

Greenside Primary School

Westville Road, Hammersmith, London, W12 9PT

Inspection dates 29–30 November 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching requires improvement because teachers do not use information on how well pupils are doing well enough to make sure that pupils have the right level of challenge to help them make good progress.
- Teaching does not provide pupils with sufficient opportunities to work by themselves so that they can develop their learning further.
- The quality of marking does not usually help pupils understand how they can improve their work.
- Progress in mathematics requires improvement. There are not enough opportunities for pupils to develop problem-solving skills, or to apply mathematics to real-life scenarios.
- There are not enough opportunities for pupils to use information and communication technology (ICT) to support their learning across the school.
- Recent changes in school leadership are improving learning, but some senior leaders still do not have enough impact on accelerating improvement.
- The key features of good or better teaching are not fully understood well enough by all leaders and managers of the school.
- Senior leaders do not make rigorous checks on the impact of teaching on learning and pupils' progress.

The school has the following strengths

- The interim headteacher has quickly gained the confidence of staff, pupils and parents and carers, and is having a significant impact on improving the school. Parents and carers have recognised early improvements in teaching and communication.
- Accurate achievement data are showing improved rates of progress for pupils compared to this time last year.
- Progress of children in the Early Years Foundation Stage is good.
- Pupils behave well, have positive attitudes to learning and feel safe in school.
- The governors have successfully established new and effective leadership for the school.

Information about this inspection

- Inspectors observed 13 lessons. Four of these were joint observations with senior leaders and included observations of pupils receiving additional support. In addition, the inspection team examined pupils' work in their books and listened to pupils read.
- Meetings were held with a group of pupils, three governors, including the Chair of the Governing Body, senior and middle leaders and a representative from the local authority.
- Inspectors took account of the 35 parent and carer responses to the online questionnaire (Parent View) and discussions with parents and carers at the end of the school day.
- Inspectors observed the school's work and looked at documentation including policies and improvement plans and documentation relating to staff development, pupils' achievement, teaching, the curriculum, behaviour, attendance and safeguarding.

Inspection team

Mehar Brar, Lead inspector

Additional inspector

Debbie Thomas

Additional inspector

Full report

Information about this school

- Greenside Primary is an average sized primary school.
- A new interim headteacher joined the school in September 2012.
- The proportion of girls in the school is well above average.
- The proportion of pupils for whom the school receives additional income (the pupil premium) is above average.
- Almost two thirds of the pupils, a much higher proportion than found nationally, are from minority ethnic groups. The majority of these pupils are from a Black African or Caribbean background. A significant minority, much lower than in most schools, are from a White British background.
- Over a third of pupils speak English as an additional language. This is much higher than found nationally.
- The proportion of pupils supported by school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school does not send any pupils to be educated in alternative provision.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all good or better by:
 - using the information on how well pupils are doing more effectively to plan work which is well matched to the different needs and abilities of all pupils to accelerate their progress
 - providing pupils with more opportunities to work by themselves so they can take their learning further
 - improving the quality of marking so that it lets pupils know how they can improve their work
 - giving pupils regular and frequent opportunities to use ICT in all their lessons.
- Improve progress in mathematics so that it is consistently good or better by:
 - giving pupils opportunities to use and apply their mathematical skills across the curriculum through real-world and problem-solving activities.
- Improve the impact of leadership across the school by:
 - developing a clear understanding, particularly by senior leaders, of how they intend to develop the school to make it good or better
 - securing a clear understanding among all staff and governors of the key features of good or better teaching
 - making more rigorous checks on the impact of teaching on learning and pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because although pupils make good progress in the Early Years Foundation Stage, progress slows by the end of Year 2. By the end of Year 6 although progress in English improves, and is good, most pupils still do not make good progress in mathematics as they move through school.
- Although pupils learn mathematical skills related to calculation and shapes effectively, there is not enough opportunity for them to solve problems and understand how mathematics is applied in their everyday lives.
- Inspection evidence from lessons and pupils' books shows that teachers employ only a limited range of mathematical activities which are suitably challenging.
- The school's own, and now accurate, tracking of achievement shows clearly that rates of progress are increasing for both English and mathematics, and are better than at this time last year. Pupils' progress in mathematics is still a little slower than progress in English.
- Results in reading are higher than the national average by the end of Year 6. As a result of the recently strengthened approach to the teaching of letters and sounds, more younger pupils are confident about joining sounds together and reading challenging words.
- Gaps in achievement between different groups of pupils remain small in English, and are being reduced in mathematics. This is because data about pupils' performance are used to identify underachievement earlier, and extra one-to-one or small-group help is provided in lessons for those pupils who need it. As a result, more of the pupils entitled to extra funding, pupils who speak English as an additional language, disabled pupils and those with special educational needs are making progress in line with other pupils in the school. The progress of girls is now in line with that of boys throughout the school. In this way the school demonstrates its commitment to equal opportunity for all its pupils and to tackling any form of discrimination.
- The majority of children join the school with levels of skills below those expected for their age. Children make good progress in the Early Years Foundation Stage because they are given well-planned opportunities to explore their own interests and use these to learn the skills necessary to prepare them for Year 1. As a result, they start Year 1 with their knowledge and skills in line with expectations for their age.

The quality of teaching

requires improvement

- Most parents and carers, staff and pupils believe that teaching is mainly good. Inspection evidence shows that teaching requires improvement because the quality is variable and, particularly in mathematics, not enough is good.
- When teaching is less effective, teachers speak for too long, and do not ask enough questions that make pupils think deeply. As a result, pupils do not have enough opportunity to work at their own pace on their own so they can understand what is to be learnt more carefully, or to take their learning further.
- Assessment data that tell teachers about the abilities and skills pupils have developed already are not used consistently or rigorously enough to accelerate learning. As a result, the activities that are set for pupils are often not challenging enough. In one English lesson for example, most of the class could complete the work set for the higher ability pupils about constructing different types of sentences, but they were not given this opportunity.
- Pupils' work is marked regularly, but it does not usually help pupils to understand how they can improve their work. Pupils therefore are not always able to help themselves learn faster and parents and carers are not clear enough about how best to assist their children.
- The teaching of ICT takes place through pupils using facilities in other schools. There is

insufficient use of ICT across different areas of learning to help pupils learn faster, learn a wider range of skills and make learning more exciting.

- Good teaching in the Early Years Foundation Stage builds upon children's interests and includes many opportunities to develop the skills of communication and number. Children make careful observations, learn by finding out for themselves and enjoy learning together.
- The headteacher has begun to raise teachers' expectations about how much pupils can learn. She has also improved the accuracy of assessment data and helped teachers plan lessons that promote learning better. Many parents and carers have noticed that their children are learning more and enjoying a wider variety of activities.
- When teachers make learning purposeful and help pupils to think about and discuss their ideas with each other, most pupils learn well because they show a deeper understanding of what is being taught.

The behaviour and safety of pupils are good

- Almost all pupils in the school have a mature and thoughtful attitude towards their learning. Pupils are considerate and respectful as part of a harmonious community of different cultures and backgrounds. They have a strong work ethic and want to learn meaningfully. Consequently, they are attentive in lessons and work hard to learn together.
- Pupils are polite to each other, to adults in the school and to visitors. They demonstrate excellent social skills. Courtesy and respect are modelled effectively by staff in the school, and pupils value the way teachers help them to learn and develop. The resulting positive relationships between adults and pupils in the school help lessons to proceed very smoothly, and lead to only a few minor behaviour incidents.
- Inspection evidence supports the views of staff, pupils and parents and carers who believe that the school manages behaviour very well and helps pupils to enjoy school, and that the school keeps pupils safe. As a result, attendance is above average. Pupils learn how to keep themselves safe in a range of situations, and they confirm that there is little or no bullying of any type in school.
- A few pupils become distracted in lessons when they find the work too easy, have to listen to teachers talk for too long or do not understand the instructions teachers have given them. Most pupils are highly motivated to learn. Many have the confidence, skills and desire to be more involved and responsible for their own learning but these opportunities are not always made available.

The leadership and management require improvement

- The interim headteacher provides strong, energetic and clear leadership. Although only in post for a short time, the important changes she has made are beginning to improve pupils' progress. Not all other senior leaders in school have a clear and concise understanding of what precisely is needed to make Greenside a good or outstanding school so that it improves faster.
- Teachers and others are becoming increasingly more effective due to a clearer definition of their roles and responsibilities made by the headteacher. Classroom teachers understand better what is expected of them because they have been helped to plan lessons more carefully. Assessment data are now more reliable and showing improved progress compared to this time last year. Parents and carers understand better how they can work more effectively with the school and their children speak about how lessons are more enjoyable.
- The curriculum in the school is broad and balanced, although the provision for ICT requires

improvement.

- The spiritual, moral, social and cultural education of pupils is evident across the school. It is a separate focus in a regular lesson on the school timetable, but in other lessons teachers do not use interesting questions about the world and our lives to make learning more purposeful and exciting so that pupils can make faster progress.
 - Teachers are still developing their understanding of how to promote good or better learning but there are clear signs of improvement. Observations of lessons by some school leaders still concentrate too much on what teachers are doing rather than on how well pupils are learning, and this prevents improvements from being more accelerated.
 - The local authority has had limited involvement with the school. It supported a recent review of the school by the interim headteacher, which confirms inspection evidence. After a challenging year, with a changing leadership, the school is quickly being re-strengthened. The improvements are showing early signs of success, but the school is aware that more needs to be done.
 - **The governance of the school:**
 - Governors are a committed and skilled team. Having spent considerable time and effort since the last inspection challenging the impact of the support the school received and managing changes in leadership, they are now well placed to help develop the school further. They stay up to date with educational developments through training and contact with national educational organisations. They know their school well through regular meetings with the interim headteacher, analysis of key data and visits to the school that are focused on particular areas, for example, English. As a result they also know about general strengths and weaknesses in the quality of teaching but are keen to develop a more precise awareness of what is needed to take teaching on to a higher level. Staff performance is becoming more clearly linked to the impact on pupils' achievement, so that governors can begin to consider changes in staff salaries and promotion. The governors have developed clear systems to manage the money available to the school. Additional funding the school receives for pupils requiring extra support is now spent according to clearly identified needs of pupils. As a result the gaps between the progress made by pupils receiving support and that of other pupils are small, and closing. Governors ensure that statutory responsibilities for safeguarding are met.
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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	100343
Local authority	Hammersmith and Fulham
Inspection number	400409

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Mrs Jem Shuttleworth
Headteacher	Ms Karen Bastick-Styles (Interim)
Date of previous school inspection	10 December 2009
Telephone number	020 8743 6421
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