

# Greenland Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	135336
<b>Local Authority</b>	Durham
<b>Inspection number</b>	341635
<b>Inspection dates</b>	19–20 January 2010
<b>Reporting inspector</b>	Tom Grieveson HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tom Harpe
<b>Headteacher</b>	Mr Stephen Moore
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	School Terrace South Moor Stanley DH9 7QN
<b>Telephone number</b>	01207 232533
<b>Fax number</b>	01207 232533
<b>Email address</b>	Greenland.community@durhamlearning.net

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 21 lessons and all teachers were seen teaching. Inspectors held meetings with senior leaders, governors, members of staff and groups of pupils. Inspectors also observed the school's work. They looked at the school's self-evaluation, pupils' work books and a range of other documentation including policies, assessment evidence and the school improvement plan. They also scrutinised 65 questionnaires returned by parents and carers and considered the responses made by pupils and staff from the questionnaires which they also submitted.

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

- the progress being made and the standards being attained by all pupils, particularly in English, given their capabilities and starting points
- the effectiveness of actions being taken to improve teaching and learning, and the curriculum, for all pupils
- the effectiveness of the management of pupils' behaviour and particularly for those in the behaviour nurture group
- whether the school has sufficient leadership capacity to drive and sustain improvements in those areas where it is required the most.

## Information about the school

The school is situated in the South Moor area of Stanley in north Durham. It opened in January 2009 following the closure of the infant and junior schools which previously occupied the site, and is housed in its predecessors' buildings. The large majority of pupils live in the immediate vicinity of the school and almost all are of White British Heritage. Entitlement to free school meals is high. A much greater than average proportion of pupils have special educational needs and/or disabilities, although the number with a statement of special educational needs is similar to that seen nationally. The Early Years Foundation Stage provision consists of a Reception class. The school has been successful in acquiring Healthy Schools status. At the time of the inspection the school's headteacher was not present.

**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

Greenland Community Primary School provides its pupils with a satisfactory education. Some aspects of its work are good, most notably in the way pupils contribute to the life of the school and wider community and the manner in which the school develops all aspects of community cohesion.

The acting leadership team is successfully tackling many of the underlying problems which the school faces. This work has proved to be effective in improving longstanding behavioural difficulties, through the establishment of the behaviour nurture group, and by supporting teachers to establish calm and purposeful classroom environments which encourage pupils to learn and make progress. Underachieving pupils are identified and given help more quickly than previously because the school's improved assessment arrangements are more accurate. Rigorous strategies to improve the quality of teaching and learning are in place, with a particular focus on raising standards in pupils' basic skills. Targets are more challenging and match the heightened expectations of pupils' capabilities.

Despite these improvements much remains to be accomplished, as the school recognises, in development plans and in the accuracy of self-evaluation. While senior leaders can point to improvements in the quality of teaching and learning, too much remains no better than satisfactory. Further improvements in their quality are necessary if standards are to rise significantly. In particular, not all teachers are using assessment evidence well enough when they plan lessons. Consequently, the needs of all pupils are not always met as well as they should be. The majority of pupils make satisfactory progress and attain broadly average standards in mathematics and science. This has not been the case in English, particularly in writing, although inspection evidence confirms that this is now improving. The impact of revisions made to the curriculum, in order to promote greater progress in the acquisition of pupils' basic skills, has been limited. This is because, despite the potential offered by these changes, their implementation has not been consistent in all classrooms. In addition, the size of the teaching group for Reception children is in breach of infant class size regulations, although the quality of provision for these children is satisfactory.

The large majority of pupils' behaviour is at least satisfactory. They show positive attitudes to learning and enjoy school. Pupils feel safe and well cared for by their teachers and other adults. Pupils are proud to attend Greenland, with most making a good contribution to school life. The 'buddies' in particular show care and concern for the well-being of others, particularly the youngest pupils. All aspects of safeguarding requirements are met. Given the even balance of strengths and weaknesses, the school demonstrates a satisfactory capacity for sustained improvement.

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

- In order to raise standards and ensure that all pupils make progress commensurate with their capabilities and starting points, the school needs to:
  - increase the amount of good or better teaching
  - ensure that the changes to the curriculum provide opportunities systematically to develop pupils' basic skills, particularly their writing, in all subject areas
  - make certain that all teachers use the school's assessment information effectively when planning lessons so that all tasks match the learning needs of pupils
  - ensure that the requirements of the national regulations for infant class size are met as regards the Reception class.
- About 40% of schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

The majority of pupils enter Year 1 with below or well below average knowledge and skills. Standards in literacy are particularly weak. Most make satisfactory progress, although pupils' attainment remains below average by the end of the key stage and not enough pupils reach the higher Level 3, particularly in writing. The majority of pupils also make satisfactory progress at Key Stage 2, but there are marked differences between subjects. Pupils do best in mathematics and science, but too many pupils have, in the past, not made sufficient progress or reached high enough standards in their writing. Inspection evidence confirms that concerted efforts to improve pupils' literacy and numeracy skills are having a successful impact and standards in both subjects are rising. A higher proportion of pupils are on track to achieve their targets than in 2009, most notably in mathematics but also in English, particularly among the older pupils. Those with special educational needs and/or disabilities make good progress at Key Stage 1 and mostly satisfactory progress at Key Stage 2. They are well supported by teachers and receive carefully targeted help from teaching assistants.

Pupils in all age groups say they feel safe because staff provide a caring and nurturing environment for them. They know how to access help and are confident that any difficulties which do arise will be swiftly dealt with. 'Mini buddies' and the older 'buddies' are highly visible in the playground. Older pupils are particularly vigilant in looking after the younger children. They are very aware of the dangers associated with modern technology and know how to operate 'Hector the Protector' when using the internet to access information. The large majority of pupils behave satisfactorily in classes and around the school. The direct actions to establish the nurture unit to cater for those pupils with significant emotional needs is working effectively and pupils are responding positively to the carefully planned provision and good teaching.

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While pupils' spiritual, moral and cultural development is satisfactory, their social development is good. Relationships are strong and most take accountability for their own conduct and are keenly aware of the safety and welfare of others. Pupils have a satisfactory understanding of how to lead a healthy lifestyle and show in physical education lessons that they understand the importance of keeping fit and taking regular exercise. School councillors take their role seriously and are diligent in canvassing the opinions and ideas of other pupils. They are willing participants in charity fundraising events. Pupils' attendance is average. Their sound understanding of basic skills, a willingness to work constructively with others and their interest in learning prepare them satisfactorily for the next stage of their education.

*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	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The quality of teaching is mostly satisfactory, although a proportion is good. Teachers interact well with pupils and strive to make lessons interesting and enjoyable. Most lessons have a brisk pace and offer a variety of interesting activities. Pupils respond positively and listen attentively, with the majority responding willingly by offering ideas

<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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and answering questions. Almost all settle to their tasks quickly and are keen to do well. Teaching in the behaviour nurture group is good and sensitively matched to meet pupils' needs and abilities. Activities are lively and interactive, with an emphasis on building pupils' confidence through the use of praise and encouragement and a significant degree of patience on the part of the teacher.

The acting leadership team has worked hard to improve the school's assessment information to support teachers when lessons are being planned. In good lessons teachers use this information successfully to support their planning and this ensures that tasks are prepared which meet the learning needs of all pupils. In these lessons pupils make good progress. However, this is not commonplace across the school. While all teachers recognise that the use of assessment information is important in helping pupils to improve, not all are using it well enough and this is a limiting factor in the progress being made by some pupils. The marking in pupils' books varies in its quality. There are good examples where teachers provide a clear summary of how well pupils have done and how they can improve. However, in too many instances marking lacks purpose and pupils are uncertain of how well they have done or how to progress to meet their targets.

While the existing curriculum meets statutory requirements, it is currently being reorganised to promote greater creativity and offer scope to develop pupils' literacy and numeracy skills better in other subjects. This approach is entirely appropriate, although these new arrangements are not yet securely in place across the school.

Furthermore, insufficient consideration has been given as to how the impact of this new curriculum will be monitored and particularly in relation to how it will support improvements in pupils' basic skills.

The school is well organised to provide for the effective care and welfare of pupils and this contributes effectively to their feelings of safety and well-being. Relationships with adults are very positive and this is strongly supported by the views of parents and carers. Vulnerable pupils are supported well because their emotional and learning needs are suitably catered for.

*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>3</b>

**How effective are leadership and management?**

Members of the acting leadership team have a secure knowledge and understanding of

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the school's strengths and weaknesses and they are taking direct actions to address areas of underperformance. They provide convincing evidence of real impact and improvement. This is most evident in the way in which the emotional needs of the most vulnerable pupils are being met, the improvements in pupils' attainment in mathematics, the general improvement in English and the determined efforts to improve teaching and learning. While there is much to accomplish, the underlying trend is one of improvement.

The governing body demonstrates an accurate understanding of the school's strengths and weakness and is acutely aware of the issues facing the school. Governors have been very supportive of the acting headteacher and appreciate what has been achieved, but they are also expectant and challenging about the need to consolidate further the gains made to address longstanding problems with pupils' behaviour and to raise standards. The school is, however, currently in breach of national regulations for infant class size in the Reception class.

The large majority of parents and carers are complimentary about the work of the school and their engagement with staff. The school works well with parents and carers through, for example, family learning programmes and the Better Reading Partnership (BRP). Formal consultation through questionnaires, termly open evenings and the school's website provides the school with a satisfactory understanding of the views and expectations of parents and carers.

The school has well developed links with local health service professionals. The school nurse, for example, works with pupils in the promotion of healthy lifestyles, personal hygiene and healthy eating. Links with Durham County Cricket Club and Sunderland AFC promote pupils' access to coaching expertise. Outdoor learning is encouraged through liaison with Ebchester Forest School. Engagement with the local authority behaviour support service and a local special school is effectively supporting the school's strategy to improve behaviour. Pupils' progress is monitored with increasing accuracy and is leading to a better understanding of where underperformance occurs. This is placing the school in a stronger position to intervene and target improvements among particular groups. Safeguarding procedures are satisfactory and meet legislative requirements.

The school makes good provision to promote community cohesion. Senior leaders demonstrate a keen understanding of the local community and its needs. Relationships with community groups are strong. Pupils benefit from a range of opportunities to take initiative and make a contribution both within school and the wider community. The curriculum provides a secure context from which pupils learn about Britain as a multicultural society and there are strong links with schools in the Netherlands, Sweden and Tanzania which effectively support pupils' emerging understanding of life in other cultures. Given the age of the building, the school environment is exceptionally well maintained and cared for, with pupils playing their part in looking after it. The school provides satisfactory value for money.

*These are the grades for leadership and management*



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<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The indoor learning environment is well equipped and adults work hard to support children's learning across all aspects of the Foundation Stage curriculum. An appropriate balance is struck between those activities which adults direct and those which children choose for themselves. Children enjoy their learning and engage readily in the range of activities which staff provide. The outside area, however, places limitations on what can be offered to children. It is too small to provide an adequate range of activities to support all aspects of learning. While staff make best use of what is available, the Early Years Foundation Stage leader and acting headteacher are both aware that this situation requires improvement.

Most children enter the Reception class with skills and knowledge which are significantly below average. Their literacy skills are particularly weak. The majority make satisfactory progress during the Reception Year and some children make good progress. By the time they transfer into Key Stage 1 their reading, writing and numeracy skills are least well developed and, for many, they remain well below expectations for children of this age. Children are encouraged to develop healthy lifestyles and staff place significant emphasis on ensuring that children understand the need to eat healthily and to take regular exercise. Children feel safe and good relationships are evident between them and staff. Accurate records and assessments provide a full picture of how children are progressing.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The overwhelming majority of the 65 parents and carers who returned the inspection questionnaire expressed very positive views about the school and its work. A very small number do not consider that the school always deals with concerns about poor behaviour. Inspection evidence confirms, however, that the school is taking robust actions in dealing with those pupils who have the most extreme emotional and behavioural problems and this work is proving to be effective.

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

Ofsted invited all the registered parents and carers of pupils registered at Greenland Community 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 inspector received 55 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	49	29	45	0	0	2	3
The school keeps my child safe	37	57	26	40	1	2	0	0
The school informs me about my child's progress	27	42	35	54	2	3	0	0
My child is making enough progress at this school	30	46	33	51	1	2	0	0
The teaching is good at this school	33	51	31	48	0	0	0	0
The school helps me to support my child's learning	30	46	31	48	3	5	0	0
The school helps my child to have a healthy lifestyle	28	43	37	57	0	0	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)	30	46	29	45	1	2	0	0
The school meets my child's particular needs	31	48	32	49	1	2	0	0
The school deals effectively with unacceptable behaviour	22	34	34	52	6	9	1	2
The school takes account of my suggestions and concerns	18	28	40	62	4	6	0	0
The school is led and managed effectively	27	42	35	54	1	2	0	0
Overall, I am happy with my child's experience at this school	35	54	28	43	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"> <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.**



21 January 2010

Dear Pupils

Inspection of Greenland Community Primary School, Stanley, DH9 7QN

Thank you for all the help you gave the other inspectors and me when we inspected your school recently. We enjoyed talking to you and hearing your views about the school. We would like to thank in particular those pupils who met with us during their lunch break to answer our questions. Most of you eagerly told us how much you enjoy school and about all the activities you can do.

We have judged your school to be providing you with a satisfactory education although it does some things well. In particular, we thought that the way you are helped to make a contribution to school life and the local community is good. Furthermore, we also think the school does well in helping you to gain a good understanding of life in modern Britain and in developing your knowledge of other countries and cultures through the school's international links. Your acting headteacher and the staff work very hard on your behalf. We can already see the improvements being made to the behaviour of all pupils, the way changes are being introduced to make lessons better and improvements in the progress you are making in mathematics and English.

Although the school is improving it needs to get better still so that you all make the best progress possible in your learning. We have asked the school to do several things to make this happen. First, although some teaching in your school is already good, we want to see much more of this in the future. Second, the school needs to make sure that the information it collects about how well you are getting on is used well by your teachers when they plan lessons, so that all the activities are just right for your needs. Finally, we want teachers to use all the opportunities they can from your new creative curriculum to help develop your literacy and numeracy skills in other subjects.

Please accept our best wishes for the future in all that you do.

Yours faithfully

Tom Grieveson

Her Majesty's Inspector

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