

# Greenside Primary School

## Inspection report

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<b>Unique Reference Number</b>	107828
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324659
<b>Inspection dates</b>	15–16 September 2008
<b>Reporting inspector</b>	Linda Murphy

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	295
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Hardcastle
<b>Headteacher</b>	Mrs Janet Howard
<b>Date of previous school inspection</b>	7 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chapelton Pudsey West Yorkshire LS28 8NZ
<b>Telephone number</b>	0113 2574509
<b>Fax number</b>	0113 2146120

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The majority of pupils are of White British heritage: a few pupils are of Asian, Chinese, Irish and Polish heritage. There are fewer pupils eligible for free school meals or with learning difficulties and/or disabilities than is usually found. Since the last inspection there has been a very high turnover of staff including most senior leaders. The Early Years Foundation Stage (EYFS) consists of two Reception classes.

Within the school grounds the externally managed Greenside Care Club provides a pre-school, out-of-school care and a play scheme.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In this good school pupils' personal development is first-rate and a key to the school's success. True to its aims the school provides 'good quality learning for all groups of pupils within a caring and happy community'.

The arrangements for pupils' care and guidance are outstanding as is the way in which the school nurtures pupils' personal development from the outset. These aspects contribute greatly to the school's supportive and very caring community. A typical comment expressed the views of many by explaining that pupils 'just soak up' a mature sense of right and wrong, excellent manners and outstanding behaviour. This is because staff are firm, fair and friendly and provide clear role models to which pupils eagerly respond. Pupils have a very happy disposition, an engaging manner and a clear sense of mutual respect and moral responsibility. This enables them to cooperate enjoy their time at school and form high quality relationships. These qualities prepare pupils very well to contribute to society and form a springboard for very close links with the local and wider communities as exemplified by the school's Stephen Lawrence Award. Pupils gain a very broad knowledge of how to keep safe and stay healthy, through the plentiful opportunities the school provides such as healthy school meals and plenty of time for discussion, exercise and sports.

Staff and pupils have great pride in the recent improvements to accommodation: classrooms are exceedingly conducive to very effective teaching and learning. Pupils are taught well and this leads to successful achievement for all groups of pupils. This means that having entered Reception with skills typical for their age pupils progress well and leave Year 6 with above average standards. A larger proportion than average attain above expected levels. Provisional standards in science at Key Stage 2 show a slight decline in 2008 from the above average levels in 2007. This is mainly because pupils were not adept at applying their scientific knowledge to practical situations. The school has taken innovative action to improve the continuity of pupils' learning by creating curricular teams responsible for groups of subjects. This enables staff to share expertise for the benefit of all. Standards in mathematics are higher than expected for pupils' ages, with relative strengths in problem solving but with a relative weakness in calculation. The curriculum serves pupils' needs well and encourages pupils' exceptional appreciation of how they can contribute to wide and diverse groups of people in this country and abroad.

Leadership and management at all levels are of good quality. Leadership is outward looking and forms very strong partnerships with others to support learning. There is an excellent team spirit with staff keen to work together to raise standards and help pupils succeed. Parents are very happy with what the school provides for their children.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Overall, children achieve well in the EYFS. Their skills on entry are those typically expected for their age and children make good progress so that most exceed the goals set nationally by the time they enter Year 1. Excellent induction arrangements are a starting point for the outstanding care provided. This enables children to settle quickly and have an exceedingly happy and productive start to school life. Pupils receive much support to become independent in their learning and to cooperate with others very well. As a result, in their personal and social development children attain highly. Learning is of good quality because the teaching is lively

with high expectations of what children can achieve. Staff use assessment well to plan work at the right level for individuals. The good curriculum meets children's needs and is based increasingly on their interests. The outside play and activities are of good quality, although they do not always sufficiently link to learning that takes place inside. As a result, at times, children's learning is not as integrated as it could be. The EYFS is well led with teamwork at the heart of its success, which reflects the whole-school approach ably led by the headteacher.

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

- Improve the accuracy and speed of pupils' mathematical calculations.
- Provide more opportunities for practical work in science so that standards are raised by the end of Key Stage 2.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. In the Year 2 teacher assessments and in the Year 6 national tests, the school's standards have mostly been maintained at an above average level since the last inspection. The school's most recent provisional test results follow a similar pattern with ever-increasing proportions of pupils attaining highly for their age. There are strengths in English at both key stages, which contribute well to pupils' learning in other subjects. For example, the good levels of reading promote pupils' independence in learning. Mathematical problem solving has improved since the last inspection. However, pupils are at times held back from attaining even more highly by the lack of accuracy and speed of their computation skills. Conversely, in science, pupils build up a good knowledge of the subject although at Key Stage 2 their ability to apply this to practical situations is a comparative weakness. These are relative weaknesses within a very successful picture overall. Pupils who need extra help, either because they have learning difficulties and/or disabilities or special gifts and talents, also do well. This is as a result of the extra help they are given. Pupils from minority ethnic groups achieve as well as other pupils because the school ensures that the needs of all are met well.

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

### **Grade: 1**

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are outstanding. The school builds pupils' confidence, self-esteem and positive attitudes to learning very successfully. Consequently, pupils behave very well. They are very courteous, respectful and have very mature attitudes. Pupils are confident that the rare incidents of bullying are dealt with swiftly and effectively by staff. Attendance is good, a clear indication of pupils' very great enjoyment of school. Pupils agree that 'teachers make lessons fun', a view held by the majority of parents.

Pupils regularly take the initiative and make excellent contributions to school life and the community: for example, they have responsibilities for play leading, helping others, answering the telephone and as recycling monitors. Links to an exceedingly wide range of local community initiatives include, for example, designing a new area in Pudsey Park. Pupils are aware of environments much broader than their immediate one. They have developed a significant appreciation of the problems faced by emerging countries and underdeveloped economies. This has promoted their understanding of economic and environmental issues very well and they develop a strong sense of responsibility towards those less fortunate than themselves. Pupils have an excellent understanding of healthy eating and the importance of regular exercise

as a result of work undertaken to achieve the Healthy Schools Award. Pupils' excellent attitudes to work, good attendance and the above average standards they attain equip them well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn well because teaching is of good quality. Lessons are calm and purposeful and, consequently, pupils work productively. Teachers make clear to pupils what they are expected to learn and help them reflect on what they achieve. This helps pupils identify their 'next steps to success'. Teachers usually maintain a good pace in lessons and this keeps pupils interested and involved in their learning. On occasion, the pace slows during the introduction to lessons. Pupils' excellent social skills enable them to cooperate and work sensibly, which adds much to their learning. Teachers' good planning mostly caters well for a wide variety of abilities and learning styles. Their very effective questions lead to pupils developing a clear and deeper understanding in their studies. Resources, for example interactive white boards and other aids for teaching and learning, are of good quality, well organised and used effectively to enhance learning. Teaching assistants have a good understanding of how to promote pupils' learning, especially those with learning difficulties and/or disabilities. However, the match of work to pupils' needs in science is not as well planned as in other subjects.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well planned with challenging and creative tasks which fully engage pupils in enjoyable learning. Greater links are developing between subjects to ensure that pupils use skills acquired in one subject more widely in others. The school mostly plans well for mixed-age classes to ensure that pupils' learning is progressive. A recent focus on writing and problem solving in mathematics has helped to improve standards in these aspects. Priorities now include calculation and science. In science, the lack of sufficient experimentation has held back achievement at Key Stage 2. Provision for pupils' personal, social, health and citizenship education is very well established. As a result, pupils learn to make informed choices about their personal well-being. Pupils with learning difficulties and/or disabilities are fully included in all that the school offers. For those with special talents the school ensures that their needs are met in class and through extra activities. Learning is enriched by a wide range of clubs for sports and other activities such as the Sign Language club. Educational visits and visitors also enrich pupils' learning: for example, residential visits to Ingleborough Hall enhance pupils' physical and social skills well.

### **Care, guidance and support**

#### **Grade: 1**

Outstanding care and support for pupils is woven throughout school life. Robust arrangements to safeguard pupils and ensure their safety are praised by the local authority as exemplary. The very effective work of the communication manager adds a great deal to pupils' welfare and contributes very well to the school's very strong links with parents. The school involves families in the education of their children through organising workshops and a website which aid parental understanding of their children's' learning. The school is highly inclusive and provides

exceedingly well for the individual needs of pupils and groups of pupils. Clearly understood targets, very helpful marking and the use of 'step by step' criteria, often set by pupils, help them know how well they are doing and what they need to do next. Pupils are becoming increasingly adept at evaluating their work and that of their classmates and sensitively offering advice.

## **Leadership and management**

### **Grade: 2**

The headteacher is innovative and has successfully created a team approach to leadership and management. Recent team restructuring builds upon the strengths within the staff and ensures that when changes occur in staffing that pupils' progress is rarely adversely affected. This is improving the leadership of science, for example, which has in the past been adversely affected by unavoidable staff absence. Team leaders and subject leaders have a clear understanding of priorities because they are involved in checking the school's work. Systems to track individual pupils' progress are well managed. The data gained from this tracking is used well to help pupils progress well and to mostly reach the challenging targets set for them. Governors fulfil their role well, deploy resources very effectively and contribute to improvement. Self-evaluation, although on occasion overstated, is of good quality because checks on performance are firmly embedded and outcomes used to steer improvement. The curriculum is particularly strong in establishing many links outside the school and ensuring that pupils develop an outstanding understanding of how wider communities work and how they can make a contribution to their communities. Smooth day-to-day management means that no time is wasted. The headteacher leads pupils' personal development in an excellent way. This ensures a high level of equality of opportunities for pupils and contributes significantly to their success: so too does the excellent support from parents. The school has made good progress since the last inspection and has good capacity 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?	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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	1
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

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

Thank you very much for the warm welcome you gave the inspectors. You attend a good school of which you can be proud. Your behaviour and attitudes to school are first-rate! This is because the staff set an excellent example for you to follow and because they do the very best they can to keep you safe.

You get off to a flying start in the Reception classes and continue to make good progress through school. This is because the teaching is enjoyable and the activities you are given are just right to help you learn.

The inspectors found that you do well at school and attain standards in English and mathematics that are higher than in many other primary schools. You are good at English and at solving problems in mathematics in particular. To help you in your 'next steps of learning' the inspectors have asked the school to ensure that you get even better at practical work in science and in numeracy.

Your school works very well with your parents, carers and other people to help you learn. Everyone wants the best for you and you can help the good leadership of Greenside Primary School by continuing to be excellent young people, keeping up the good standards in English and trying especially hard at numeracy and science.

All the best for the future!