

# Greenhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	107975
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356280
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Declan McCauley

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>	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stan Hardy
<b>Headteacher</b>	Mrs Ann-Marie Reeve
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Gamble Hill Drive Leeds West Yorkshire LS13 4JJ
<b>Telephone number</b>	0113 2635271
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<b>Email address</b>	info@greenhill.leeds.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed fourteen teachers in twenty eight lessons. They held meetings with three representatives of the governing body, staff, parents, carers and groups of pupils. They observed the school's work closely and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, the minutes of governing body meetings and comprehensive records of pupils' progress. Inspectors considered questionnaires from 108 parents and carers, as well as those from pupils and staff.

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

- How successfully the school is working towards sustaining the improvement in achievement seen at the end of Key Stage 2 in 2010.
- How effectively teaching promotes learning for boys and girls in English and mathematics in both key stages.
- How well all school leaders provide challenge to bring about improvement in achievement.
- The success of measures put in place by the school to raise attendance.

## Information about the school

The school is a larger than average sized primary school. Most pupils come from a White British background. Very few pupils whose first language is believed not to be English attend the school. The percentage of pupils known to be eligible for free school meals is higher than the national average. The percentage of pupils who have special educational needs and/or disabilities is below the national average.

The school has gained a number of awards including Healthy School status, Sportsmark and the Financial Management Standard.

**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. The school community is very welcoming and pupils work hard in lessons. Pupils learn in an extremely caring and supportive environment which creates a desire to succeed. School works well with a number of partners and is successful in involving parents and carers in school life. All parents and carers responding to the parental questionnaire agree their children enjoy school. There is a shared sense of vision and purpose amongst staff to improve outcomes for all pupils.

Children start school with skills which are generally below, and in some aspects, well below those expected for their age. Overall progress is good but varies between year groups; it is stronger in the Early Years Foundation Stage and Key Stage 2. Pupils make less progress in Key Stage 1 because teaching is more variable. Progress made by pupils with special educational needs and/or disabilities is good. More-able pupils do not always make enough progress in mathematics. At the end of Year 6, attainment is now broadly in line with the national average although it has taken some time for the school to reach this point. Achievement is good. Minor inconsistencies in the quality of teaching restrict the attainment of pupils and prevent them from making as much progress as possible. These inconsistencies include time not being used effectively, which limits opportunities for pupils to work independently.

Throughout their time at school pupils enjoy the rich curriculum and the superb support from all staff makes a very positive contribution to pupils' personal development and well-being. Their good behaviour and attitudes enhance their learning. Pupils contribute well to school and to community life. Pupils speak confidently about how safe they feel when they are in school. Pupils are encouraged well by the school to adopt healthy lifestyles, resulting in them being very well informed about issues related to drug misuse and healthy eating. The number of pupils who miss school regularly has reduced substantially because of the actions taken by the school. Attendance has rapidly improved and is now average.

The strong and visionary leadership of the headteacher and other senior leaders has successfully brought about many improvements since the last inspection. Accurate self-evaluation provides leaders with a detailed picture of what improvements are needed. Phase and subject leaders undertake rigorous monitoring to direct plans for further improvement. Knowledgeable and well informed members of the governing body have in place rigorous procedures to hold the school fully to account. They are strongly focused on improving school further and have had much success in bringing about improvement in attainment and the quality of teaching. Collectively, leaders and managers have an enthusiasm and clear vision of school improvement and demonstrate good capacity to make sustained improvement in the future.

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

- Improve the achievement of all pupils by:
  - accelerating pupil's progress particularly in Key Stage 1 by improving the consistency of teaching
  - making sure more-able pupils are fully challenged to attain as highly in mathematics as they do in English.
- Improve attendance to above the national average by consolidating the recent gains made and further impressing on parents and carers the importance of regular attendance.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy participating in lessons and overall progress is good. In lessons observed, pupils made good or outstanding progress, this was slightly more apparent in Key Stage 2 than in Key Stage 1. In lessons, the level of challenge for more-able pupils was not always sufficiently high to enable them to make effective progress in Key Stage 1. Attainment at the end of Year 6 is broadly in line with the national average. The results of national tests in 2010 showed a large increase in pupils' attainment in mathematics; the school is now well placed to sustain this improvement. However, not as many pupils reach above average levels in mathematics as they do in English. Pupils with special educational needs and/or disabilities make good progress in lessons because tasks are well matched to their needs. Teaching assistants have a good understanding of these pupils' needs and through well-directed support enable them to make effective progress. The differences between the progress made by boys compared to girls have been reduced greatly, because of the emphasis placed by the school on narrowing the gap.

Pupils are well behaved. In lessons and around school, inspectors saw many examples of pupils being caring and very supportive of others. The school is successful in encouraging pupils to adopt healthy lifestyles. A wide range of sporting activities are organised after school for pupils. The take up by pupils of these activities is high. Pupils say that they feel safe and well-cared for when at school. They recall important messages from lessons about staying safe when outside school. If they have any concerns pupils confidently approach adults and issues are quickly resolved. Pupils are enthusiastic participants in the life of the school. School council members are elected to their positions and take their responsibilities very seriously. The spiritual, moral, and social development of pupils is good. The number of pupils who are persistently absent from school has been reduced significantly by the school working in partnership with other agencies. Pupils' attendance is improving rapidly because of the focus put on improving it by school leaders and all staff; it is currently average.

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*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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Effective teaching contributes to pupils' good progress. In the best lessons, teachers maintain a good pace of learning, plan exciting lessons where pupils are motivated by what they are studying. In Key Stage 2, because of inspirational teaching, a group of pupils spoke confidently about how much they had enjoyed learning about the first lunar landing. In some lessons teachers use video clips well; one example of this resulted in pupils expressing a view on how a performance of 'The three Little Pigs' could be improved. Information and communication technology is used in the vast majority of lessons to very good effect to interest and engage pupils. Pupils are encouraged to learn independently at a level appropriate to their needs. Teachers use a range of techniques to assess pupils' progress and set targets to challenge pupils and enable them to check on their progress. Older pupils speak confidently about what they must do to reach the next level in their work. Learning is a positive experience for pupils because of the good relationships encouraged by teachers in lessons. The high quality teaching in some classes, coupled with the positive attitudes which pupils have towards learning, results in pupils making rapid progress in learning. Where there are inconsistencies in the quality of teaching, time is not always used well to extend learning, and in mathematics especially, more-able pupils are not sufficiently challenged.

The curriculum meets the needs of pupils well and widens their experiences through a variety of visits and visitors. The school works with many partners to enliven education.

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During the inspection, pupils from lower Key Stage 2 had the opportunity to question an actor, playing the part of King Henry VIII, when he visited the school. This brought history to life for pupils and is the focus of future lessons showing how teachers make effective links across subjects to make learning more purposeful. A variety of popular clubs run after school, which are attended regularly by many pupils.

The school provides outstanding care and support for all pupils. Staff know the pupils very well and take exceptionally good care of them. Transition arrangements between Greenhill and other schools run smoothly because of the close links that have been developed. A very effective working relationship exists with local secondary schools enabling pupils to be well supported when they move on from Greenhill. Parents and carers feel well informed about the progress made by their children. The school works very well with many outside agencies to provide additional support for those pupils who need it. Attendance data for each class is displayed in school weekly, thus encouraging pupils to attend so that their class is seen as a high performer. As well as working to reduce the number of pupils who were regularly absent from school, a wider focus has been given to encourage parents and careers to ensure that pupils attend more regularly. Pupils talk with pride about how important it is to be in school everyday and not miss out on learning with their friends. A real desire for learning has been established by the school.

*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?

Leaders have worked very effectively to build a culture of success where all staff share their vision of driving further improvement. Senior leaders and the governing body have an accurate picture of the school's strengths and the areas where improvements are needed. The school's improvement plan clearly sets out carefully identified priorities linked to the next stages of school development. These have been discussed in detail by all those charged with bringing about improvement and have driven many changes since the last inspection. The large increase in attainment in mathematics last year was due to the resources deployed carefully by leaders to bring about improvement. The governing body worked well with senior members of staff to improve the quality of mathematics teaching and to track the improvements in pupils' progress precisely.

School leaders have also worked successfully to promote equality of opportunity, giving pupils equal chances to succeed in their education. This is promoted well, resulting in any gaps between the attainment of boys and girls and those known to be eligible for free school meals, compared to other pupils, narrowing dramatically. The increase in the number of pupils reaching above average levels in English reflects the attention given to

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the more able, and the school is aware of the need to gain the same picture in mathematics.

The effectiveness with which the governing body challenges and supports the school is good. As a result, it was very successful in its quest to increase attainment in mathematics, through regular requests for teachers to demonstrate progress towards their goal. The governing body has a very thorough understanding of the workings of the school. It ensures that procedures to keep all pupils safe are fully in place. The governing body identified and responded well to the need to make the entrance to the site more secure in order to keep pupils safe.

The school works effectively with a wide range of partners to successfully support the learning and well-being of pupils. The local community and residents benefit from and contribute to the life of the school well. Relationships with parents and carers are good, and this was very apparent when inspectors spoke with a number of them at the end of the school day. The school regularly seeks the views of parents and carers and acts upon them. The on-going website development demonstrates a commitment to working closely with parents and carers, as school leaders recognise the importance of the school being at the heart of the local community. School leaders have a clear understanding of the school community and have been successful in promoting community cohesion into the wider community. Many links exist between Greenhill and communities in the Gambia and China.

*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage team is led very effectively. The Early Years Foundation Stage leader has a sense of vision and passion for the development needs of children. Children are well supported in adjusting to the school's routines and helped to feel at home quickly. From the time they start children make good progress from their low

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starting points. Very good relationships exist in the Early Years Foundation Stage enabling children to develop their social skills well. Children are all willing and collaborative learners with many opportunities to participate in independent activities. During the inspection, children enthusiastically created a map of Paris paying careful attention to the contrast between the colours used to represent grass and water. The nursery is well-organised and provides an effective and stimulating environment in which children enjoy undertaking a wide range of planned and independent tasks. All children have the opportunity to move freely between different areas. Children feel safe in this secure learning environment. Children's development is closely monitored and recorded enabling all adults to have a good understanding of how much progress children make and where further development may be needed. Children are well prepared for the start of Key Stage 1.

*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

Less than a third of parents and carers returned the inspection questionnaire. Almost all were positive or very positive about the school and its work. A minority also wrote comments to expand upon their views. Nearly all praised the staff and spoke in appreciative terms about the school. One of the comments made was, 'My daughter is thriving at Greenhill. I have no concerns at all. I am very happy with her progress.' This comment was typical of the responses. A very small number of parents and carers had concerns about the school. These were explored by inspectors during the inspection and they did not find any evidence to support these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Greenhill 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 384 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	54	50	46	0	0	0	0
The school keeps my child safe	51	47	56	52	1	1	0	0
My school informs me about my child's progress	55	51	49	45	4	4	0	0
My child is making enough progress at this school	44	41	59	55	5	5	0	0
The teaching is good at this school	46	43	58	54	2	2	0	0
The school helps me to support my child's learning	45	42	58	54	5	5	0	0
The school helps my child to have a healthy lifestyle	37	34	61	56	9	8	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)	42	39	51	47	7	6	0	0
The school meets my child's particular needs	40	37	65	60	3	3	0	0
The school deals effectively with unacceptable behaviour	35	32	62	57	6	6	0	0
The school takes account of my suggestions and concerns	38	35	59	55	4	4	1	1
The school is led and managed effectively	42	39	63	58	1	1	1	1
Overall, I am happy with my child's experience at this school	51	47	55	51	1	1	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](http://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"><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.**



11 March 2011

Dear Pupils

**Inspection of Greenhill Primary School, Leeds, LS13 4JJ**

Thank you for being very polite and welcoming to the inspectors when we inspected your school. We enjoyed talking with you and finding out about your school. We are very grateful to all pupils who completed questionnaires; these provided us with a lot of information. We discovered you go to a very caring, friendly and welcoming school with many strengths, that provides you with a good education.

These are the main things that we found out about your school.

- You are very polite and well behaved at all times.
- You do your best in all lessons.
- You make good progress in your learning.
- You are very caring and supportive of others.
- You say you feel very safe and know the adults care for you very well.
- You enjoy lessons that are interesting and help you to learn.
- You know how to eat healthily and understand about healthy lifestyles.

We have asked the school leaders to do two things to help make it even better:

- to improve how well you achieve, by helping younger pupils make more progress and for more-able, older pupils to do as well in mathematics as they do in English
- to help you to attend school more regularly.

We saw many of you working very hard in lessons. We hope that you will continue to do this in the future to make as much progress as possible in your learning so that you can do well when you leave school.

Yours sincerely,

Declan McCauley

Lead Inspector

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