

Greenland Community Primary School

School Terrace, South Moor, Stanley, DH9 7QN

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- It has improved since the last inspection because the headteacher, governors, leaders and managers have successfully tackled most weaknesses in teaching and in pupils' behaviour.
- Most pupils behave well, are keen to learn, feel safe and enjoy school. Attendance is rising and the number of pupils excluded from school has reduced markedly.
- Typically children enter the Reception class with skills that are well below those expected for their age. They make good progress, achieve well and reach at least average standards when they leave Year 6.
- Teaching is good and continues to improve. Teachers now make good use of the results of tests to plan lessons so work is usually pitched at the right level for pupils.

It is not yet an outstanding school because

- Some lessons still require improvement because teachers do not always check on pupils' learning in lessons regularly enough. Some lessons lack a balance between activities led by the teacher and those pupils do on their own.
- Teachers' questioning does not always allow all pupils to contribute to the lesson and fully develop their answers.
- Pupils' achievement in mathematics is slower in Key Stage 1 than in Key Stage 2. In some mathematics lessons, there are not enough practical and investigative activities. Also, pupils do not have sufficient opportunities to practise their mathematical skills across all subjects.
- Children in the Reception class do not have continuous access to a well-equipped outdoor learning area.

Information about this inspection

- Inspectors observed 15 lessons and part-lessons. They also listened to pupils read and observed the teaching of literacy and numeracy to small groups of pupils.
- Discussions were held with pupils, staff, a governor and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Eleven responses to the on-line questionnaire (Parent View) were considered as well as those from the school's own parental survey and from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

John Pattinson

Additional Inspector

Full report

Information about this school

- This school is similar in size to the average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, children from service families and for pupils known to be eligible for free school meals, is well above average.
- A well below average proportion of pupils are from minority ethnic backgrounds, and a similar proportion speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average, but the proportion supported at school action plus and with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that all lessons are good and more are outstanding by:
 - giving different groups of pupils the right balance of activities between those which are led by the teacher and those they do on their own
 - checking learning regularly throughout the lesson and reshaping activities in the light of what pupils understand and can do
 - improving teachers' questioning so all pupils have an opportunity to answer questions and explain their answers in detail.
- Raise attainment and accelerate pupils' progress in mathematics at Key Stage 1 by:
 - giving pupils even more opportunities to practise their mathematical skills in all subjects
 - providing more resources and opportunities for pupils to complete practical and investigative activities in mathematics lessons.
- Improve the provision for children in the Early Years Foundation Stage by:
 - developing an outdoor classroom to extend children's learning opportunities and add to their enjoyment of school
 - providing more opportunities for free flow activities between the indoor and outdoor areas to allow children to learn independently and develop their practical, creative and investigative skills.

Inspection judgements

The achievement of pupils is good

- Children settle quickly into the Reception class and achieve well. From starting points which are well below those typically expected for their age, they make good progress. However, because they do not have free access to a well-equipped outdoor learning area, the opportunities for children to learn outdoors and develop their practical, creative and investigative skills, are not as good as those provided in the classroom.
- Although standards remain below average, pupils in Key Stage 1 make good progress overall. However, this progress is slightly slower in mathematics than English.
- Pupils' progress, particularly in mathematics, speeds up in Key Stage 2. By the end of Year 6, pupils typically reach standards which are at least in line with the national average in mathematics and English. In 2012, a more-able group of Year 6 pupils reached standards which were above average.
- The school's information on pupils' progress over the last three years and the work in pupils' books confirm that currently pupils are on track to achieve well and meet their targets this year.
- Pupils make good progress in their reading from Year 1 to Year 6. Regular guided reading and phonics (the sounds that letters make) sessions help most pupils to read confidently and develop good strategies for breaking up words into sounds so they can read the words they find difficult.
- In an English lesson, pupils were seen making particularly good progress and enjoying learning as they planned writing a biography of a literary figure. They confidently asked questions of their teaching assistant who was very realistically dressed as 'Charles Dickens' and extracted detailed information to use in their writing.
- Disabled pupils, those with special educational needs and pupils who speak English as an additional language, all make good progress because they receive the right extra help at the right time from skilled teachers and teaching assistants.
- Pupils who are supported by extra funding (the pupil premium) are also making the same good progress as their classmates. The gap between the progress they and other pupils make has reduced in recent years because this extra money has been well spent on more staff to reduce the size of teaching groups.

The quality of teaching is good

- In the majority of lessons teaching is good and in a few lessons pupils make excellent progress when teaching is outstanding. A few lessons still require improvement.
- Teachers manage their classes very well and create a calm and purposeful atmosphere in which pupils can enjoy learning. Most teachers have high expectations of what pupils can achieve and use praise to successfully build their confidence.
- In a particularly successful, fast-paced lesson, older pupils made rapid progress in understanding the use of pie charts and confidently used their knowledge of fractions and multiplication tables to solve problems.
- Pupils' moral and social development is constantly promoted in lessons. Teachers encourage pupils to work in pairs and groups, where they discuss issues which affect their lives and happiness, and share ideas and information sensibly.
- Teaching in most lessons is lively and knowledgeable. Teachers use varied resources, make good use of information and communication technology (ICT) and set interesting tasks to keep pupils' attention so they concentrate on the work in hand.
- Pupils say they very much enjoy practical activities and like doing investigations. However, particularly in mathematics lessons at Key Stage 1, they do not get enough opportunities to do this sort of activity and thus their pace of learning slows.
- Books are marked regularly. Teachers use the results of tests and assessments well to find out

what pupils know. They then use this information to plan the next lesson so that work is pitched at exactly the right level for all groups of pupils.

- Teachers and teaching assistants give good extra help to those groups of pupils, including disabled pupils and those with special educational needs, who are identified as making less than expected progress, so they quickly catch up with their work.
- A small number of lessons still require improvement because teachers do not always involve all pupils in answering questions and do not give them the opportunity to develop and extend their answers. Sometimes pupils are not given a balance of activities and either spend too long working on their own or too long listening to the teacher. In these less successful lessons, teachers do not always check pupils' understanding regularly enough during the lessons. Consequently their pace of learning slows. This is a key reason why teaching and learning are not yet outstanding.

The behaviour and safety of pupils are good

- Pupils typically behave well, both in lessons and around the school. Records show that incidents of poor behaviour and exclusions have reduced markedly. In the limited space available in the school yard pupils play happily together and show respect for each other.
- A very few parents had concerns about behaviour at school. Inspectors investigated these concerns and found that most pupils want to learn and staff manage their behaviour very well. Pupils know what is expected of them and clearly understand the difference between right and wrong.
- Even the youngest children in the Reception class care for each other and behave with kindness and consideration to other children, staff and visitors.
- Attendance is rising and is now average. The school works closely with outside agencies to promote good attendance and to provide extra support for pupils whose circumstances make them vulnerable.
- Pupils say they feel safe in school. They have confidence that the school staff will sort out any bullying promptly. They are knowledgeable about different types of bullying and have a sensible attitude to keeping themselves safe and to taking risks. They are particularly knowledgeable about keeping themselves safe when using the internet.
- Pupils are keen to take responsibility and act as playground buddies and members of the school council.

The leadership and management are good

- The headteacher, ably supported by the deputy headteacher, governors and senior managers has evaluated the school's strengths and weaknesses accurately.
- Clear priorities for improvement have been identified and some weaknesses successfully tackled. Since the last inspection, improvements in teaching and in pupils' behaviour have meant that standards have risen and progress has speeded up.
- Teaching is well led, staff performance is effectively managed and high quality training is helping staff to improve their skills further. Replies to staff questionnaires showed that staff feel valued and are proud of the school and the progress pupils are making.
- The local authority has provided extra support for the school in the past although this is no longer the case because the school has improved. Recently, routine help and advice have been given on the analysis of data, how to check the quality of teaching and on the teaching of literacy.
- The curriculum has a strong focus on literacy and numeracy which meets pupils' needs. However, there are still too few opportunities for pupils to practise their mathematical skills in all subjects. What the youngest children can do is somewhat restricted by a lack of regular access to a well-equipped outdoor learning area.

- The curriculum supports pupils' spiritual, moral, social and cultural development well through assemblies, work in geography and history, and through trips and visits. During the inspection, pupils in Years 5 and 6 were very excited about their trip to Beamish Museum which had supported their work on the Victorians particularly well.
- The extra money that the school receives to support pupils who are known to be eligible for free school meals and those in the care of the local authority is spent well and is helping to ensure that all pupils have equal opportunities to succeed. Extra staff, smaller class sizes and more small-group teaching are all contributing to narrowing the gap in progress and standards between these pupils and their classmates.
- Safeguarding requirements are fully met. Staff are well trained and aware of child protection and risk assessment issues.
- **The governance of the school:**
 - Governors are well aware of the schools strengths and weaknesses and provide both support and challenge for the headteacher. They know how well the school is doing compared to other schools. They are well informed about the quality of teaching and the management of staff performance. Governors know what pupil premium money is spent on and how this is helping to raise standards.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135336
Local authority	Durham
Inspection number	402688

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Tom Harpe
Headteacher	Rose Bainbridge
Date of previous school inspection	19 January 2010
Telephone number	01207 232147
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