

# Greenwood Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122723
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340200
<b>Inspection dates</b>	20–21 May 2010
<b>Reporting inspector</b>	Terry Elston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Porter
<b>Headteacher</b>	Kim Harvey
<b>Date of previous school inspection</b>	14 February 2007
<b>School address</b>	Sutton Middle Lane Kirkby-in-Ashfield Nottinghamshire
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed all 12 permanent teachers and visited 20 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of the progress of boys and girls in different subjects, examples of the ways the school promotes community cohesion, evidence from the school's own lesson observations and information from questionnaires completed by pupils, staff and 142 parents and carers.

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

- whether pupils in Key Stage 1 make sufficient progress
- the extent to which this mostly White British school promotes community cohesion
- any variations in the achievement of boys and girls in English and mathematics at Key Stage 2.

## Information about the school

This is a much larger than average primary school where the vast majority of pupils are from White British backgrounds and speak English as their main language. The proportion of pupils with special educational needs and/or disabilities is above average, as is the number known to be eligible for free school meals. The school has Healthy Schools Gold status, Activemark and the Investors in People award. There is a breakfast club managed by the governing body.

**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

This is a good school that fully justifies its reputation in the area for pupils' good achievements and excellent behaviour. Pupils show a great pride in their school and try hard to succeed. At Key Stage 1, they build well on their good start in the Early Years Foundation Stage and attainment is broadly average by the end of Year 2. By the end of Year 6, their attainment is average in English and science and above average in mathematics, where pupils benefit from teaching which is of consistently high quality. There are, however, some variations in the attainment of boys and girls that prevent standards being as high as they could be. While all groups of pupils make good progress, in English, girls' attainment is much higher than that of boys, whereas in mathematics boys generally do better than girls. Recognising this, the school is rightly reviewing the curriculum, the way these subjects are taught and how the progress of different groups is tracked.

Pupils develop well as young citizens. They feel exceptionally safe at school, and acts of bullying or any form of harassment are rare. They persevere with tasks they find difficult, and are given the confidence to ask questions to make things clearer. Pupils' good spiritual development is evident in the way they think deeply about issues such as the tragedy of war and the different sides to the argument about foxhunting. Their cultural development is satisfactory, but they have too few first-hand opportunities to gain a thorough grasp of the rich diversity of faiths and cultures outside their local area. Every parent or carer who replied to the questionnaire agreed that the teaching is good. A real strength is the way teachers make learning fun so pupils look forward to school. As one pupil proclaimed, 'Lessons are great. Sometimes it's not like working at all.' Teachers plan work carefully to ensure that pupils of all ability have work that is challenging but achievable. Relationships in the classes are so good that pupils rarely have to be reminded to get on with their work.

The school has developed an interesting curriculum that captures pupils' imagination. The broad topics such as 'war of the worlds' offer pupils many opportunities to hone their literacy, numeracy and computer skills in all subjects, while producing excellent paintings and models at the same time. The many extra-curricular clubs are popular and help pupils to develop their talents in sporting and creative activities.

Parents and carers are right to see the care, guidance and support of their children as outstanding. They feel very well-informed about their children's work at school, and know that they always have someone to turn to if they are upset. The introduction of a breakfast club has proved popular with parents and carers, and they say what a good start to the day it gives their children.

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The school is led well by a headteacher committed to raising standards while ensuring that pupils develop as caring, well-rounded citizens. She has helped develop excellent partnerships with parents and carers who value the provision for their children highly. The headteacher is supported well by other staff with management responsibilities, who share her high expectations for the school. They play an important part in school improvement and are beginning to make effective use of the new tracking systems to raise standards further. The rigorous self-evaluation systems, regular monitoring of the quality of teaching and learning and challenging targets for pupils to aim towards explain why the school has made good improvement since the previous inspection, particularly in the quality of teaching and learning, links with parents and carers and pupils' attainment by Year 6. It has a good capacity to improve further.

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

- Ensure that boys and girls make equally good progress in all subjects by:
  - making more regular checks on the achievement of different groups of pupils
  - using this information to improve the teaching and curricular provision for those pupils falling behind.
- Enhance provision for community cohesion by:
  - providing more opportunities for pupils to learn at first-hand about the diversity of faiths and cultures in the United Kingdom and across the world
  - evaluating the impact of this work on pupils' cultural development.

**Outcomes for individuals and groups of pupils****2**

Pupils' improving national test results and their learning in lessons show that achievement is good. At the end of Year 2, the gradual decline in attainment over recent years has been arrested, and it is now broadly average in reading, writing and mathematics. The improvements made to the teaching of basic literacy and numeracy skills account for pupils' accelerated progress in these areas and their growing confidence using number, tackling unfamiliar words and writing stories.

Pupils continue to progress well through Key Stage 2, and attainment by Year 6 is above average in mathematics and average in English and science. This continues the recent upward trend, and shows particular improvement in mathematics where pupils enjoy conducting complex investigations and showing off their good mental mathematics skills in activities such as 'tables aerobics'. Girls do well in English because they read for pleasure and enjoy writing long stories. Boys are less keen and some find writing something of a chore. In contrast, boys tend to enjoy mathematics far more than girls, and relish the challenge of working out difficult calculations and finding patterns in numbers. The few pupils who speak English as an additional language do well, and nearly all attain in line with their peers by the time they leave.

Pupils with special educational needs and/or disabilities make good progress. In lessons, they benefit from effective support by skilled teaching assistants, and teachers give

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them every opportunity to answer questions in class.

Pupils' good personal development makes an important contribution to their academic progress. Their good awareness of how to live healthy lives is evident in the way they take regular exercise and eat such healthy food. This awareness has been recognised by gaining Healthy Schools Gold status and the Activemark award. Pupils' economic well-being is well provided for because of their good progress, strong sense of teamwork and enthusiastic involvement in enterprises that raise funds for the school. The vast majority attend regularly, although a few miss school when parents and carers take them on holiday in term time. Pupils take responsibility for their community well and enjoy improving their school as members of the pupil council and eco committee. They have an excellent sense of right and wrong, and are very good at considering the impact of their actions on others. They have some knowledge of different faiths and cultures, but have too few opportunities to visit different places of worship or learn about the real lives of people around the world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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?

<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.

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Typical lessons see teachers explaining new work clearly to pupils who listen carefully and learn quickly. The pace of lessons is good, so pupils maintain their interest and have fun learning. This is particularly the case in Year 6, where the high quality of the teaching and very challenging work mean that pupils race through their work; whether it be planning a television advertisement to encourage people to visit their imaginary big wheel in their fairground topic or testing their hypotheses when doing mathematical investigations. The good, well-structured, teaching of basic reading, writing and number skills ensures that pupils do well in these areas and leave well prepared for their next school. In a small minority of lessons, the pace of teaching is too slow, particularly when the pupils are kept on the carpet for too long. Teachers mark pupils' work carefully and provide helpful guidance on how to do better.

The curriculum is planned well to provide interesting and challenging work for pupils of all ages and abilities. Recent improvements in the content of the curriculum are starting to have a positive impact on boys' attainment, particularly in English. Topics such as 'The Highwayman', for example, grab their attention and they thrive on finding the best words to describe the gory deaths of the characters. These developments are at an early stage, however, and the school still has the raising of girls' attainment in mathematics as a further priority. The provision for personal, social and health education is good, and teaches pupils much about how to stay safe and keep fit.

The outstanding care, guidance and support explains why pupils feel safe and enjoy school so much. Adults know the pupils very well and are quick to help those who are unwell or sad. Pupils whose circumstances make them vulnerable benefit from sensitive support and flourish as a result. The systems for rewarding pupils for their good behaviour and achievement are extremely effective because pupils understand them well and believe they are applied fairly. Pupils who are new to the school or moving on to the next one benefit from excellent guidance on what to expect.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher is highly respected by staff, parents, carers and pupils. She has created a very good sense of teamwork among staff where everyone's contribution is valued. The headteacher is supported well by others with management responsibilities who share her vision for the school's future. The leaders' rigorous self-evaluation systems ensure that staff have a clear understanding of the school's strengths and

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where it needs to improve. Leaders have introduced good systems to track the progress of pupils, but have only recently begun to use the information to measure the rates of progress of groups such as boys and girls. The school does much to encourage staff to develop their skills through additional training and this helps the school sustain its rate of improvement. The high quality of the school's administrative systems ensures that it runs smoothly. Safeguarding systems are robust and reviewed regularly to ensure that all staff have access to the latest guidance. The governing body is fully supportive, but, with so many new members, has some way to go before it fully holds the school to account.

The good focus on equal opportunities, and the strong commitment to tackling any form of discrimination, explain why this is a happy school where bullying is rare and all groups of pupils make good progress. The school has an excellent partnership with parents and carers that adds much to its effectiveness. The good links with other nearby schools help the staff share good practice and organise training to meet common needs. The school is right to have the promotion of community cohesion as an area for improvement. While the curriculum provides some opportunities for pupils to learn about other faiths and cultures, and pupils are gaining some knowledge through the recently developed links with a school in Nepal, these are not well enough established to give them a thorough grasp of the lives of others in the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</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>2</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>2</b>

**Early Years Foundation Stage**

The provision is good and ensures that the large majority of children meet or exceed the



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expected goals in all areas except writing by the end of the Reception Year. This represents good progress from their low starting points. They develop their social skills particularly well and grow in confidence. Children's progress is recorded carefully and supplemented by useful photographic evidence. The assessment systems are rigorous, but are still being embedded and do not always provide an accurate picture of children's progress.

The comprehensive induction procedures, excellent links with parents and thorough attention to children's welfare mean that children soon settle into school routines and feel safe. The consistently good teaching, with a strong emphasis on developing children's language, numeracy and word-building skills, ensures that children learn quickly. The classrooms and outdoor areas are bright and stimulating, and children choose confidently from the wide range of activities provided. There is a very good focus on developing children's awareness of how to live healthily; they always wash their hands after activities, and even ensure the dolls in the classroom are clean by washing them enthusiastically in soapsuds.

Children behave extremely well and soon learn the rules and expectations that prepare them so well for the future. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved.

*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 number of responses to the questionnaire is higher than normally found in a school this size. Parents' and carers' views are extremely positive, and they feel that the school gives their children a good start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the good teaching and the excellent quality of communication between home and school concerning their children's progress. They appreciate the strong leadership and management and the way the school keeps improving. Parents' views reflect the inspection findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Greenwood Primary and Nursery 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 142 completed questionnaires by the end of the on-site inspection. In total, there are 425 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	70	37	26	5	4	0	0
The school keeps my child safe	92	65	48	34	2	1	0	0
The school informs me about my child's progress	76	54	65	46	0	0	1	1
My child is making enough progress at this school	84	59	53	37	5	4	0	0
The teaching is good at this school	84	59	57	40	0	0	0	0
The school helps me to support my child's learning	75	53	63	44	4	3	0	0
The school helps my child to have a healthy lifestyle	74	52	65	46	3	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)	69	49	61	43	1	1	0	0
The school meets my child's particular needs	76	54	62	44	2	1	0	0
The school deals effectively with unacceptable behaviour	66	46	64	45	9	6	1	1
The school takes account of my suggestions and concerns	56	39	78	55	4	3	0	0
The school is led and managed effectively	89	63	50	35	1	1	0	0
Overall, I am happy with my child's experience at this school	100	70	39	27	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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 pupils' 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.**



24 May 2010

Dear Pupils

Inspection of Greenwood Primary and Nursery School, Kirkby-in-Ashfield, NG17 8FX

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons, play so happily outside and sing so beautifully in assembly. The many of you who were kind enough to speak to us showed how proud you are of your school. You are right to think yours is a good school.

You work hard and make good progress. Boys' progress is especially good in mathematics and girls do better in English. Your behaviour is outstanding and you are a credit to your school. This helps to make it a happy place. Most of you attend regularly, although a few have too much time off. You have a really good knowledge of how to keep safe and live healthy lives. You think a lot about people who are not as fortunate as you. Your headteacher and other leaders do a good job, and help to run the school smoothly. You have an interesting range of activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun and are really good at helping you when you find things difficult. All staff at the school take excellent care of you and keep you very safe. The school keeps your parents and carers really well-informed about how well you are doing.

We would now like the school to:

- check on the progress of boys and girls to make sure they do just as well as each other in all subjects.
- teach you more about how other people in the world live and worship.

We wish you well for the future and try to come to school every day.

Yours sincerely

Terry Elston

Lead inspector

(on behalf of the inspection team)

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