

Green Mount Primary School

Inspection report

Unique Reference Number	118177
Local Authority	Isle of Wight
Inspection number	358280
Inspection dates	2–3 March 2011
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Ann Ross
Headteacher	Richard May
Date of previous school inspection	3 March 2011
School address	Green Street Isle of Wight PO33 2QE
Telephone number	01983562165
Fax number	01983 812646
Email address	greenmount.primary@tiscali.co.uk

Age group	4–10
Inspection dates	2–3 March 2011
Inspection number	358280

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 assesses 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 0300 123 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons. They also visited small out-of-class teaching groups and observed eight teachers. They met parents and carers informally on the first day of the inspection and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documents. Inspectors took account of questionnaire responses from 23 parents and carers, 11 staff, and 82 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers use what they know about pupils' progress to set consistent challenge for all groups, particularly pupils with special educational needs and/or disabilities, those from other ethnic groups and pupils of higher ability.
- Whether effective steps are being taken to sustain good achievement in Key Stage 1 and ensure this continues through Key stage 2 as the school expands.
- How successfully leaders and managers at all levels promote consistent improvement in pupils' achievement and guide the school through the planned expansion.

Information about the school

Greenmount is currently smaller than the average-sized primary school. The vast majority of pupils are of White British heritage and a few of the small number of pupils from other ethnic backgrounds speak English as an additional language. An average proportion of pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is much lower than that found nationally. Similarly, a smaller-than-average proportion of pupils have a statement of special educational need. There is provision for Early Years Foundation Stage in one Reception class. The Greenmount pre-school, breakfast and after-school club are all managed by the governing body. The school has achieved Healthy Schools status and holds the Active Mark award.

The school is in a transition period and is moving towards becoming a two-form entry primary school in September 2011. At this time, the school will be relocated to a more spacious site. The school has added a Year 5 class this year and pupils will progress to Year 6 in the new school. The senior leadership team is expanding and some members are new to their role.

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

Greenmount is a happy and harmonious school in which pupils behave well and make good progress because they are well taught. A good curriculum provides a broad and exciting range of learning experiences which actively involve pupils and add to their enjoyment of learning. Good relationships and good care ensure that pupils grow in confidence as they move through the school. Pupils' personal development is good. They show concern and respect for adults and each other, and moments of delight and inspiration enliven learning. Parents and carers are very supportive of the school. One parent summed up the views of many, saying the school was 'well managed, efficient and friendly and brought out the best in the children'.

Pupils make good progress in their learning from a low starting point when they enter Reception. Attainment for Year 5, as shown in the school's own tracking data, is above the national average for pupils of a similar age. The dip in attainment in Year 2 in 2009 has been carefully addressed as a result of well-targeted support; this year group, who are now in Year 4, are now also making good progress. Pupils with special educational needs and/or disabilities and those from different ethnic origins make good progress because their needs are quickly and carefully assessed and a range of flexible and well structured support is provided for them in class and in small groups. Pupils of higher ability also make good progress but within this positive picture there is some unevenness in a few lessons in the level of challenge extended to different ability groups. Pupils' progress is carefully tracked through the school and this information is used to set clear and helpful targets in class to help pupils identify what they need to learn next in literacy and numeracy. However, the progress information is not used efficiently in a few lessons and so pupils of different ability are not always sufficiently challenged. Marking is regular and encourages pupils to improve their work but in a few cases it does not always make clear to them exactly how this can be achieved, especially in numeracy.

Good leadership and management have resulted in ensuring that the work of the school continues smoothly as the school grows in size. The governing body is supportive of the school and has been an active force in promoting its expansion. Members are keen to develop their skills further so that they can monitor the work of the school and new initiatives more efficiently, and play a greater part in planning future school development alongside senior leaders and managers. Issues identified in the previous inspection report have either been resolved or are being addressed, and the profile of good progress made by all pupils has been sustained. The school has an accurate and reflective appreciation of its own effectiveness. Consequently, the school has a good capacity to improve further.

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

What does the school need to do to improve further?

- Share existing good practice to ensure that teaching consistently challenges all pupils to achieve as well as they can by:
 - using information about pupils' progress to plan tasks in lessons that are a good match to the ability of different groups
 - making sure that teachers' marking contains pointers to show how pupils might improve their work, particularly in numeracy.
- Improve the impact of governance by ensuring that the governing body monitor all areas of the work of the school rigorously so they can be more influential in determining its strategic direction.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and lessons are characterised by a positive learning ethos. One pupil said, 'I really like my school because it's fun to learn. All the teachers are really nice and make sure you learn lots of new things.' In a Year 2 lesson on poetry, pupils took delight in identifying new rhyming words to personalise a poem and worked with great enthusiasm. The independent learning tasks were well structured for different ability groups and good support was provided for pupils who found learning more difficult, so all pupils made good progress.

Pupils' spiritual, moral, social and cultural development is good and is reflected in their good attitudes and awareness of the needs of others. They carry out their responsibilities in class and as school councillors with pride and efficiency. Attendance is average. It has been affected by bouts of illness in the school. However, despite the school's hard work in encouraging good attendance, a few families do not assign a high priority to regular attendance. Pupils are helped to develop a good awareness of how to stay safe and what they need to do to have a healthy lifestyle. The Healthy Schools status and Active Mark award indicate the importance placed on this aspect of pupils' development. The good progress pupils make, their love of learning and their good personal development ensure they are well placed for the next stage of their education.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers are using new strategies such as a focus on extending descriptive vocabulary to improve pupils' writing skills in literacy. A similar focus on mental maths and making problems fun is helping to improve mathematics effectively. Pupils find the targets set for them helpful and these are regularly reviewed with their teachers. Lessons are well paced and teachers use their good subject knowledge to make learning interesting. Lessons begin with clear objectives and pupils are set clear expectations of what they should achieve in lessons. All work is marked regularly but marking is better in literacy, where it identifies areas for improvement more often than in numeracy. Teaching assistants are well deployed and provide good support for different ability groups, ensuring that all pupils show independence and contribute confidently to class discussions.

Information and communication technology is well integrated into lessons and cross-curricular links are developing well between subjects to make learning more interesting. In a Year 1 lesson, for example, pupils made simple stick puppets of Humpty Dumpty and the King's men and used them in their paired groups for a drama-based role play of the nursery rhyme. Extra-curricular clubs and visits out of school extend learning well and good use is made of local resources such as the library and nearby beaches. Pupils are confident that they can share their problems and seek help from the adults who care for them, and valuable links are established with other agencies to extend the good care provided in school. In pre-school, breakfast and after-school clubs, good care ensures a

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

happy and safe environment with careful attention to pupils' health and safety within a stimulating and friendly environment. Careful planning ensures the smooth transition for pupils and good guidance for their parents and carers at all stages of their time in Greenmount. Pupils with special educational needs and/or disabilities are well integrated into classes and encouraged to be independent, and information about their progress is shared efficiently with parents.

These are the grades for the quality of provision

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

How effective are leadership and management?

A clear and ambitious educational direction for the school has been forged by the headteacher. He has united staff through a demanding period of uncertainty about the school's future and more recently the exciting but demanding expansion of Greenmount. Careful management of the expansion of the senior leadership team has ensured that leadership and management are driving the school forward and ensuring the continued good progress of all groups of pupils. Development planning is succinct and clear and new initiatives such as the focus on improving writing are well monitored to ensure they are effective. The governing body is beginning to develop its role to meet the demands of an expanding school and is aware that the positive support they provide is not equally matched by strong challenge.

There is a close and well-developed partnership with parents and carers that is underpinned by regular termly reports and meetings to discuss their child's progress. Helpful, regular information is also sent to parents and carers about what is being taught in classes. The safeguarding of pupils' welfare is good. Policies and procedures are securely integrated into the school, and staff receive regular update training. All pupils are treated fairly; they make good progress and the school is free of discrimination. Community cohesion is well managed and there is a clear plan, which is regularly evaluated, to support pupils in developing an understanding of their future role as citizens. Pupils play an active role in their local community and make a valued contribution at carnival time and charity events. Good international links are being developed and the most recent is with Bangladesh, following visits by teaching staff. Through extra-curricular visits, residential trips and their studies, especially in geography and history, pupils have a growing awareness of other parts of their own country beyond their island home. There are also plans to link the school with other schools on the mainland to help extend further pupils' awareness of the multicultural diversity of society in the United Kingdom.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle happily and quickly into Pre School and Reception because they are well cared for and enjoy the many exciting activities planned for them. They mix well, learn to share and enjoy doing new things. A small group of children learning about the letters 'u' and 'r' in words used chalk to write the letters on the playground floor. Delight in drawing the letter shapes led one boy to say excitedly, 'We did a big u and r on the floor. It was really great and I love doing my letters.' Independence is fostered carefully so children develop their own games and become curious about the world around them. Resources are good and provide a rich variety of learning opportunities to cover all six areas of learning in the indoor and outdoor classrooms. However, the role play areas in Reception are not fully developed. They do not set out a clear theme for the role-play or provide labels for the objects and activities to help extend children's vocabulary.

Good teaching ensures that children make good progress, particularly in elements of language and literacy and some elements of numeracy which are particularly weak on entry into school. The development of skills and abilities varies from cohort to cohort but generally children enter Year 1 with skills and abilities just below those expected for their age. A recent careful focus on blending letter sounds and forming words is proving effective in developing children's writing skills. Leadership and management are good and staff work as a close and efficient team. Children's development is carefully monitored in both the small adult-led sessions and also when children are organising their own games. Staff take good opportunities to encourage children to develop and explain their ideas and good relationships help children to become confident in all they do. Links with parents and carers are fostered well and they are provided with good information about their child's development. Regular after-school meetings with staff are valued by parents and carers because they provide a good opportunity to talk at length about their child's progress and to look at schoolwork.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

A very small minority of parents and carers replied to the questionnaire, although a much larger proportion had replied to an earlier school questionnaire. Most parents and carers are very happy with the school. They value all that the school provides for their children and are especially pleased that their children are safe, enjoy school, and are well taught. They value that the school is well led and managed. The inspection findings endorsed these positive views but recommended that governance be improved through more rigorous monitoring of the work of the school by the governing body. A few parents and carers felt that they would like more help to guide them in supporting their child's learning at home. However, one parent, typical of many, said, 'I have always been very satisfied with all aspects of the school and staff. The needs of the children are always put first.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenmount 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 inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	74	6	26	0	0	0	0
The school keeps my child safe	19	83	4	17	0	0	0	0
My school informs me about my child's progress	15	65	8	35	0	0	0	0
My child is making enough progress at this school	12	52	9	39	1	4	0	0
The teaching is good at this school	17	74	6	26	0	0	0	0
The school helps me to support my child's learning	14	61	7	30	2	9	0	0
The school helps my child to have a healthy lifestyle	15	65	7	30	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)	13	57	9	39	0	0	0	0
The school meets my child's particular needs	15	65	8	35	0	0	0	0
The school deals effectively with unacceptable behaviour	15	65	8	35	0	0	0	0
The school takes account of my suggestions and concerns	10	43	12	52	1	4	0	0
The school is led and managed effectively	18	78	5	22	0	0	0	0
Overall, I am happy with my child's experience at this school	17	74	5	22	0	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



3 March 2011

Dear Pupils

Inspection of Greenmount Primary, Ryde PO33 2QE

Thank you for welcoming us to your school and for being so helpful and polite. We really enjoyed our visit. We were very impressed with the lovely displays of your work around the school and we especially liked the zebras and giraffes in the school hall. You told us how much you like your school and that you think your lessons are interesting and fun. You also told us how very safe you feel in school. We agree with you that you go to a good school where there are a lot of exciting activities and people look after you well.

Your teachers encourage you to work hard and make good progress in lessons. You behave kindly to each other and work sensibly in lessons. Your headteacher, other staff and governors all work very hard to make sure your school is a happy and successful place in which to learn. There are two things that we think could make your school even better.

- We have asked your teachers to use what they know about the progress you are making to give you tasks that are always a good match to your ability. We have also asked that when your teachers mark your work, they make it clear how and in what ways you could improve it.
- To help your school continue to be successful, we have asked the governing body to keep a close check on all the important areas of the school's work and how well you are doing so they can help your headteacher and the other staff plan carefully for the future.

You can help by doing your best and always working hard. It was a great pleasure to visit your school and we wish you every success for the future.

Yours sincerely

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.