

Green Street Green Primary School

Inspection report

Unique Reference Number	101616
Local Authority	Bromley
Inspection number	323490
Inspection date	12 May 2009
Reporting inspector	Wendy Simmons

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	423
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Simon Parker
Headteacher	Mrs Barbara Grandi
Date of previous school inspection	10 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Vine Road Green Street Green Orpington BR6 6DT
Telephone number	01689 852781
Fax number	01689 600911

Age group	4–11
Inspection date	12 May 2009
Inspection number	323490

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the school's overall effectiveness and investigated the following issues.

- How well the children make progress from the Early Years Foundation Stage through to the end of Year 2.
- Why do pupils do so especially well by the end of Year 6 in science and what is the school doing to bring English and mathematics up to this level?
- Find out why the provision in the Unit for Speech and Language Disorders may possibly be outstanding.
- Explore if the school's view of outstanding leadership is accurate and does this lead to outstanding achievement of pupils?

The inspectors gained evidence from lessons and from the school's own evaluations of its work. Discussions were held with staff, pupils and four governors. A range of documentation was evaluated. Samples of pupils' work were scrutinised and the views of parents were gathered from questionnaires. Other aspects of the school's work were not investigated 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. These have been included where appropriate in this report.

Description of the school

The school is larger than average and oversubscribed. Children mostly join the school in the Early Years Foundation Stage Reception class. Generally few pupils receive free school meals and many come from relatively advantaged homes. Most pupils come from White British backgrounds. A few come from mixed or Asian cultural heritages. Only a few pupils do not speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is higher than average. In the mainstream school, pupils' difficulties are very wide-ranging and include such things as general learning difficulties, physical disabilities, dyslexia, and social, emotional and behavioural difficulty. The proportion with very complex needs is very high. This is because the school has a 21-place Speech and Language Disorder Unit, known as the 'Speech and Language Disorder Classrooms'. Pupils spend between two and three years in these special classes and during this time they are often integrated in to the mainstream classes. As a result, the range of abilities, in different years from Year 1 upwards, can suddenly alter to become far more wide-ranging.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

At the time of the last inspection, the school was found to be good. Since then it has developed still further and is now outstanding. Pupils enjoy school life and they make excellent progress, so that their achievement is outstanding. Pupils make good progress by the end of Year 2 and some pupils do outstandingly well. This continues in Key Stage 2. As one governor so rightly said, 'Children are happy, cared for, challenged and receive a very broad education.'

Very high-quality teaching and learning, an impressive curriculum, very good assessment and support helps pupils to achieve outstandingly well both academically and personally. Higher-ability pupils, from all cultural backgrounds, and pupils with learning difficulties and/or disabilities often perform at an exceptionally high level when compared to the national picture for these groups. Those who speak English as an additional language also do very well.

By the end of Year 6 standards are above average. Within this, the proportion of pupils who reach the more advanced Level 5 has been high for several years and is on track to be higher still in 2009. Specialist sports and music teaching leads to very high standards in these subjects. The teaching of music is among the very best seen by the inspectors and clearly makes a stunning impact on pupils' spiritual and cultural development, as was evident when the choir sang 'Adiemus' so fantastically well.

Leaders are very ambitious to get standards to the very highest possible level. However, it is important to note that this is an extremely inclusive school and because it takes so many pupils with complex learning disorders, this can mean that some pupils do not get to the average levels. This can prevent the overall performance from being exceptionally high. Nonetheless, the school sets very challenging targets to achieve this.

Underpinning this very successful school is outstanding leadership and management. The headteacher and her senior leadership team evaluate the work of the school very well; they show determination and energy in all that they do. There are constant checks of all the subjects by middle managers. This information is shared with all staff and governors. The very committed and high-profile governing body are fully involved in evaluating the work of the school. Leaders at all levels play a major part in putting together a very clear development plan for the future and they have high expectations. The school has an excellent capacity to improve.

The provision for pupils with learning difficulties is outstanding and especially so for those in the 'Speech and Language Disorder Classrooms'. A very good range of external partners help to support pupils. Dedicated, highly competent teachers and assistants, together with excellent speech therapists, ensure early identification of pupils' needs and very appropriate learning targets. Parents sang the praises of staff. One said, 'Staff are brilliant with my son; he is integrated into the mainstream school, which is a credit to the whole school.' A delightful and emotionally tear-jerking performance of 'I Can Sing a Rainbow' showed how well pupils develop their confidence, self-esteem and language skills. Teachers' plan for a burst of intensive teaching and rigorous assessments of pupils' progress ensure that they make exceptional progress.

Pupils do especially well in science. There is plenty of practical work and as pupils said, 'We enjoy the hands-on approach.' By the end of Year 6 three quarters of pupils get to the higher level in their work (Level 5), which is very impressive. The foundations of pupils' very good skills start early, as seen when pupils in Year 1 were observed measuring and recording the growth of their beans very accurately. Pupils continue to do well as they move through the school, with some outstanding teaching in Years 5 and 6. The links between science, English

and mathematics are excellent. For example, Year 6 pupils explored the nutritional content of foods, converted these into percentages and presented this information in graphs. Science work, together with sporting activities, makes a significant contribution to pupils' adoption of healthy lifestyles.

Leaders and teachers have been working effectively to raise standards in mathematics. The impact of their work is evident in the fact that in 2008 close to 50 per cent of pupils reached the more advanced Level 5 standards in their work, and for the current Year 6 over 60 per cent are on track to reach this level. The improving standards are a result of very effective evaluation of what needed to be done to improve, so that teaching and learning have improved. As a result, pupils are doing more practical real-life mathematical investigation and are talking more about the ways that they work through each step of their calculations.

Leaders have also been working to further improve standards in English. There is a whole-school drive to lift pupils' writing skills to an exceptionally high level. They know that there is still more to do, especially to help boys to enjoy writing as much as possible and by giving children as many opportunities as possible to edit, extend and improve their writing. In the lessons seen there is room for more drama activities within lessons to inspire pupils and to further aid their descriptions. As one pupil said, doing more drama would 'help me to get into the character'.

Pupils are polite and their behaviour is good, although a few do not behave as well as others. Pupils say that they are very well cared for. Almost all parents agree with this, although a very small minority felt that occasionally pastoral care and the partnership with parents could be better. Pupils are helped to make a very impressive contribution to the wider community through music and sports and they have many cups and trophies to demonstrate this. They also work hard to raise funds for different charities and have a strong awareness of the cultures and beliefs of others. These features contribute to good community cohesion.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The provision has improved greatly in the last two years. This has resulted in the considerable improvement in standards, lifting them from expected levels in 2007 to become much higher in 2008. They are on track to be equally high in 2009. This shows outstanding progress and achievement from their starting point, which is usually at the expected level. The outstanding teaching, learning and assessment of children reflect the very high-quality leadership. Children settle in very quickly because adults form extremely caring and happy relationships with them. As one parent commented, 'It is exceptional.' Children enjoy the many exciting activities, such as acting as firepersons, making puppets and making their own little books. Teachers skilfully help children to learn how to work and play well with others. In particular, they encourage children to develop their independence so that they explore things for themselves and develop very good concentration. Children's behaviour is outstanding. They show a great willingness to talk about what they are doing because adults ask very good questions. They quickly learn how to count, look for patterns in numbers and shapes and do simple calculations. They make excellent progress in using letters and sounds (phonics) to help them with their reading. The leader is focused on helping boys to write more and this is coming on very well, although there is still more to do, so that they link writing to their play activities.

What the school should do to improve further

- Help pupils to have more fun when doing writing activities, such as by doing more drama in lessons, so that even more boys enjoy writing.

- Make sure that children have more time to work on the good ideas that teachers give them about how to edit, extend and improve their work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	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 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

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 eliminated	1
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 May 2009

Dear Pupils

Inspection of Green Street Green Primary School, Orpington, BR6 6DT

You may remember that two school inspectors visited your school recently. Thank you for being so friendly and polite. It was a real pleasure to talk to you and see you busy working. I am writing to let you know what we found out.

You go to an outstanding school. This means that it is fantastic! There is not much to be done to make it even better for you. Your teachers work very hard to help you to learn new things very well. You work hard and mostly really enjoy school, especially all of the extra activities and specialist teaching. Your music is fantastic and thank you for singing to us. The performance of 'Adiemus' was stunningly wonderful - well done! We especially like the work of the 'Speech and Language Disorder Classrooms' and are very impressed how you show respect for each other. Mostly, you all behave very well, but a few find this harder. You and your teachers are working very well together so that you get to levels in your work that are often better than pupils in other schools and many of you make extremely good progress. The work in science is excellent and you are developing your mathematics skills very well.

Your excellent headteacher and all of the other adults are working very hard to make the school even better for you. I have asked them to do the following:

- help you to have more fun when doing writing activities, such as by doing more drama in lessons, so that even more boys enjoy writing. Also, we would like you to have more time to go back over some of your work, so that you can work on the good ideas that teachers give you about how to improve it.

Yours faithfully

Wendy Simmons

Lead Inspector