

Greenway School

Inspection report

Unique Reference Number	126103
Local Authority	West Sussex
Inspection number	340926
Inspection dates	12–13 November 2009
Reporting inspector	Janet Sinclair

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The governing body
Chair	Revd B White
Headteacher	Mr K Todd
Date of previous school inspection	6 February 2007
School address	Greenway Horsham West Sussex RH12 2JS
Telephone number	01403 252013
Fax number	01403 271840
Email address	grwaykat@aol.com

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, senior staff and groups of pupils.

They observed the school's work and looked at a wide range of documentation. They considered the 210 responses to parental questionnaires.

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

- the quality of learning and progress for all groups of pupils, but particularly boys' progress in writing
- the extent to which teaching, planning and assessment consistently meet the needs of all pupils
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils
- the impact of leaders and managers at all levels, including the governing body, in securing improvement through rigorous self-evaluation.

Information about the school

Greenway is a larger-than-average junior school. Attainment on entry is high. A small proportion of pupils are eligible for free school meals. There are a few pupils from minority ethnic groups some of whom are at an early stage of learning English. A below average proportion of pupils have special educational needs and/or disabilities. These are mainly moderate learning difficulties. There is an above average proportion of pupils with a statement of special educational needs; some of these needs are complex.

The school provides a breakfast club.

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

Greenway is a satisfactory school. It is led by a headteacher who is passionate about the care of the pupils, ensuring they have a lively, happy time. This is clearly seen in the easy-going rapport between the pupils and their obvious enjoyment of school. This, coupled with good relationships across the school, ensures a positive learning environment and pupils' strong sense of personal well-being. Parents are very supportive and are pleased that their children enjoy school and are well looked after. These comments from two parents sum up the views of most. 'The school is led by a committed, hard-working headteacher,' and, 'My children love coming to school and are so enthusiastic about what they are learning.'

Standards are high in English, mathematics and science. Pupils make satisfactory, and sometimes good, progress during their time in school. Achievement in writing has been a weakness, but the school has worked extremely hard to address this through the use of regular extended writing and rigorous monitoring of pupils' progress. This has significantly improved standards in writing for all pupils. Teaching is satisfactory overall, although some good teaching was seen, particularly in writing, and this has helped to accelerate pupils' progress. Lessons are well organised and managed and, as a result, pupils have good attitudes to learning. However, progress is occasionally too slow as work is not always matched well enough to pupils' learning needs and questioning is insufficiently probing. Most teachers mark pupils' work well and this helps pupils to improve. Nevertheless, some inconsistencies, particularly in upper Key Stage 2, mean that not all pupils benefit. The school tracks pupils' progress carefully and intervenes quickly to support those falling behind. This ensures that any underachievement is of short duration. The curriculum meets pupils' needs satisfactorily, although there are strengths in physical education, music and information and communication technology (ICT). The use of a topic approach for some subjects is engaging pupils' interests and enabling good collaboration. However, planning is not detailed enough to ensure the progressive development of subject skills or effective challenge in the tasks.

Pupils are very friendly, polite and welcoming. They are kind and thoughtful towards each other, collaborate well in lessons and enjoy each other's company at break times. They thoroughly enjoy taking on responsibilities such as being school councillors and organising stalls at the school fair. Effective care, guidance and support, including good links with outside agencies and links with other schools to ensure a smooth transition, ensure pupils are well supported and helps to promote their well-being.

Leadership and management are satisfactory overall. The headteacher and senior leaders have a clear vision and are committed to the well-being and education of the pupils. This has ensured a positive ethos and a happy, hard-working school. They have

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shown a satisfactory capacity for improvement through the work that they have done to improve writing across the school and the many positive actions taken to address the issues from the last inspection. However, they are not always systematic or rigorous enough in ensuring consistency in practice and teaching across the school and this hampers progress. Governance is satisfactory, and improving, as governors show a developing rigour in acting as a critical friend to the school.

What does the school need to do to improve further?

- Accelerate pupils' rates of progress by:
 - ensuring a better match of work to pupils' learning abilities
 - using questioning more effectively to challenge pupils in lessons.
- Systematically monitor the development of the new thematic approach to the curriculum to ensure that individual subject content is challenging and relevant.
- Improve leadership and management through a greater focus on systematically and rigorously monitoring and evaluating key areas of the school's work.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their lessons and behave well. This contributes effectively to the positive learning climate in classrooms and the satisfactory, and sometimes good, progress that pupils make during their time in school. Pupils start with very well developed literacy and numeracy skills. The school maintains and builds on these so that by the end of Year 6, standards are high. In terms of progress, this has been satisfactory overall in reading, mathematics and science over time, but unsatisfactory in writing. The school has worked very hard to address the weakness in writing through a whole-school approach using published materials, which include regular extended writing opportunities and careful monitoring of progress. This has been very successful, with the 2009 unvalidated test results for Year 6 showing a good improvement in writing, particularly for boys. This is being maintained across the rest of the school, with at least satisfactory and occasionally good progress seen. Pupils with special educational needs and/or disabilities also make satisfactory progress due to the small group and individual support that they get. The small number of pupils at an early stage of learning English has had accurate assessments made of their needs, and they get regular language skills work to enable them to practise their English. This helps them to integrate quickly. Pupils say that they feel extremely safe and well cared for in school and this is reflected in their good attendance. They are fully aware of the risks associated with the internet, peer pressure and substance abuse. Pupils make a good contribution to the school and wider community through acting as buddies to new pupils, particularly those with English as an additional language, and working alongside senior citizens. Their spiritual, moral, social and cultural development is good. Pupils are very supportive of each other and work very well on shared activities such as their project on the Romans. Assemblies are used well to provide opportunities for discussion and reflection, for example when considering the actions of bullies. However, their understanding of Britain as a

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multicultural society is less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	1
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	3
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good relationships with their pupils and use resources well. This ensures that pupils are attentive and keen to learn. This was particularly noticeable in a Year 5 lesson where pupils were thinking of 'wow' words and phrases for their writing task. Their concentration and involvement resulted in phrases such as, 'dappled shadows', 'fiery leaves' and 'dew like a pearl white necklace'. Teachers' good use of targets, assessment of how well pupils are doing, and encouragement of collaborative work help pupils to rehearse their ideas and improve their work. The main weaknesses in teaching that hamper progress are that work is not always matched well enough to pupils' abilities and teachers do not ensure effective questioning for all groups so that pupils are not fully challenged in their learning.

The curriculum ensures a broad and balanced learning experience for pupils. The new themed approach to subjects, such as history, geography and design and technology, is engaging pupils well and leading to good collaboration between them. However,

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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planning is not detailed enough to ensure effective subject coverage or challenge in the lesson content. The excellent range of clubs, visits and visitors enrich the curriculum and fully support pupils' personal development. Pupils particularly enjoy the very many sporting activities. These include sports coaching, a dance tutor, table tennis and a girls' cricket team. Those who attend breakfast club even have the opportunity to play table tennis after their hearty breakfast.

The school cares for its pupils in a sensitive and thoughtful manner and the impact of this is that both pupils and their families feel fully supported. There is exceptional care for pupils with complex needs so that they are fully involved in all activities. This was clearly seen in their pure delight and total involvement. Good links with outside agencies and effective support from learning support assistants enhance the provision.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leaders have a passionate commitment to the well-being of all pupils. They are ambitious for the school and are constantly seeking to improve provision. This is seen in the way in which they have set up numeracy groups in Years 3 to 6 as a means of catering more fully for pupils' learning needs. They have also significantly improved the provision for writing through the adoption of a whole-school initiative. The main weakness in leadership is that, although there is an accurate understanding of the areas for improvement, the school is not always rigorous enough in tackling these. For example, the strategic plan does not have clearly measurable outcomes for key areas such as achievement and teaching quality. This has meant that teaching, in particular, has not improved greatly over time. The governing body, under the leadership of its recently appointed chairman, is well positioned to develop its already satisfactory role in financial and strategic planning, to challenge the school to do its best.

The school works hard to promote equality among different groups and tackles any possible discrimination in a thorough and determined way. Vulnerable pupils are supported well through the school's effective tracking systems, the work of the special needs coordinator and support from teaching assistants. The needs of pupils with English as an additional language are quickly identified and they get good support to help them settle into school, including a buddy. Systems for safeguarding pupils are robust as are those to protect vulnerable pupils.

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The school promotes community cohesion satisfactorily, although it has yet to fully evaluate its impact. There are strong links with the local community and partner schools. However, the school does not promote pupils' understanding of life in multicultural Britain sufficiently well.

Partnerships are good. For example, the partnership with the local council's sports development officer has ensured a high level of specialist coaching, not only for pupils but for the community as a whole, such as sessions for the disabled and coaching for adults.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3

Views of parents and carers

Two hundred and ten questionnaires were returned. These show that the overwhelming majority of parents are very happy with the school and what it provides. They consider that their children fully enjoy all that the school has to offer and are safe and well looked after. A few parents felt that they did not get enough information on their child's progress or were sufficiently involved in their learning. However, the inspection team could not find any evidence to support these views as reports are of good quality and the school does much to involve parents in their child's learning, including through the school website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenway 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 210 completed questionnaires by the end of the on-site inspection. In total, there are 387 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	118	56	87	41	3	1	0	0
The school keeps my child safe	118	56	88	42	1	0	0	0
The school informs me about my child's progress	47	22	117	56	34	16	6	3
My child is making enough progress at this school	65	31	117	56	14	7	1	0
The teaching is good at this school	77	37	117	56	5	2	1	0
The school helps me to support my child's learning	68	32	104	50	25	12	2	1
The school helps my child to have a healthy lifestyle	96	46	98	47	10	5	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)	94	45	95	45	9	4	1	0
The school meets my child's particular needs	75	45	95	45	9	4	1	0
The school deals effectively with unacceptable behaviour	64	30	110	52	17	8	4	2
The school takes account of my suggestions and concerns	50	24	105	50	32	15	5	2
The school is led and managed effectively	78	37	102	49	16	8	3	1
Overall, I am happy with my child's experience at this school	105	50	90	43	5	2	1	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.



16 November 2009

Dear Pupils

Inspection of Greenway School, Horsham RH12 2JS.

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. We enjoyed meeting the school council members and chatting to many of you during the inspection. We were pleased to learn how much you enjoy school, especially your work as school councillors and your many sporting activities.

We judged that your school is giving you a satisfactory education. We can see why your parents think that it is a happy school that you enjoy attending.

Here are some other things we particularly liked about your school.

- You behave well and are keen to learn.
- Your headteacher and all the staff take good care of you and you in turn feel extremely safe in school.
- You have lots of after-school clubs and activities that you thoroughly enjoy.
- Your writing has improved and you are now making much better progress with this.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more.

- Ensure that work is set at the right level for you and teachers' questioning challenges you in lessons.
- Make sure that planned activities for your projects fully challenge you and develop your subject knowledge.
- Ensure school leaders focus very carefully on making your school even better by carefully monitoring all of its work.

Yours sincerely

Janet Sinclair

Lead inspector

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