

Greenhill Primary School

Gamble Hill Drive, Leeds, West Yorkshire, LS13 4JJ

Inspection dates

27–28 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. Most children enter the Nursery class with skills well below those expected for their age and reach broadly average standards by the end of Year 6
- Pupils in the Early Years Foundation Stage and in Key Stage 2 make good progress in reading because it is taught well. The school provides many opportunities for pupils to read at home and at school.
- Children get off to a good start in the Early Years Foundation Stage.
- Teaching over time is good overall. Activities are interesting and pupils enjoy learning.
- Pupils' behaviour is good. High levels of care and strong relationships enable pupils to feel very safe.
- The good curriculum provides memorable experiences that broadens pupils' interests and makes learning fun.
- All pupils are treated equally and there are many carefully thought out additional activities to help those who are falling behind.
- Pupils' attendance has risen significantly and is now above average.
- The school is well led and managed. Leaders have identified the right areas for improvement to speed up pupils' progress. Actions are raising achievement and teaching.
- Governors provide good support and rigorously hold the school to account to ensure it continues to improve.

It is not yet an outstanding school because

- There is still some teaching that requires improvement.
- Pupils are not always confident solving problems in mathematics.
- Children in the Reception classes do not achieve as highly in their creative development as in the other areas of learning.
- The quality of pupils' writing is sometimes let down by a lack of interesting words and limited choice of punctuation. Pupils do not always apply their literacy skills when they write in other subjects.
- The teaching of letters and sounds in Years 1 and 2 is not yet fully effective.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons taught by 16 teachers.
- The inspectors considered a sample of pupils' written work and mathematics in their exercise books and topic folders. They also observed the teaching of phonics (letters and the sounds that they make) and listened to pupils read.
- The inspectors held meetings with senior leaders, two groups of pupils and representatives of the governing body. They talked with groups of parents at the end of the school assembly and also met a representative of the local authority.
- The inspectors took account of a wide range of documentation including: the school's evaluation of how well it is doing; information on pupils' progress and attainment; and the school development plan. School records relating to behaviour, safety and the monitoring of teaching and learning were evaluated.
- Inspectors took account of 40 responses to the online questionnaire, Parent View.

Inspection team

Brenda Clarke, Lead inspector	Additional Inspector
Steven Goldsmith	Additional Inspector
Sharona Semlali	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus is similar to that seen across the country, as is the proportion of pupils with a statement of special educational needs.
- The proportion of pupils who are supported by pupil premium funding is well-above average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics.
- Since the last inspection, there has been several staffing issues.

What does the school need to do to improve further?

- Improve the quality of teaching so that it becomes outstanding by:
 - ensuring that expectations of pupils' writing, punctuation and spelling are high enough and that pupils apply these skills in other subjects
 - ensuring that children in the Reception classes receive frequent planned opportunities to develop their creative skills in the classroom and outdoors
 - ensuring that children's good understanding of letters and their sounds when they leave the Reception classes are extended in Years 1 and 2.
- Raise standards and accelerate Key Stage 2 pupils' progress in writing and mathematics to match those in reading by:
 - broadening pupils' choice of words and punctuation to add flair and precision to their writing
 - providing more opportunities for pupils to use and apply their calculation skills to solve mathematical problems, both in mathematics lessons and in other subjects.

Inspection judgements

The achievement of pupils is good

- Most children start school with well below average skills for their age. Children make good progress in the Early Years Foundation Stage especially in early reading and mathematics and half the children reach a good level of development. Children's creative development is not as strong. Children make outstanding progress in their personal and social skills so that they are well prepared for their new learning in Year 1.
- In 2013, results of the Year 1 screening check in phonics (letters and their sounds) were below those seen nationally. Pupils are taught these skills in an imaginative way but in Key Stage 1, tasks are not always at the correct levels for pupils' differing abilities and this slows the rate of progress that pupils make in reading.
- Overall, standards at the end of Year 2 have been below average since 2010 but showed improvement in 2013 assessments. Over time, pupils' progress has not been good, partly linked to staff absences. Over the last year, the school has concentrated on a whole-school approach to the teaching of writing and mathematics. Teachers have gained confidence in checking how well pupils are doing and in planning the next steps needed to develop pupils' writing skills. Aspects of mathematics, such as mental arithmetic and calculations, are now effectively taught in small, well-planned steps. This has resulted in the rise seen in 2013 continuing. Pupils now make good progress in writing and mathematics so that standards in these subjects are broadly average.
- Pupils in Key Stage 2 have also benefited from this whole-school approach to planning so that pupils' knowledge and understanding are built on in small, progressive steps. In 2013, standards at the end of Year 6 were below those expected in reading and writing and well below in mathematics. The current Year 6 pupils are on target to attain broadly average standards in reading, writing and mathematics. This represents good achievement from pupils' individual starting points, particularly in reading.
- Inspection findings, together with the school's information, indicate a rapidly improving picture. As a result of robust procedures to improve the quality of teaching and learning, and a drive to ensure consistency in the teaching of reading, writing and mathematics, all groups of pupils currently make expected progress, with a significant number now achieving above this, particularly in reading. The school's checks on pupils' progress mirror this much improved picture so that in Years 3, 4 and 5 also pupils are on track to exceed their individual targets in reading, writing and mathematics.
- Inspection evidence indicates that whilst pupils' writing skills are improving rapidly, pupils sometimes experience difficulty in choosing words and punctuation to add impact and excitement to their writing. Pupils are now confident with basic calculations. They work with great perseverance to solve mathematical problems but find difficulty in working out problems that have more than one step.
- Most pupils make good progress in reading in Key Stage 2 with more pupils attaining higher levels than in other subjects. Overall standards are now average and rising year on year. This is because reading is well taught in Key Stage 2. Many pupils and their parents take advantage of borrowing books from the school libraries and many pupils use these attractive facilities at lunchtime.
- The most able pupils make good progress in line with their classmates. This is because teachers ensure they receive additional work that stretches their understanding.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, make good progress, with currently approximately 90% making expected or better progress against their individual targets. They reach standards close to their classmates in writing and mathematics and surpass them in reading. The school has used its additional funding very effectively to respond to pupils' differing needs by providing well-planned support for those who are falling behind.
- Disabled pupils and those who have special educational needs respond well to the care and

support they receive and make good progress.

The quality of teaching is good

- Teaching is good overall. Work captures pupils' interests and makes learning fun. For example, Year 2 pupils enjoyed adding the totals of money needed to provide snacks for the headteacher's tea party.
- Pupils' behaviour is managed most effectively so that lessons run smoothly. Pupils behave well and persevere for good periods of time.
- Knowledgeable teaching assistants are used effectively to support pupils in widening their skills and making good progress.
- Information about how well pupils are doing is used successfully to provide work that closely matches their abilities. This makes sure that pupils approach their work with confidence.
- Pupils are very clear about the purpose of their learning and what they have to do. They know exactly what they have to include in their work to be successful.
- Teachers consistently mark pupils' work and most allow time for pupils to correct their mistakes.
- In the Early Years Foundation Stage, teaching over time is generally good or better. Many memorable experiences capture the children's interest, for example, children were amazed as they watched the newly hatched chickens and ducklings. All staff demonstrate politeness and respect for others and this contributes significantly to children's outstanding personal development. Early reading, writing and counting skills are carefully planned in small steps. Children are taught by knowledgeable staff and make rapid and sustained progress. Both in the classroom and outdoors, children have opportunities to paint, draw and model, but activities are not always carefully planned and sometimes lack a clear purpose. This slows the progress that children make in this area.
- Pupils benefit from being taught literacy skills well but expectations that pupils will use these skills when writing in other subjects, such as science, are not high enough. Work is not always neat and correctly punctuated. At Key Stage 1, some work sheets used limit opportunities to extend pupils' choice of words to write more imaginatively.
- Pupils are taught numeracy skills well but lack confidence when using these skills to solve problems. This is because not enough opportunities for problem solving are provided.
- Although questions are generally used well to extend learning, opportunities are not always exploited to extend pupils' speaking skills. For example, in mathematics lessons teachers sometimes do not give pupils enough time to answer questions fully. Similarly, insufficient time is sometimes given to develop and extend pupils' choice of words before they begin to write.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most pupils behave well in lessons. They are polite and caring towards others.
- Pupils listen carefully to their teachers and classmates. They concentrate for good periods of time in lessons and most work with diligence and concentration. On the few occasions when work is not matched carefully enough to pupils' needs, some lose concentration which limits their progress.
- The school meets the needs of pupils well. There are effective strategies in place to help pupils manage their own behaviour. Spending time in the lunchtime club has an especially positive impact. Consequently, poor behaviour has reduced and there have been no recent exclusions.
- Older pupils have good opportunities to work alongside others, for example, befriending younger children or hearing them read. This helps pupils to appreciate the differing needs of others.
- The school works closely with parents in ensuring that pupils are punctual. The raft of rewards available to pupils for good attendance, such as the special treat disco has seen attendance rise annually to above those seen across the country.

- The pupils respond well to the strong moral and social guidance they receive. Pupils learn how to get on with others through opportunities to take part in adventurous sporting activities, for example, canoeing.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe.
- Pupils have a good understanding of different types of bullying and feel that any bullying in school is quickly sorted. They take on board advice about looking after themselves and know about the potential dangers of the internet.

The leadership and management are good

- The school is well led and managed. Staff work as a unified and motivated team led by a determined and highly effective headteacher. The staffing instability has been managed well and the school is well placed to move forward.
- Thorough checks on how well the school is doing have enabled leaders to identify the right priorities for improvement. For example, the teaching of mathematics has changed to enable pupils to be taught mental arithmetic at the start of each day. This is a key reason for pupils' progress in mathematics speeding up.
- Checks on teaching and learning are thorough and frequent. Support is offered when teaching requires improvement and staff have opportunities to observe others' teaching. Scrutiny of the school's records of lesson observations indicates that this has been successful and has enabled some teaching that required improvement to become consistently good. Only a few aspects remain requiring attention.
- Senior leaders thoroughly check pupils' progress and provide additional support for those who are falling behind. This is a key reason why pupils who receive pupil premium funding have caught up and are making good progress.
- Challenging targets to quicken pupils' progress are shared with teachers and regularly checked to see that pupils are on track to meet their targets. This has made teachers accountable for the progress of pupils in their class.
- Subject leaders are now more effective in their roles. New plans to tackle the weaker aspects of mathematics and writing are in place but not yet embedded enough to have a full impact on attainment. Nevertheless, they are leading to skills being taught in a more structured way to help pupils build on their skills from one year to the next.
- The school takes good care of its pupils and procedures to ensure pupils' safety meet requirements.
- The effective curriculum is well planned and promotes pupils' good spiritual, moral, social and cultural development. A wide range of musical and artistic events and performance allows pupils to excel in a variety of ways.
- Equality of opportunity is at the heart of the school's provision. The emotional and academic needs of pupils are carefully monitored and interventions put in place for those requiring additional support. The school works closely with parents and seeks ways to support families who may be vulnerable.
- The school provides good opportunities for parents to be involved in their children's learning. Classes are held to update parents on the school's work, for example, the teaching of phonics and how to help children at home.
- The local authority regularly checks how well pupils are doing and provides appropriate support and training.
- **The governance of the school:**
 - Governors are extremely committed to the school and are well informed about the school's work and results. They have worked with the senior leadership team to make sure that the journey to improvement is sustained. They have requested information about pupils' standards and progress in an easily understood format and now check this thoroughly to make sure that pupils' standards continue to rise. They are realistic about the strengths of the school as well as what requires improvement. Governors talk clearly and in detail about how the new primary

school sport funding is used to increase the quality of teaching and coaching in physical education. They say that additional sporting activities such as kayaking and BMX riding encourage pupils to adopt healthy lifestyles and increase fitness levels. Governors ensure that the pupil premium funding is used to benefit the pupils for whom it is intended. The governing body are well informed about teaching and aware that the more stable situation is aiding improvements. Governors have effective arrangements to make sure that pay awards are linked to teachers' and leaders' performance and that the procedures to measure performance are thorough.

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	107975
Local authority	Leeds
Inspection number	440783

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair	Nick Powell
Headteacher	Ann-Marie Reeve
Date of previous school inspection	9 March 2011
Telephone number	0113 2635271
Fax number	Not applicable
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