

# Greentrees Primary School

## Inspection report

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<b>Unique Reference Number</b>	132831
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	316032
<b>Inspection date</b>	21 November 2007
<b>Reporting inspector</b>	Paul Sadler

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Hughes / Louise Wood
<b>Headteacher</b>	Janette Bennett
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Sycamore Drive Bishopdown Salisbury SP1 3GZ
<b>Telephone number</b>	01722 340596
<b>Fax number</b>	01722 340852

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## Introduction

The inspection was carried out by an Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following issues: the quality and effectiveness of the Foundation Stage, the quality of pupils' behaviour, the impact of class organisation on pupils' progress and the extent to which the school's targets are sufficiently challenging. Evidence was gathered by observing lessons, scrutinising documents and pupils' work, and from discussions with staff and pupils. Other aspects of the school's work were not evaluated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

The school, which opened in 2002, serves a modern development of mixed private and social housing on the edge of the Salisbury urban area. Proportions of pupils from minority ethnic groups, or who speak a language other than English at home, are low. The proportion of pupils with learning difficulties and/or disabilities is average.

## 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 a superb school in which all pupils achieve as well as they can. Leaders and managers have worked together very effectively to create a school in which pupils' performance has improved steadily each year. Children start school with the skills and knowledge expected for their age. Those leaving Year 6 in 2007 attained results in national tests in English, mathematics and science that were well above average. Over the period from Year 3 to Year 6, each one of these pupils made outstanding progress in English and mathematics. This is as a result of the excellent teaching throughout the school, which starts in the Reception Year. A particularly outstanding feature is the careful tracking of pupils' progress that is used to plan work suitable for each pupil and to plan the level of support they receive from the excellent teaching assistants.

Teachers have very high expectations of their pupils. For example, in a Year 6 mathematics lesson, more capable pupils calculated the areas of irregular shapes and were able accurately to carry out mental calculations such as 15 times 9 in a few seconds. Typical of this outstanding teaching is teachers' very good knowledge of the subjects and their very effective use of marking to encourage pupils and to show them how to improve their work. Targets are also used very well to show pupils what they need to learn next. Pupils are cared for very well and all requirements to protect children are in place.

Pupils' behaviour is excellent. Expectations are established quickly in the Reception Year and are maintained throughout the school by consistent application of the very effective policy, which pupils see as fair. On the day of the inspection almost all the work in the school was based on the theme of recognising and tackling bullying. This work included role-play and discussion, with pupils' own views seen as of paramount importance by teachers. The school is recognised as an International School, and productive links with schools, for example in Zambia, Norway and the United States, expand pupils' knowledge and understanding of other cultures. Pupils have a very good understanding of how to keep healthy and safe. Older pupils have many opportunities to take responsibility, for instance in organising recycling, or playground games. Skipping is especially popular, and pupils have an excellent understanding of how this contributes to their fitness. They are hugely enthusiastic about school and in particular value the very wide variety of opportunities available through school visits, sport, including competitive matches against other schools, drama, music and the use of information and communication technology (ICT). Attendance is well above average and improving. There are many innovations in the curriculum such as the introduction of modern foreign languages. For example, in the Reception Year simple instructions are given bilingually in English and French, and the children soon learn to respond in kind.

Leaders and managers monitor the school's work with care and accuracy. When weaknesses are identified, plans are put in place to rectify them as quickly as possible. For example, the numbers of pupils in each year mean that some are taught in mixed-age classes, but very careful planning, allocation of teaching staff with particular skills and consideration of the needs of each individual pupil mean that all pupils make equally good progress. This is the case for pupils of all abilities, not only those with learning difficulties and/or disabilities but also the most able. To quote a parent, 'I am impressed with the teachers' keenness to encourage my children to reach their full potential when their performance is already well above average.' The school benefits from modern, purpose-built accommodation with a superb hall, but spaces for other activities such as a library or for instrumental music lessons are virtually non-existent, a matter which the governors have plans to rectify. The vast majority of parents recognise and value

the school's great strengths and give a great deal of valuable support, but in spite of the school's best efforts a minority remain dissatisfied with some aspects of communication.

A notable feature of leadership and management is the extent to which staff work together for the benefit of the pupils. An example of this excellence is the degree of collaboration between subject leaders so that pupils benefit from similar approaches, and hence clearly understand what is expected of them. They are also given many opportunities to apply their literacy, numeracy and ICT skills in solving problems and in learning other subjects. They have a wide range of opportunities to collaborate through working in teams, and to learn independently.

In recent years the school has set itself the most demanding targets recommended by national guidance, and these have been exceeded. Leaders and managers have a somewhat modest view of the school's performance in relation to others but in all other respects they have a very accurate understanding of the strengths and weaknesses. Supported by the excellent governing body and under the outstanding leadership of the headteacher, this superb team of educationalists has ensured that improvement since the last inspection has been excellent and that there is outstanding potential for further improvement. This is a school that lives up to its vision: 'Reach for the stars...strive to succeed'. Many parents regard themselves as fortunate to live in the area served by this outstanding school, which they see as a shining example of the very best that can be provided for their children.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The Foundation Stage is outstanding. The school has good links with settings previously attended by the children; hence, staff have an excellent understanding of their skills and abilities when they start school. This careful assessment continues, for instance when teaching assistants are not required to give direct support they use the time noting the attainments of a small group of children. This information is then used to plan each child's individual programme of work. Children have an excellent range of opportunities to develop their learning skills through purposeful play and structured activities. As a result, they make outstanding progress. There is a very good range of resources, although the rather small size of the outdoor area means that this aspect of the work needs particularly careful planning. Leadership and management of the Foundation Stage are excellent. There are very good plans for its future development which are supported by governors and senior leaders.

### **What the school should do to improve further**

- Ensure that all parents feel that the school communicates with them well and that they are aware of opportunities to make their views known.

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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?	2
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 <sup>1</sup> reached by learners	1
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	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	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

<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>	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

04 December 2007

Dear Pupils

Inspection of Greentrees Primary School, Salisbury, SP1 3GZ

I very much enjoyed talking and listening to you and seeing your work when I visited your school recently. I want to thank those of you who took time to talk to me. I especially enjoyed hearing how keen you are to make sure no one is bullied in school.

Yours is a super school in which you make outstanding progress in your work. Some of the best things about the school are:

- Pupils do very well in the tests in English, mathematics and science at the end of Year 6.
- The teaching is excellent because teachers give you work that helps you to learn more. The way they mark the work is very helpful and you say you improve because of this. Your targets also help with this.
- You say correctly that there are lots of exciting things to do, such as in drama, school visits and physical education (PE).
- You really enjoy coming to school and your attendance is very good.
- The staff look after you very well. You look after each other and your behaviour is excellent. You take responsibility, for instance in the school council and in organising playground games.
- The Reception children get an excellent start to their education.
- You know a lot about keeping healthy and safe. All the skipping at break will keep you fit!
- You are very confident and talk to adults in a mature and sensible way.
- The environment of the school is good and you take good care of it. You and most of your parents agree that Greentrees is an excellent school.

The school is led in an excellent way. The headteacher, governors and staff understand how to make the school even better and are very good at doing so. A few parents want to know more and I have asked them to make sure that all your parents or carers feel they can talk to the staff about any problems there are.

Thank you once again for your help, and good luck in the future.

Paul Sadler Lead inspector