

# Wakefield Greenhill Junior and Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	108219
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	309626
<b>Inspection dates</b>	15–16 April 2008
<b>Reporting inspector</b>	James Kilner HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judith Alce
<b>Headteacher</b>	Mrs Jane Hardy
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Greenhill Road Eastmoor Wakefield West Yorkshire WF1 4LU
<b>Telephone number</b>	01924 303650
<b>Fax number</b>	0

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Wakefield Greenhill is an average-sized primary school situated close to the city of Wakefield; social deprivation indicators in the catchment area are high. The percentage of pupils with English as an additional language is above average, as is the number of pupils with learning difficulties and/or disabilities. Pupil mobility is high and the number of pupils eligible for free school meals is above average. The school has received Investors in People Award, Healthy Schools Award, Activemark, Basic Skills Agency Quality Mark, Investors in Pupils, and is being assessed for Artsmark (silver) award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Wakefield Greenhill is a good school with some features which are outstanding. These are in the personal development and well-being of pupils, the quality of the curriculum and the level of care, guidance and support. The school is welcoming; smiles and good humour abound amongst pupils and adults. Manners and common courtesies come as second nature to the pupils. There is a strong trust between pupils and their teachers and relationships between everyone in school are outstanding. A significant number of parents wrote to inspectors to praise the work of the school in caring for and nurturing their children.

Issues from the last inspection in foundation subjects and assessment of pupils have been successfully tackled so that they are now strengths of the school. The school continues with an unrelenting determination to raise standards in Key Stage 1.

Pupils make good progress because the quality of teaching is good. Children enter the Nursery class at age 3 with skills which are more typical for children aged 18 months to 2 years. They make good progress throughout school. Standards in reading and writing in Key Stage 1 are slightly below average with very few pupils reaching the higher Level 3. Standards in mathematics are just above average. Standards at the end of Key Stage 2 are above average in English, mathematics and particularly science, where over half the pupils gained the higher Level 5 in the 2007 national tests.

The school's curriculum is outstanding. Regular opportunities to enrich the curriculum through the celebration of local religious and cultural festivals strengthen community understanding. It ensures that there are opportunities to use knowledge and understanding gained in English, mathematics and science in all subjects. For example, in one lesson, pupils were developing geographical and literacy skills, learning how to write a persuasive argument for developing a school garden. Good provision is made for information and communication technology (ICT); pupils demonstrate a high level of ICT skills, which supports their research and presentation. A range of popular out-of-school activities ensure pupils keep healthy and active.

Wakefield Greenhill is an inclusive school which promotes the highest levels of care. Pupils thrive in the calm and secure learning environment. They feel safe and are aware who they can talk to if they have a problem. Pupils spoke confidently that the school does not have bullying and it will not tolerate racism in any form.

Under the astute and sensitive guidance of the headteacher, all in school work harmoniously to raise standards and provide high levels of care. Staff are encouraged to undertake externally moderated courses ensuring that everyone with leadership responsibilities is effective in their role. For example, since the last inspection, leaders in foundation subjects monitor and track standards in their areas. Whilst development planning prioritises the need to raise attainment, evaluations are not consistently linked to specific, measurable outcomes for pupils. The management of provision for pupils with learning difficulties and/or disabilities is outstanding. Meticulous tracking systems together with effective deployment of support staff and resources ensure that all identified pupils make good progress. Governors give an exceptional level of commitment of their time and expertise to the school. They hold the school to good account over areas such as finance and standards, ensuring that the school gives good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start school with skills which are significantly well below those expected, particularly in communication and social skills. Through a careful programme of home visits and induction, children settle well to school life. The school's bilingual support worker assists in ensuring those families recently arrived in this country are fully included in the induction process. The Foundation Stage provides an exciting and stimulating learning environment. A safe and well-equipped outdoor area is carefully set out with planned opportunities for children to develop both physically, emotionally and socially. An exhilarating outdoor parachute game allowed very young children the opportunity to learn about positional language and to cooperate with one another. Through good teaching and support from assistants children rapidly gain in confidence. Regular assessments ensure that provision matches their needs closely and communications between the Nursery class (Foundation Stage 1) and Reception class (Foundation Stage 2) ensure that the momentum in their progress never falters. Teaching is good and role play areas are used effectively to ensure children get to grips with real life situations, for example using money in the caf, or through planting seeds in the garden. By the time children reach the end of the Foundation Stage the majority are just below meeting the standard for their age. Effective tracking of their progress means that no time is lost when they start in Key Stage 1 so that, from the outset, work matches their needs. Very recent changes to the leadership of the Foundation Stage are being managed successfully with staff working together harmoniously. Support for children identified with additional learning needs is good, with well-qualified and effective classroom assistants guiding them in their academic, social and emotional development.

### What the school should do to improve further

- Raise standards in reading and writing in Key Stage 1.
- Ensure success criteria in school development planning are more closely linked to outcomes for pupils.

## Achievement and standards

### Grade: 2

Achievement is good and standards are above average. From low starting points when they enter Key Stage 1, pupils make good progress. End of Key Stage 1 assessments for 2007 show that standards are slightly above average in mathematics with around 20% of pupils reaching the higher Level 3. Results in reading and writing were just below those achieved nationally with very few of the pupils attaining the higher Level 3 in reading and none reaching this level in writing.

Good progress continues through Key Stage 2 so that, by the time they reach Year 6, pupils are achieving average and above average standards in English, mathematics and science. In the end of key stage test in 2007 over 75% of pupils achieved Level 4 in English, with just over 25% achieving the higher Level 5. The picture for mathematics was very similar and almost all pupils achieved Level 4 in science with well over half achieving the higher Level 5 in that subject. Indications from the inspection are that pupils currently in Year 6 will exceed the challenging targets set for 2008.

Good support from skilled classroom assistants and the rigour with which the coordinator for special educational needs monitors their progress ensures that pupils identified with learning

difficulties and/or disabilities make good progress. Good quality bilingual support ensures that pupils learning English as an additional language make the same rate of progress as their peers.

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

### **Grade: 1**

The pupils' behaviour is exemplary ensuring that the pace of lessons never falters and there is never a raised voice anywhere in school. The seeds for this exemplary behaviour are sown from the outset in Foundation Stage, where the strength of relationships between home and school ensure that all understand what is expected of the children. Pupils assess their own work as well as that of their classmates. They are given appropriate guidance in order to do this successfully. This does much to enhance their opportunities to think of the needs and feeling of others, as well as giving them a keen eye on what they need to do to succeed.

The school places a strong emphasis on pupils' spiritual, moral, social and cultural development, providing learning opportunities for pupils to explore their own and others' cultures and beliefs. There are good links to local faith communities, particularly the church and mosque. Assemblies are sensitively delivered in order to provide pupils with the opportunity to reflect in a way which encompasses all faiths. Visiting artists, authors and musicians provide excellent opportunities for pupils to express their emotions and feelings through a wide range of media. Pupils are physically active at break times, often using the good quality playground equipment purchased by the school council. Good links to the local secondary school and sporting clubs mean that pupils are able to participate in physical activity within the curriculum and during out-of-school activities. The school helps pupils to lead healthy lifestyles in their choice of diet, exercise and through the high levels of care given to them.

Pupils make an outstanding contribution to the local community. Elderly residents from the local community are regular visitors to the school and provide pupils with a fascinating insight into the living social history of Wakefield. Pupils generously raise funds for charities such as water aid for Africa and the Macmillan fund. A very active school council works closely with senior leaders and governors. There is a real sense of enterprise about the group who are not afraid to ask governors to match funds they raise in order to speed up the purchase of equipment. Pupils give constructive feedback on their lessons in the knowledge that teachers will make adjustments when they express learning style preferences. Despite the poor attendance record of some families, the significant majority of pupils thoroughly enjoy their time at school. The school is successful in preparing pupils well for life beyond the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is at least good and some is outstanding, supporting pupils to make good progress. Lessons are well planned. Teachers are confident in their delivery and demonstrate secure subject knowledge; they are clear about how to challenge pupils, enabling all, including the most able, to make good progress. Classroom assistants are used to good effect and are involved in weekly planning meetings with teachers. Pupils with learning difficulties and/or disabilities make good progress; this is a result of well differentiated lessons, and good support from classroom assistants and other pupils. For example, paired work is used to assist pupils who have English as an additional language.

Pupils' work is regularly marked and in most books there is clear advice on what pupils need to do to improve. Targets are highly visible to pupils and are explicitly linked to teaching; as a result pupils speak confidently about what they are seeking to achieve. Staff make effective use of interactive whiteboards; in one lesson quick fire questions were displayed to excite and motivate learners.

All classes are well managed; positive relationships between teachers and pupils and between pupils actively support learning. In the most effective lessons teachers ensure pace and real challenge; there are high expectations and opportunities to review learning. In these lessons, it is clear pupils and teachers work together in a real partnership and enjoy their work. Senior leaders are well aware of those areas where teaching needs to improve. They operate a proven and successful coaching system designed to improve the quality of teaching throughout the school.

## **Curriculum and other activities**

### **Grade: 1**

The excellent curriculum is broad and balanced and places a clear emphasis on supporting literacy and numeracy. Staff are creative and give careful thought to ensure pupils study an exciting range of topics, which adds to pupil motivation. One Year 5 pupil spoke proudly about their study of Aboriginal art, describing the background and culture of this community. The curriculum is enhanced through an extensive range of enrichment activities. A regular programme of visitors support drama, art, music, physical education and reading. Personal, social and health education is a strength; staff make effective use of circle time and themed days to discuss relationships and sensitive issues. As a result, pupils have a high degree of social and emotional maturity. A wide range of extra-curricular activities are available and the school has developed effective partnerships with neighbouring schools and groups in order to further increase the range of opportunities available.

The curriculum is designed to encourage pupils to make decisions and personalise their own learning. Pupils are given considerable opportunities to take on responsibility, including through the school council and the buddy system. Consequently pupils are self-confident and well motivated learners.

## **Care, guidance and support**

### **Grade: 1**

A strong culture of support has been established across the school. With the assistance of Childline, older pupils are trained as buddies, willingly taking on responsibility for supporting their classmates. Buddies have effectively delivered anti-bullying workshops to their peers. Procedures for pupils joining and transferring from the school are robust. Strong links have been established with neighbouring schools so that pupils feel confident about the move onto secondary education. Whilst steadily improving, attendance levels are just below average. Unavoidably, a small group of pupils have poor attendance linked to medical issues. However, some families still insist on taking extended holidays during school time. The school is creative in using a wide range of strategies to encourage good attendance and pupils enjoy coming to school. Support for pupils with learning difficulties and/or disabilities is a real strength. Energetic leadership supports staff to plan lessons assiduously in order to meet the needs of individual learners. Classroom assistants work in partnership with teachers and parents to provide effective additional support, which enables these pupils to make progress at least in line with their peers. An impressive system of target setting and monitoring supports pupils to make good progress.

Pupils are clear about their targets; they speak with confidence about their national curriculum levels and how they could improve.

## **Leadership and management**

### **Grade: 2**

The headteacher is the driving force behind the inclusive and caring ethos of the school. Under her exemplary leadership, the school is in a strong position to further improve. A significant number of parents cited specific examples of acts of kindness which ensure their children succeed. An effective leadership team monitors and evaluates the work of the school. Monitoring teaching and learning in classrooms is a regular feature. Where identified, senior leaders provide coaching for teachers in specific areas. A recent example was in the planning and delivery of aspects of the revised frameworks for literacy and numeracy.

A carefully nurtured team of teachers effectively manage their areas of responsibility. Subject leaders for English, mathematics and science scrutinise planning and pupils' work on a weekly basis. This ensures that no pupil is ever in danger of being left behind.

School development planning is closely linked to the generally accurate self-evaluation of the school. Sensibly, the school prioritises the need to raise standards as a guiding principle in all its work. Currently, however, development planning does not refer consistently to improved outcomes for pupils. The governing body is outstanding in the level of challenge and support it gives to the school. Governors receive effective training from the local authority; for example in the interpretation of current government data on pupils' achievement and standards. Consequently, they are able to make informed challenges to the headteacher and her leadership team. Most are regular visitors in school, taking part in the curriculum days, in-service training and observing pupils' learning.



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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?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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	3
The behaviour of learners	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	2

### 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?	1
How well are learners cared for, guided and supported?	1

<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.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
The effectiveness of the school's self-evaluation	2
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	2
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**

Thank you for the very warm welcome you gave to Mr Lowery and me when we came to inspect your school recently. We really appreciated the time that so many of you gave to speak to us about your work and your school. All of you said how proud you are to attend such a good school and we agree with you; Wakefield Greenhill is a good school, in fact we think that some things that the school does are excellent!

Here is what we found.

- Mrs Hardy and all her team lead the school well and are always planning ways to improve things for you all. Teachers and classroom assistants work well to help you to make good progress in your work.
- Your behaviour is excellent both in lessons and around school.
- The school listens to what you have to say and includes you in some of the big decisions about how you are taught.
- The way in which everyone in school cares, guides and supports you is excellent so that you feel safe and know where to go next with your learning.
- We were greatly impressed by way in which teachers help you to learn through art, music and drama as well as all the activities that help you to keep healthy and fit.
- Lots of your parents wrote to tell us that they think it is a good school too!

We have asked the school to look at ways of improving standards in reading and writing for children in Key Stage 1 and to see how well those plans I mentioned are helping all of you to get better in your work.

You know that the school listens to your ideas, maybe you can think of ways you can help as well?