for vulnerable pupils, for instance in developing self-esteem and running a wide range of clubs. Year 6 pupils admit they will be sad to leave the school but feel it has prepared them very well for the next stage in their education.

Leadership and management

Grade: 1

The headteacher provides excellent leadership and management for the school and has been instrumental in moving the school forward since the last inspection. She has created an ethos of high expectations where everyone feels valued, cared for and respected. The phase leadership system, where different year groups are led by one of the three assistant headteachers or the deputy headteacher, is highly effective. It results in rigorous target setting and tracking procedures that ensure all pupils are very well challenged and reach their full potential. The

school has developed excellent self-evaluation procedures, which ensure planned developments are most effective in helping the school improve. Parents, pupils and governors are consulted and their views carefully considered in this process. Resources are used very effectively to enhance learning. Governance is excellent and governors now provide well-informed critical challenge to the school as well as giving knowledgeable support in areas such as finance and health and safety. Their work has made a significant contribution to recent developments and the school's ability to improve further.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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

20 November 2007

Dear Pupils

Inspection of Greenleaf Primary School, London, E17 6QW

Thank you for being so welcoming and helpful when we came to inspect your school. We really enjoyed talking with you and watching you working with your teachers. We also enjoyed joining you for your singing and class assemblies and watching the gym club in action. We have never seen so many children who can do the splits. It was good to speak with your teachers about how well you do at school. We think that you and your teachers have worked very hard together to make a wonderful school that does so many things really well.

What we liked most about your school.

- Your headteacher is doing a really good job. She knows just what to do to make the school better for you.
- Your teachers and all others who work in your classes look after you very well and help you reach high standards.
- You have a lot of opportunities to take part in out of school clubs.
- Your behaviour is good and you get on really well with each other and your teachers.
- Your governors work really hard to help your school improve.
- Those of you who find work difficult or are learning to speak English are getting the right sort of help and you use it well.

We think there are things that can be even better so we have asked your teachers to:

- give you more information about how you can improve your work when they mark your books
- help you to improve the quality of your handwriting and the way you set out your work in your books.

Andrew Matthews

Lead inspector