

Greenacres Primary

Inspection report

Unique Reference Number	100128
Local Authority	Greenwich
Inspection number	335490
Inspection dates	21–22 October 2009
Reporting inspector	Madeleine G'ard

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

The registered childcare provision, 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Ben Jasper
Headteacher	Barbara Warren
Date of previous school inspection	2 October 2006
School address	Witherston Way Eltham London SE9 3JN
Telephone number	020 8857 4965
Fax number	020 8857 4995
Email address	headteacher.greenacres.greenwich@lgfl.net

Age group	3–11
Inspection dates	21–22 October 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' work in books, the school's development plan for raising pupils' attainment, tracking data showing the progress pupils are making and 43 responses to the questionnaire sent to parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress through the school
- the use the school makes of assessment information to extend the learning and progress of all the pupils
- the extent that the quality of care, guidance and support is a strength of the school.

Information about the school

Greenacres is smaller than the average sized primary school with a Language Impairment Unit that provides for 32 pupils with speech and language difficulties. The proportion of pupils with special educational needs and/or disabilities is much higher than average. The majority of these pupils struggle with basic literacy and numeracy or have speech and language difficulties. Some pupils with special educational needs and/or disabilities join the school partway through their education and transfer back to their local school before the end of Key Stage 2. The proportion of pupils who come from minority ethnic backgrounds is above the national average. The proportion of pupils learning English as an additional language is below average and few of these pupils are at an early stage of learning English. The Children's Centre, which shares the school site, is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Greenacres Primary and Language Impairment Unit provides a good quality of education. Attainment has risen and is now average because rates of progress and learning have improved and are good. Pupils behave well in class and around the school. They are happy and develop good personal and social skills because the school provides an inclusive environment where pupils feel safe. Relationships are friendly and positive. The school works very hard to ensure that pupils are outstandingly well cared for and that all pupils, including the most vulnerable, are extremely well supported. Very strong links with a wide range of outside agencies provide pupils, particularly those with complex needs, with the support they need to make good progress. The vast majority of parents are confident that their children enjoy school. One typically commented, 'My child loves coming to school.' All pupils are fully included in the life of the school. Pupils' understanding of themselves as part of the school and local community is good. However, their awareness of those who live in different communities in Great Britain and globally is not as consistently well developed.

The good curriculum is broad and balanced and rightly prioritises literacy and numeracy. Recent changes, particularly to the way literacy is taught, are helping to improve attainment. For example, there is a strong emphasis on developing pupils' writing skills, based on shared expectations of what the pupils should be able to do and increased opportunities for pupils to write at length in a wide variety of different styles. The quality of teaching is good. Pupils appreciate the interesting work teachers plan for them and they have positive attitudes to learning. However, in a few lessons, teachers' explanations of new learning are not always clear enough to ensure that all pupils learn consistently and progress as swiftly as they could. Good whole-school systems are in place to check the progress each pupil is making. Information from assessments is analysed and reviewed regularly so that additional support can be swiftly put in place for any pupils needing extra help.

The headteacher is a strong leader and gives a clear direction for the school's work. The school has an accurate understanding of its strengths and of areas in need of development. Key priorities for improvement have been rightly identified and successful action taken to improve provision and raise attainment. This reflects the school's good capacity for sustained improvement. Staff work successfully to engage the support of the parents. For example, details of what pupils are learning in each class are shared regularly with parents, together with suggestions of how to develop their children's interests at home. Literacy, numeracy and computing workshops support parents in helping their children with their learning. Some parents made a point of writing to express their appreciation for the work of the school. One wrote, 'As a parent, I couldn't

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ask for more from a school.'

What does the school need to do to improve further?

- Raise attainment by ensuring that teachers consistently explain new learning clearly.
- Ensure that work to promote community cohesion both nationally and globally is consistently as well planned as for that at the school and local levels.

Outcomes for individuals and groups of pupils

2

Children join the school with a range of skills and capabilities but, generally, attainment on entry is well below the expected levels for their age. In 2009, provisional results in national tests at the end of Year 6 show that standards for all pupils have risen and were average in English and mathematics. The proportion of pupils reaching the higher levels in national assessments has also increased considerably and is average. From pupils' low starting points, this represents good learning and progress. Rates of progress through the school are good. The school's own tracking data and work in pupils' books show that more pupils are on track to reach the expected levels and that pupils are achieving and learning well. In some classes, pupils are making extremely good progress but this is not consistently the case. Pupils who struggle with basic literacy and numeracy make similar good progress, as a result of the support they receive. The extent to which the most vulnerable pupils and those with complex learning difficulties are supported is good and, as a result, they make good progress. Consequently, many pupils in the Language Impairment Unit are able to return to their local school after several years in the specialist provision at Greenacres. Pupils at an early stage of learning English as an additional language receive individualised help, so that they make swift gains in English and progress well. The school tackles discrimination well and promotes equality effectively so that, overall, pupils' achievement and enjoyment are good.

Pupils enjoy coming to school. They have a good awareness of how to keep themselves fit and healthy, as reflected in the school's success in achieving the Healthy School Award and the Activemark. Pupils are keen to use sporting equipment, enjoy working with specialist sports coaches and like participating in games at break-time. Pupils' awareness of how to keep themselves safe is good and they are in no doubt that adults will help them quickly should any problems occur. Pupils are enthusiastic to take on responsibility within the school community, for example, as peer mediators, in the school council and as assembly monitors. Pupils have contributed well to improving the local environment by, for example, taking an active part in redeveloping the local park. Opportunities for pupils to participate in class assemblies and in musical performances help their self-confidence and self-esteem to grow. Spiritual, moral, social and cultural development is good. All pupils have been recently involved in a project to explore their own cultural heritage. Through work during Black History month, they celebrated the achievements of people from a variety of cultures. Pupils' good personal development,

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average attendance and average basic skills prepare them satisfactorily for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use effective approaches to encourage consistently good behaviour in lessons. Good planning ensures that work is appropriately matched to pupils' specific learning needs. As a result, all pupils, including those in the Language Impairment Unit, participate fully in all areas of the curriculum and make good progress. Pupils enjoy opportunities to discuss their learning in pairs and to work in groups. This develops their strong social skills and encourages the development of their speaking and listening skills. In lessons, teachers make clear to pupils what they need to be able to do. However, in a few classes new learning is not explained sufficiently clearly to ensure that all pupils understand quickly. Consequently, in these lessons the pace of learning is not consistently brisk. Pupils who struggle with basic literacy and numeracy, as well as those who need extra help with speech and communication, benefit from good support from committed additional adults. This helps them to make good progress.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The well-managed curriculum is underpinning improved rates of progress in basic skills and promoting pupils' creative, practical and personal talents. Cross-curricular themes are helping to capture pupils' interest in their work. For example, pupils in Year 5 were developing their literacy skills well through writing persuasively for and against healthy eating and healthy lifestyles. However, themes are not always matched to pupils' interests and experiences well enough in all classes to ensure pupils are consistently well motivated. Specialist teachers are used well. For example, pupils enjoy a variety of sporting opportunities, including tae kwon do, gymnastics and rugby. Music is a particular highlight. All pupils in Years 1 to 6 enjoy singing together each week and pupils in Years 3 to 6 learn to play a variety of instruments, including keyboards, drums, brass and guitar. Visits to local museums and places of interest bring the curriculum to life and develop pupils' knowledge of the local area. Older pupils appreciate residential visits that promote their independence and social skills. There is a good variety of extra-curricular clubs, including those for computing, drama and tennis.

Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. All parents responding to the questionnaire were confident that the school keeps their children safe. The school works outstandingly well to make sure that all pupils receive the appropriate specialist care and guidance that they need in order to thrive. Parents appreciate the individualised care their children receive. One commented, 'Ever since my child joined this school, he has really improved because he is getting the support that he needs.' Learning mentors play a very strong role in supporting pupils' personal, social and emotional development. There are good links with a very wide range of outside agencies that the school uses successfully, for example, to support vulnerable pupils as well as their families. Extremely good procedures ensure pupils settle quickly when they join the school and help those who leave settle into their new schools. There are good procedures to guide Year 6 pupils as they prepare for secondary school. Those who may find the transfer to secondary school difficult are given excellent additional help. Good systems to promote regular attendance and good punctuality have been successful in reducing the number of pupils who are persistently absent. Some good initiatives to improve attendance have been introduced recently but have not been in place long enough to show their impact.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

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The headteacher and senior leaders and managers work together as a coherent and effective team. Leaders, staff and the governors have a shared vision that puts the pupils at the centre of all the school's work. The governing body knows the school well, plays a full part in supporting and challenging the school to improve provision further and ensures that safeguarding procedures are good. Leaders, managers and governors take an active part in monitoring the quality of teaching and pupils' learning in order to bring about improvement and embed ambition well. A marked development is in the improvement in the teaching of literacy. The result of this work is already being seen in pupils' increased attainment through the school to reach ambitious targets. Governors gather the views of pupils through discussion with the school council. However, systems for governors to consult and gather the views of parents and carers are not as well established. The school's promotion of community cohesion is satisfactory. Pupils' awareness of themselves as part of their school and local community is good. However, their understanding of those who live in communities other than their own in Great Britain and globally is more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Outcomes in the Early Years Foundation Stage have improved. There are very good induction arrangements to support children joining the school, including opportunities for children and their parents and carers to visit the school, as well as individual home visits conducted by staff before the start of term. Together with well-established routines, this helps children to settle quickly when they join the school. Children's

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personal, social and emotional skills are well promoted and they form positive relationships with adults and other children. They share equipment, take turns and work well together in small groups. There is an appropriate balance between adult-led tasks and those that the children choose for themselves. Detailed records of continuous observations are kept. These are used well to plan the next steps in children's learning. Children's knowledge of the natural world is fostered well. For example, children in the Reception class learned about symmetry by examining autumn leaves in the school grounds. However, the range of outdoor activities does not always offer children opportunities to enable them to make as swift gains as they could in their learning, particularly in developing their literacy and numeracy skills. Leadership and management of the Early Years Foundation Stage is good. As a result, the levels children reach by the end of the Reception Year have improved and are closer to the expected goals for their age, although they are still below average on entry to Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents responding to the survey are happy with their children's experience of school and judged the overall management of the school to be effective. All of them judged teaching to be good and confirm that they are kept informed about how well their children are doing. Almost all agree that the school meets their children's individual needs and deals well with any disruptive behaviour.

Inspectors uphold the parents' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenacres Primary School and Language Impairment Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	9	20	0	0	0	0
The school keeps my child safe	33	75	10	23	0	0	0	0
The school informs me about my child's progress	21	48	21	48	0	0	0	0
My child is making enough progress at this school	22	50	19	43	3	7	0	0
The teaching is good at this school	23	52	21	48	0	0	0	0
The school helps me to support my child's learning	24	54	19	43	1	2	0	0
The school helps my child to have a healthy lifestyle	16	36	26	59	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	50	18	41	0	0	0	0
The school meets my child's particular needs	22	50	21	48	1	2	0	0
The school deals effectively with unacceptable behaviour	22	50	18	41	1	2	1	2
The school takes account of my suggestions and concerns	17	39	24	54	2	4	0	0
The school is led and managed effectively	24	54	18	41	2	4	0	0
Overall, I am happy with my child's experience at this school	34	77	8	18	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 October 2009

Dear Pupils

Inspection of Greenacres Primary School, Eltham, SE9 3JN

Thank you for your friendly welcome when we visited your school recently. We really enjoyed our visit and were pleased to hear about all the exciting work you have been doing in big writing on Thursday mornings. We also enjoyed hearing you all sing 'We are family' in assembly with such enthusiasm.

Greenacres is a good school. These are some of the good points about it.

- You like coming to school and your parents told us they like the school too.
- Your behaviour is good, you are keen to learn and you get along well with one another.
- You enjoy the interesting work the teachers plan for you to do.
- The youngest children get off to a good start in Nursery and Reception.
- You make good progress and the standards that you reach are average.
- The staff regularly check on how well you are progressing.
- Those of you who need extra help are very well supported so that you make good progress.
- You have a good understanding of how to keep yourselves safe and healthy.
- The adults look after you extremely well and make you feel safe at school.

To make the school even better, we have asked your headteacher to make sure that teachers explain what you are learning very clearly so that you understand it quickly and make even faster progress. You can help by letting your teachers know if you haven't fully understood your work. We would also like the school to make sure that you have more opportunities to find out about the lives of people who live in a wide variety of communities in this country and abroad.

Thank you again for your help and best wishes in the future.

Yours faithfully

Madeleine Gerard

Lead inspector

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