

# Greenwood Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101899
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	335801
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

---

<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 of pupils on the school roll</b>	554
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Betty Boggust
<b>Headteacher</b>	Jim Britzman
<b>Date of previous school inspection</b>	27 May 2010
<b>School address</b>	Wood End Way Northolt UB5 4QG
<b>Telephone number</b>	020 84229630
<b>Fax number</b>	020 84222106
<b>Email address</b>	admin@greenwood.ealing.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	26–27 May 2010
<b>Inspection number</b>	335801

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons observing all year groups and 17 class teachers. They held meetings with governors, staff and three groups of pupils. Further informal discussions were held with pupils at break and lunchtimes, and with parents and carers at the start of the day. The inspectors observed the school's work and looked at tracking data, minutes of governors' meetings, the school development plan, the school's records demonstrating arrangements for safeguarding pupils, a sample of pupils' work in their books and local authority reports on the school. Inspectors received and analysed 109 questionnaires from parents or carers, 94 from pupils and 30 from members of staff.

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

- how well the school addresses pupils' individual needs and improves their personal well-being, progress and achievement
- the use of information and communication technology (ICT) to support learning across different subjects
- the contribution of leaders at all levels to effect continuous improvement through rigorous monitoring and evaluation of the school's work.

## Information about the school

The school is much larger than the average primary school. It is situated on a large shared site with Early Years Foundation Stage and Key Stage 1 classes located in one building and Key Stage 2 classes in a second building. Two larger-than-average Junior and Infant schools are immediately adjacent to the school site which necessitates regular access through the school grounds. Numbers have increased since the previous inspection and the roll continues to rise. Pupil mobility continues to be high with a higher-than-average proportion of pupils joining the school part-way through their primary education. This includes a number of pupils who arrive from other countries, a high proportion of whom are at an early stage of learning to speak English as an additional language. Over three quarters of all pupils come from a wide variety of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is well above the national average. The number of pupils with special educational needs and or/disabilities is much higher than average, with a below average number of pupils with a statement of special educational needs. A new headteacher was appointed in September 2008.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Greenwood School's overall effectiveness is satisfactory because pupils' achievement and progress is satisfactory. By the time they leave Year 6 they reach broadly average standards. The personal development of all pupils and the high quality of care, guidance and support are significant strengths in the school. Pupils from a wide range of ethnic and religious backgrounds get on well together and they are proud of their school. The school has strengths in its work with parents and carers and they hold positive views about the school. The provision in the Early Years Foundation Stage is good. The great majority of children enter the Nursery with little knowledge of English. As a result of well-targeted support, they make good progress. The school also ensures that pupils with special educational needs and/or disabilities make good progress. All pupils make good progress in their spiritual, moral, social and cultural development and they have an outstanding willingness to choose healthy lifestyles. The school's links with other agencies are strong and they work collaboratively with the full range of agencies to ensure pupils' learning and well-being are promoted effectively.

Under the very good leadership of the headteacher, leaders and managers have a realistic understanding of the school's strengths and areas for development. With the support of the leadership team, the headteacher has successfully put in place the correct actions that are successfully contributing to improving outcomes. They have ensured that robust tracking of pupils' progress regularly takes place and successful work has been undertaken to improve and sharpen aspects of teaching practice. In lessons seen during the inspection, the teaching varied from satisfactory to outstanding. Positive features included well-planned lessons, which were managed effectively and organised to cater for different groups of pupils. Not all teachers consistently match the work to meet the needs of pupils of different abilities. Attendance has improved as a result of the school's proactive approach to engaging parents, carers and other agencies in increasing the attendance of persistently absent pupils.

Although the school has recently invested funding to help improve the provision for ICT, pupils are not able to use computers on a daily basis because there are not enough of them. Consequently, there are missed opportunities to encourage pupils to use ICT to support their learning and use such facilities as the virtual learning platform to find out more. There is some modification of the curriculum to enable pupils to apply more effectively the skills learnt in one subject across a range of other subjects. This more creative approach is at an early stage. Governors are using the reports and information they receive on the work of the school to good effect. However, their involvement in evaluating the work of the school at first hand and using the information to shape the direction of the school is at an early stage of development. Plans for the future identify

**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

correct priorities for improvement. At this point in time, the school has had limited opportunity to establish a record of improvement. On the evidence available at the time of the inspection, the school has satisfactory capacity for sustained improvement.

## What does the school need to do to improve further?

- Raise standards and improve progress across the school by:
  - building on existing good practice so that all pupils receive consistently good teaching
  - ensuring that all teachers match the work in lessons to individual pupils' needs.
- Improve the curriculum so it challenges and inspires pupils by:
  - developing a more creative approach to ensure relevant links are made between subjects
  - improving the level of resources for ICT
  - ensuring that pupils and teachers make better use of ICT as a tool for learning on a regular basis.
- Increase the role governors play in evaluating the work of the school and the contribution they make to school development by:
  - reviewing information on pupils' performance regularly
  - evaluating the quality of provision more rigorously.

## Outcomes for individuals and groups of pupils

**3**

Pupils' attainment is broadly average and their achievement and progress are satisfactory. The majority of pupils, including those who speak English as an additional language, make the progress expected of them given their different starting points. Those with special educational needs and or/disabilities usually make good progress because of the well-targeted support they receive. Pupils behave well and demonstrate sensible and mature attitudes towards their learning. They work well together in pairs and small groups and particularly enjoy practical activities. During the inspection a Year 5 class were putting the finishing touches to their Aztec masks and were bursting to tell the inspector all the things they had learnt about the Aztecs and the significance of the designs of their masks. In another lesson pupils worked very well together to develop their writing skills by adding exciting words to make a simple sentence more interesting. All pupils say they feel safe; they told inspectors that the school helps them acquire the confidence to keep themselves safe and that issues are dealt with effectively. Pupils have a very good understanding of healthy living and their knowledge of the importance of taking physical exercise was clear as they discussed, over a healthy school lunch, the many sports they played both in and outside school. The school is aware of the need to improve pupils' ICT skills, because the school has lacked the necessary resources. Pupils are aware of the importance of good attendance and it has recently improved. They show care towards one another respecting the different cultures and faiths within their

**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

school and recognising the similarities. Their good personal skills, along with satisfactory progress in basic literacy and numeracy skills, prepare them satisfactorily for their future.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

In all classes observed, relationships were found to be good but the quality of teaching was variable. There are examples of good teaching throughout the school. Teachers' expectations are usually high and there is a clear improvement in the amount of good teaching in the school. In most lessons, teachers shared the lesson objectives so that pupils clearly understood what they needed to do and what they were learning. Questioning is used effectively in many lessons to stretch pupils' learning although in several lessons, too little care was taken to include less able pupils. The teaching of phonics to develop knowledge and understanding of letters and sounds is well embedded and having a good impact on the development of literacy for the younger pupils. During the inspection there were examples seen of new technology being used well to support learning but this was not the case in enough classrooms. The computers

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

**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

the school does have, although insufficient, are not being fully used. The school is aware from its own monitoring of the need to increase the amount of good teaching to accelerate pupil progress by sharing the existing good practice. The improved teaching has not yet had an impact on progress, which remains satisfactory.

The curriculum is adequately matched to pupils' needs and there is an appropriate focus on the development of writing through the implementation of Big Write, which provides more opportunities for writing. There is good provision in place for science, design and technology, music and sport through effective partnerships with local secondary schools. Provision for pupils with special educational needs is good and they are making progress that is at least good. For those falling behind there is a range of interventions in place such as Reading Recovery and Springboard mathematics. There is a satisfactory range of extra-curricular clubs and activities including a large school choir. Further enrichment is provided through themed weeks such as Creative Week and Food Week where a diverse range of food from around the world was cooked, served and eaten. The pupils, parents and carers still speak with excitement about the indoor swimming pool that was created in the school hall during the autumn term. As a result, links with parents, carers and the community were strengthened. Currently the curriculum is mainly focused on coverage of the National Curriculum. While this is secure, innovation and enrichment are less evident. Further initiatives to link subjects are planned. Information and communication technology is an area for development which is acknowledged by the school.

Pupils' care and welfare remain at the heart of the school. High quality pastoral care and support are evident in daily practices. Relationships between adults and pupils are good and all pupils feel safe. The school works well with a wide range of agencies to promote pupils' learning. Pupils with special educational needs and/or disabilities are well cared for as barriers to learning have been overcome. Through working in partnership with parents and carers, pupils' attendance has improved and is now broadly average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

In just over a year the headteacher and his senior leaders have created a climate of improvement. Under his very good leadership, the staff know what needs to be done to promote faster learning and progress. Their efforts have been focused on setting up improved pupil tracking systems and a much more rigorous monitoring programme.

**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

Leadership and management have an honest and realistic understanding of the school's strengths and areas for development. The school development plan accurately identifies strategies for improvement. Partnerships with parents and carers are good. Increasing opportunities are provided for them to engage in the life of the school, which has helped them to support their children's learning at home. The school has good links with many external partners to support pupils to achieve and to promote their well-being. An example of this is the multi-agency work, which has supported vulnerable pupils and on occasions prevented the exclusion of pupils. Safeguarding is good; all aspects of good practice are adopted and documentation to support this is well organised and easily accessible. All pupils are respected and valued as individuals; consequently gaps in the attainment of different groups of pupils are narrowing especially for pupils with special educational needs. Pupils demonstrate a good understanding and respect for the varying ethnic backgrounds within the school, but too little has been done to develop a global perspective. The school has not yet developed a systematic approach to the promotion of equality of opportunity and community cohesion both of which are satisfactory. The quality of governance is satisfactory. Governors know the school's strengths and areas for development. They are now focusing on developing their skills in reviewing how well the school is performing, so that they can make a more effective contribution to monitoring and evaluating pupils' achievement, the quality of provision and in supporting the drive for improvement.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**



**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

Children enter the Nursery well below age-related expectations and most arrive speaking little English. They make good progress in the Nursery and this is sustained in the Reception classes. Many pupils enter the Reception classes from other early years providers, often with low levels of English and mathematical development. They also make good progress in their learning. This is particularly true in their mathematical development where they attain average standards by the time they enter Year 1. There is a good range of effective programmes to promote their skills in understanding the English language, which is especially supportive to those who are at an early stage of learning to speak English as an additional language. Children learn to work and play together well in this very diverse setting. They grow and develop in a very supportive and caring environment, which focuses well on individual needs. Their personal development and behaviour are good as a result of good relationships with adults and the good working relationships developed with parents and carers. Teaching is good and the learning environment is well resourced and creatively laid out with a good range of activities which children can choose for themselves. This successfully fosters their sense of exploration and investigation. Inspectors were impressed with the way the children sustained their concentration on activities they chose as well as in the adult-led sessions. Although the setting can demonstrate the good progress made by all children the understanding of progress data is underdeveloped in that comparisons with national data are inconsistent. The Early Years Foundation Stage leader has a good understanding of the strengths and areas for development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 vast majority of the parents and carers who replied to the questionnaire are very happy with the quality of education provided at Greenwood School. The inspection evidence generally supports their positive views. A particularly high percentage of parents and carers stated that their child felt safe, enjoyed school and was prepared to lead a healthy lifestyle. A few parents and carers felt that they would like to know more about the work their children were doing. The inspectors judge that communication with parents and carers is effective and improving. A number of parents are pleased with the recently introduced text messaging service. Most parents are happy with the opportunities offered by the school to discuss pupils' progress and raise any concerns. There were a small number of concerns about behaviour but inspectors found no

**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

evidence to support these.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenwood Primary School 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 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 554 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	59	41	38	3	3	1	1
The school keeps my child safe	64	59	41	38	3	3	0	0
The school informs me about my child's progress	53	49	48	44	6	6	0	0
My child is making enough progress at this school	48	44	53	49	5	5	1	1
The teaching is good at this school	54	50	49	45	4	4	1	1
The school helps me to support my child's learning	49	45	49	45	8	7	1	1
The school helps my child to have a healthy lifestyle	42	39	63	58	2	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)	34	31	62	57	6	6	0	0
The school meets my child's particular needs	43	39	57	52	7	6	0	0
The school deals effectively with unacceptable behaviour	40	37	57	52	5	5	2	2
The school takes account of my suggestions and concerns	37	34	58	53	6	6	1	1
The school is led and managed effectively	49	45	51	47	2	2	1	1
Overall, I am happy with my child's experience at this school	59	54	42	39	7	6	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 May 2010

Dear Pupils

Inspection of Greenwood Primary School, Northolt UB5 4QJ

Thank you very much for the way you welcomed inspectors into your school. We enjoyed talking with you. I am writing to let you know what we found out about your school.

You make satisfactory progress, and the standards you reach at the end of Year 6 are in line with those expected nationally. Some aspects of your school are good, such as the care, guidance and support you all receive. Those in the Nursery and Reception classes make good progress and the school provides good support for those who find learning difficult. You enjoy school and are all very keen to keep fit and eat the right things. You get on really well together and all the adults in the school make sure that you are safe. So that your school becomes even better, I have asked that some improvements be made. I have asked the school to improve teaching and raise the levels of attainment by:

- developing the links made between subjects through the various topics you study
- ensuring teachers give you work that is at the right level which is not too easy or too difficult
- making sure that you have more opportunities to use computers in class to help you learn
- ensuring that governors improve their skills in checking that you are doing as well as you can and in helping your school to improve.

We did enjoy visiting your school and seeing you learn. We know that you are very proud of your school and will do your best to help your teachers make it even better. On behalf of the inspection team I wish you all the best for your future.

Yours sincerely

Susan Thomas-Pounce

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**