

Greenside Primary School

Inspection report

Unique Reference Number	108348
Local Authority	Gateshead
Inspection number	317678
Inspection dates	13–14 November 2007
Reporting inspector	Peter Harris HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	129
Appropriate authority	The governing body
Chair	Mr J Graham
Headteacher	Miss D Foster
Date of previous school inspection	1 September 2006
School address	Rockwood Hill Road Greenside Ryton Tyne and Wear NE40 4AX
Telephone number	0191 413 2186
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Age group	3–11
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Introduction

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

Description of the school

The school is smaller than most schools. Socio-economic conditions in the area broadly reflect the national average. It serves an area of prosperity, which is close to that found as an average nationally. All pupils are of White British origin; none speaks English as an additional language. The proportion of pupils eligible for free school meals is well below the national average. The percentage of learners with learning difficulties and/or disabilities is slightly higher than the national figure. There are very few pupils with a statement of special educational need. Attainment on entry to the school is slightly below what is expected for their age. The school has the Activemark award. When the school was inspected in September 2006, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires special measures. It is now providing an acceptable standard of education.

The school has improved significantly since its last inspection in 2006. It is now a satisfactory school, and several aspects of its work are of good quality. Although the standards pupils achieved at the end of Year 6 in 2007 are below the national averages, the progress they made was satisfactory. There are some pupils, especially in the current Year 5, who are now progressing much better but still need help to raise their standards to those expected for their age. Children's attainment in the foundation stage, and in the nursery and reception, are good. Pupils' achievement and progress have improved across the school because the quality of teaching and learning, which was judged as inadequate overall at the last inspection, is now good. Pupils' behaviour is often excellent; they attend very well and enjoy their learning. The school takes good care of them.

Leadership and management are good. The school was judged at the last inspection to be reliant on external support from the local authority and could not improve in its own right. The school has worked very well in partnership with the local authority (LA) on improvement. Now it has a good capacity to improve further without outside help. The headteacher leads the school very well and she has been at the centre of its improvement; but she has also been very well assisted by her staff, the governing body, and the local authority. The last inspection required the school to raise standards and this has been done in the main; pupils are now making at least satisfactory progress in their learning. The last inspection also commented that there should be clear and effective leadership at all levels. This is in place, led by the headteacher; the leadership team and teachers are now ensuring the school improves very effectively. The previous inspection also said that the new governing body should develop skills so it could monitor the school effectively, set a clear plan for improvement, and hold staff at all levels accountable. The governing body has tackled all these issues effectively. It has developed its skills well through training, and monitors carefully how the school is performing. The school's plan for improvement is a clear and represents a useful guide to Greenside's development. Governors challenge and support staff to ensure the process of improvement. In addition, the governing body has also made an important contribution by taking action to ensure staffing is stable.

Effectiveness of the Foundation Stage

Grade: 2

The majority of children join the Nursery with levels of development below that expected for their age. They make good progress and enter Reception with average standards. Progress in Reception is satisfactory with the great majority reaching and some exceeding the expectations for their age by the time they are ready for Year 1.

The activities in the Nursery and in Reception are well organised and challenging. Pupils make a good start to reading, writing and mathematics, helped by the planning of phonics and counting sessions, and their learning is well supported by the teaching assistant. There are many opportunities also to learn through play, and pupils benefit from a good range of resources and from a well-developed outdoor space, which are used well. The opportunities to learn

outside are well linked to the areas of learning expected for children of this age. Pupils enjoy their learning; they work well independently and are very purposeful. They are considerate to each other.

What the school should do to improve further

- Raise standards in Key Stage 2, particularly in Year 5 in English and mathematics.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

There has been a significant improvement since the last inspection when achievement and standards were inadequate. Pupils' achievement is now satisfactory. Standards in the current Year 6 were found by inspectors to be broadly average. Pupils enter Year 1 with standards in line with those expected for their age. Inspection evidence and school information show that pupils in Key Stage 1 make good progress in their reading skills and reach above average standards. Pupils reach broadly average standards in mathematics and writing. This represents satisfactory progress from their starting point. Results for Year 2 in the national assessments in 2007 sustained the improvement seen in 2006. Overall, they were significantly above those expected for their age in writing and above in reading and mathematics. This represented good progress from their starting point.

Pupils make satisfactory progress in Key Stage 2. The school's results in the 2007 national tests show that standards reached then were significantly below the national average in English and science and below the national average in mathematics. Nevertheless, the pupils concerned made satisfactory progress, including the many pupils who had learning difficulties and/or disabilities. School information and inspection evidence indicates that the current Years 6, 4 and 3 are making satisfactory progress overall. Standards are average in Years 6 and 4, and above in Year 3. In Year 5, standards are well below average but pupils are currently making good progress in mathematics and reading and satisfactory progress in writing. Pupils with learning difficulties and or disabilities progress as well as the other pupils because of good support from teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and spiritual, moral, social and cultural development are good. Relationships are very good and pupils are confident that they have somebody to go to if they have any concerns. Typically, pupils say that, 'You can talk to teachers, like a friend. They are there for you.' Behaviour is excellent. Pupils say it is now much better now and they appreciate the clear guidelines and rewards system. They say there is no bullying and that they feel very safe. They enjoy coming to school and they say learning is fun, particularly in mathematics! Because of the progress they are making, they are now far better prepared for the next stage of education. Attendance is above the national average and punctuality is good, and there have been no exclusions of any kind. Pupils appreciate and take advantage of the additional sporting activities and healthy choices at lunch and snacks at break-time. They have a good understanding at what constitutes a healthy lifestyle. Pupils move around school in an orderly manner and

are polite and respectful with adults. They collaborate very well and demonstrate maturity and self-discipline in lessons. They expressed great enjoyment as they described a residential visit, which developed self-reliance, confidence and a team spirit. Pupils know about other faiths and cultures different from their own. They willingly take on responsibility and have opportunity to express their views through the school council and to contribute to the school community. They contribute to local charities but links with the wider community are underdeveloped; its development is a priority for the school, identified in its planning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have very high expectations of behaviour and very good relationships with pupils. This ensures a calm and supportive learning environment. Pupils are therefore responsive, work hard, are productive and make good progress. Teachers know their pupils well and they match activities appropriately to pupils' needs. Good use is made of interactive computers to explain new knowledge and demonstrate new skills. Typically, good teaching encourages the pupils to use what they already know and builds on prior learning. Effective use is made of criteria for success, helping pupils to see what they should strive to achieve, and in an outstanding example, the teacher constantly referred back to these to check progress and encouraged the pupils to evaluate their own learning. As a result, pupils made very good progress in their understanding of fractions and mixed numbers. Marking is very good and gives clear advice on how to improve. Pupils with learning difficulties and/or disabilities make good progress because of good support from well-briefed teaching assistants.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Teachers use national guidelines to plan for an appropriate balance of academic, creative and physical skills. They ensure that the content and activities are modified so that all pupils have access to the curriculum. The school is however seeking to develop the curriculum further by making more explicit the links between subjects and providing greater opportunities for pupils to use and apply their basic skills. Pupils' personal development is well promoted. The curriculum is enriched by a good range of visits and visitors, which promote enjoyment in learning. Extra curricular activities are enjoyed by a good proportion of pupils. There are good opportunities to learn to play instruments and participate in sporting activities in order to extend skills further. Resources in information and communication technology (ICT) are unreliable and this limits pupils' potential to extend and develop their computer skills and use them in other areas of learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The very good care the school gives its pupils is underpinned by very good relationships. This gives pupils the confidence that their concerns will be addressed. Child protection, health and safety and safeguarding procedures are robust. Clear guidelines on behaviour and reward systems are appreciated greatly by pupils and provide effective motivation. Good links with parents and external agencies make sure that pupils receive the support and help they need. The school tracks individual pupils' progress and this

information is used effectively to plan the next steps in learning and identify individuals or groups who need additional help. This information is also used well to set individual targets so that pupils know what they have to do improve. A basic skills teacher has been used effectively to intervene to help pupils who need to catch up in their literacy and numeracy skills. The school has well organised systems to ensure good transition between different stages in the school, including from nursery to reception. Parents are actively involved and pupils are provided with opportunities to visit their new teachers.

Leadership and management

Grade: 2

Leadership and management are good. The areas identified for improvement at the last inspection have all been tackled very effectively and the school has improved significantly. This improvement is due in great part to the headteacher, who has led the school very well and ensured its work is directed sharply to helping pupils make progress and attain higher standards. She led the creation of a well designed system of assessment which has ensured teachers know their pupils well and pupils know how they are doing and what to do to get better. The overall quality of teaching is now good. The school's capacity to improve is now good. Support from the local authority is available when requested but the action to bring about improvement is now firmly led by the school. The leadership team is providing the headteacher with strategic support and making a good contribution to monitoring the school's quality and identifying how to improve. Senior managers know the school's strengths and the areas where it can improve very well. This is also true of teachers who know their classes very well, and use this knowledge to secure further improvement for pupils. The headteacher has ensured the school has responded fully to the areas for improvement identified during previous monitoring visits. For example, subject leadership is now developing well.

The governance of the school is good. From the outset, the governing body has tackled staffing matters to bring about stability and better quality and this has helped the school to improve. They have developed their skills in evaluation, and now monitor the school's work effectively and helpfully challenge the school to continue to improve. The governors and the staff now have a clear vision of what has been achieved and what they want to do in the future. This is assisted effectively by a school improvement plan that focuses well on the remaining areas for development. The school takes care to keep parents informed and involved in the school; in the results of a recent questionnaire, they recognised the school had improved a great deal in the past year. The budget of the school is managed well, resources and staffing are directed to the best interests of pupils and the school provides satisfactory value for money.

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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?	3
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	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 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	2
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	2
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 November 2007

Dear Pupils

Inspection of Greenside Primary School, Tyne and Wear, NE40 4AX

Thank you for the welcome you gave Mr Goodchild and me when we recently visited your school. As you know, I have been inspecting the school in visits during this year to check on its progress since it was judged at the last inspection as not providing an acceptable standard of education.

I am very pleased to tell you that the school has improved greatly during the past year and it no longer requires to have regular visits. It is now providing a satisfactory education for you and several elements of its work are good.

Thank you again for talking to us about the school during the inspection. You said you recognised that the school had improved and was doing its best to help you.

The school is led very well by your headteacher. She and the staff, and the governors, have brought about this improvement in Greenside. Teaching is now good and the school takes good care of you.

We saw that you also care for each other. We were also impressed at how you behave very well in lessons and around the school. You enjoy your work and want to do well. The progress you are now making is much better and so are the standards of work you are achieving. Because of the disruption in Greenside in the past, some older pupils in Key Stage 2, especially in Year 5, still need to improve their standards in English and mathematics. We could see the pupils concerned are trying hard to catch up and that the school is helping them to do this well.

We wish all of you happiness and success in your time at Greenside.

Yours sincerely

Peter Harris

Her Majesty's Inspector