

# INSPECTION REPORT

**GREENLEAF PRIMARY SCHOOL**

*Walthamstow, London*

*LEA area: Waltham Forest*

*Unique reference number: 103054*

*Headteacher: Miss Susan Mumme*

*Lead inspector: Miss Cheryl Thompson*

*Dates of inspection: 1 - 4 December 2003*

*Inspection number: 256284*

*Inspection carried out under section 10 of the School Inspections Act 1996*

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	332
School address:	Greenleaf Road Walthamstow London
Postcode:	E17 6QW
Telephone number:	0208 520 7963
Fax number:	0208 509 9687
Appropriate authority:	Governing body
Name of chair of governors:	Ms Tabassam Ahmed
Date of previous inspection:	24/05/1999

## CHARACTERISTICS OF THE SCHOOL

Greenleaf is a larger than average primary school serving the immediate locality. There are 332 pupils on roll, including 72 children who attend either a morning or afternoon nursery class. The school is a multi-ethnic and multi-lingual community with around two thirds of pupils whose first language is not English. Fifty-seven pupils are at an early stage of learning English; this number includes some of the 41 refugees and asylum seekers. There is an above average proportion of pupils with special educational needs with the main difficulties identified as moderate learning and emotional and behavioural difficulties. There is a high turnover of pupils with similar numbers leaving and joining the school. Many joining the school, other than in the reception class, have limited English. Attainment on entry is wide ranging but overall below average. The school gained a School's Achievement Award in 2002, Investors in People award in 2003 and the Basic Skills Quality mark in 2000.

The past year has seen extensive building work, refurbishment and redecoration in the school. Classes have been re-located several times. At the time of the inspection pupils had been in their normal classrooms for just two weeks.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22822	Cheryl Thompson	Lead inspector	English Information and communication technology
13828	Ron Ibbitson	Lay inspector	
25787	Edmund Morris	Team inspector	Mathematics Design and technology Physical education
28170	Ian Chearman	Team inspector	Science Geography History English as an additional language
18360	Cecelia Davies	Team inspector	Art and design Music Religious education Special educational needs Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Greenleaf is a good school where pupils do well.** The school takes very good care of its pupils within a harmonious community where they and their parents feel valued. Determined leadership, good management and high expectations have ensured rising standards and a clear understanding of what needs to be done to improve even further. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher and senior management team provides a very clear sense of purpose for the school's work
- Since the last inspection, Year 6 standards have improved immensely and are now well above average in English
- Pupils of all abilities and stages of English acquisition achieve well because teaching is good
- Children get a very good start to school in the nursery
- Very good guidance and high expectations help pupils develop into thoughtful and responsible young people
- The quality of teaching varies too much and limits progress in a small number of classes
- Attendance is well below average

Since the previous inspection in May 1999, the school has made good improvement, particularly in assessment, which has led to very good improvement in standards.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	A	A
mathematics	C	C	C	C
science	D	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, standards are in line with national averages and **achievement is good**, which is a significant accomplishment as around two thirds of pupils have English as an additional language. Many join the school with very little English. Compared to schools in a similar context,<sup>1</sup> standards attained by pupils in Year 2 and Year 6 are nearly all well above average. In the current Year 6, standards are above average in English and mathematics. These standards show very good achievement and reflect the mostly very good teaching in the English and mathematics groups in Years 5 and 6. In all other subjects, standards are average.

In the current nursery and reception classes, standards are around those expected except in physical and social and emotional development, where they are good. Children make good progress in learning and using English because teachers and knowledgeable assistants are well aware of how to teach and encourage its use.

In the current Year 2, standards are average and achievement is good. Writing is a strength because skills are taught well. At the moment standards are just below average in reading; pupils do not achieve as well as they could in reading because they do not practise enough.

**Pupils' spiritual, moral, social and cultural development is very good.** Pupils are helped and guided to become thoughtful and considerate young people. The work of the learning mentor is

<sup>1</sup> Schools in a similar context are those with a similar proportion of pupils eligible for free school meals.

outstanding and helps specific groups of pupils to develop self-confidence, think better of themselves and, where necessary, to improve their behaviour. Overall, pupils' attitudes and behaviour are good and improve as they move through the school. By Year 6, nearly all pupils have very positive attitudes to learning and behave very well. The low attendance rate is mainly because of holidays taken in term time.

## **QUALITY OF EDUCATION**

**Greenleaf provides a good education for all its pupils.** The nursery provides a high quality education.

Very good levels of care and **good teaching** mean pupils are happy and learn well as they move through the school. In the nursery, where teaching is very good and sometimes excellent, children learn very well because activities and support are very carefully matched to their needs. Very good teaching in literacy for more able pupils in Year 6 promotes their very good achievement in writing. However, there are inconsistencies in the quality of teaching. In the small number of lessons where teaching was unsatisfactory it was because planning was not adhered to, expectations were not high enough and behaviour was not managed well. As a result, in those lessons, pupils did not achieve as well as they should and too many misbehaved.

A good number of multi-lingual assistants provide good, knowledgeable support for pupils at various stages of learning English. A very good feature of their work is using pupils' home language to explain and reinforce difficult mathematical concepts.

The headteacher has promoted sports activities in order to provide more opportunities where pupils can succeed. Many pupils are successfully involved in a very good range of competitive sports, such as football, netball and cross county. Pupils are pleased with their achievements and proud to represent the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. Very good and determined leadership, coupled with good management by the head and assistant headteachers, are the main reasons for the recent good rise in standards. They have a very good understanding of the school's strengths and areas for improvement, which is evident in the very comprehensive improvement plans. The headteacher sets very high expectations for her staff to make sure pupils achieve their best. Very good use is made of data provided about the school to set challenging targets for teachers to help their pupils achieve. The work of the governing body is satisfactory and they benefit from governors' expertise in important areas such as race equality and finance.

The year-long extensive building and refurbishment work has caused great upheaval. At the time of the inspection pupils had been in their normal classrooms for just two weeks.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have good views of the school. Parents appreciate all the new sporting initiatives the headteacher has introduced and the improved range of visits. Pupils like their teachers and many cannot wait until it is their turn for the residential visit.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Resolve the inconsistencies in teaching
- Improve attendance

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Standards as measured against National Curriculum are average overall. Currently standards are above average in English and mathematics at Year 6. Pupils of all abilities and stages of English acquisition achieve well. In reception, standards are average and children achieve well.

#### Main strengths and weaknesses

- Results attained by Year 6 have improved at a good rate and, compared to schools in a similar context, are well above average
- As they move through the school pupils make at least good progress
- Standards in reading in Year 2 could be better if pupils read more often
- Children achieve very well in the nursery because teaching is consistently very good
- The school is very successful in a range of competitive sports and writing competitions
- Though standards are average in ICT, more use of ICT in other subjects is required to raise standards further

#### Commentary

##### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	28.6 (27.3)	26.8 (27.0)
mathematics	27.1 (27.4)	26.8 (26.7)
science	28.6 (28.2)	28.6 (28.3)

*There were 43 pupils in the year group. Figures in brackets are for the previous year.*

1. Since the previous inspection in 1999, standards attained in Year 6 national tests have risen from well below average national averages to average. In 2003, standards attained in English were well above the national average. This rise in standards has been at a better rate than found nationally and is due to the headteacher's high aspirations and clear sense of purpose, with most improvement in the years following her appointment in 2001. Very good systems of tracking pupils' progress and analyses of data have also been instrumental in planning for and securing much improved standards. Compared to schools in a similar context, standards are well above average.
2. Standards attained by Year 2 have fluctuated but remained around average. However, pupils achieve well from a wide range of starting points, both in ability and fluency in English. In the nursery and reception classes children make good progress from a below average starting point. Good progress continues as pupils move through the school until Years 5 and 6. In these year groups, due to very careful assessment, some very good teaching and grouping according to ability for English and mathematics, pupils achieve particularly well in English.
3. Year 2 standards of writing have improved over time and in 2003 were well above average. These standards are the result of good teaching of basic literacy skills in the nursery and reception classes which are built on as pupils move on in Years 1 and 2. Inspection evidence highlighted that more could be done to improve reading standards for Year 2. Group reading is very well organised and pupils' progress carefully checked; however, pupils need more time to

practise their reading at an easier level so that they can remember new words and practise newly learned skills.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	15.8 (16.4)	15.7 (15.8)
writing	15.9 (15.3)	14.6 (14.4)
mathematics	16.5 (15.8)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year.*

4. Very good achievement for nursery children is the result of very carefully structured activities. These activities help children develop good social skills and attitudes as well as extending their learning. Very clear expectations for children to listen carefully and speak at length promotes confidence and helps children with little English learn and use new vocabulary.
5. **The very good range of sporting activities provides pupils with very good opportunities to discover and develop sporting talents. The headteacher, staff and parents give generously of their time to coach, transport and support pupils in activities such as netball, cross country and football. Pupils have been chosen to represent the borough in the London Youth Games in football and netball.**
6. **Standards in ICT are around average but pupils have limited opportunities to use and practise their skills in other subjects and this constrains progress. The school has identified the need to raise standards further and has plans in hand to do so.**

#### **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes and behaviour are good overall and their spiritual, moral, social and cultural development is very good. Attendance is below average.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Pupils' attitudes and behaviour are very good in Year 6
- Pupils' relationships with staff are good
- Pupils are freed from bullying and racial harassment
- There are very good opportunities for pupils to develop an understanding of different cultures
- Attendance is below the national average

#### **Commentary**

7. **The school sets firm and straightforward guidelines for behaviour which are shared with parents and pupils. Nearly all teachers set very high expectations for pupils to behave well and show respect and thoughtfulness for others; pupils do their best to meet these. Good provision for children's personal development in the nursery and reception classes helps them become independent and learn the right way to behave and work co-operatively. As they move through the school, pupils are expected to take on more responsibility and by Year 6, when all are members of the school council, they have very good attitudes to their work and the tasks set them. They supervise**

**younger pupils kindly and listen to them if they are worried. They set very good examples for younger pupils to follow. The headteacher's successful initiative to develop competitive sports also gives pupils many opportunities for representing the school. In their response to the questionnaires, pupils say they enjoy these opportunities and parents are very pleased with what is on offer.**

8. Pupils are happy in school and enjoy school life. They feel safe in school and know that teachers expect them to do their best. Pupils enjoy a good range of lunchtime and after-hours activities, such as chess club and the 'fun' club where they participate well with one another. Good relationships are formed between pupils of all ethnic groups and with their class teachers and teacher assistants. Induction procedures for children of asylum seekers are good. Most pupils say they could talk to a known adult in the school if they were worried. The learning mentor provides excellent support for pupils who have difficulty managing their own behaviour or in forming good relationships with others. They are helped to think deeply about the effect of their behaviour on others and the right way to behave. Throughout the school, teachers encourage their pupils to consider the natural beauty around them as in the nursery when children felt the crunchiness of autumn leaves and marvelled at their colours. In Years 5 and 6 English lessons, pupils are encouraged to consider feelings such as happiness, hatred and disappointment; their poetry in response shows a mature depth of thought.
9. **The school as a community benefits from the richness of pupils' many different religions and cultures. All major faith celebrations are respected and celebrated in school. Parents are encouraged to come in to school to talk about their own cultural traditions. Pupils have a natural and respectful curiosity about others' beliefs and culture, as in a religious education lesson when a Christian pupil asked a Muslim pupil what they did at Christmas. During the inspection there were no signs of bullying, racism or other aggressive behaviour. There were no signs of graffiti or vandalism by pupils.**
10. **Most pupils attend school regularly and punctually. However, despite the best efforts of the school to promote attendance, a significant number of pupils have a poor record of attendance which makes the overall rate below the national average. The attendance rate is also affected adversely by some parents who take their children out of school for holidays. There are also a few persistent latecomers.**

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data:	5.8
National data:	5.4

Unauthorised absence	
School data :	0.7
National data:	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Exclusions

**There have been no fixed-term or permanent exclusions in the past year.**

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The nursery provides a high quality education. Teaching and learning are effective overall and pupils work from a good curriculum with very good provision for sports activities.

## TEACHING AND LEARNING

Teaching and learning are good overall and very good in the nursery. Assessment is good overall although not all teachers help pupils to know what they need to do to improve.

### Main strengths and weaknesses

- Consistent, high quality teaching and learning in the nursery
- Inconsistency in the quality of teaching in the rest of the school
- The headteacher expects teachers to make effective use of test results to ensure good progress
- Assessment in numeracy and literacy is very good and leads to particularly good achievement in English for Year 6
- Teachers provide good opportunities for pupils to develop speaking and listening skills

### Commentary

11. Nursery staff work very well together as a team to provide high quality learning experiences for the youngest children in the school. Through their planning and teaching they demonstrate a very good understanding of how young children learn. Consequently, learning activities are lively, relevant and well structured so that children become fully involved, think carefully and are helped to develop their vocabulary. All staff are particularly sensitive to children who join the classes with little or no English and take every opportunity to encourage speaking and listening activities. Very good links are made with parents who attend the weekly parent and toddler group and these are continued as children move to the nursery classes. Very careful assessment makes sure children are moved on to the next stage of learning at the right time or given more time to consolidate newly-learned skills. (More information about teaching in the nursery can be found in the section 'Areas of learning in the Foundation Stage'.)

### Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	17 (32%)	17 (32%)	15 (28%)	2 (4%)	1 (2%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. In classes other than the nursery, the quality of teaching in lessons seen ranged from very good to poor. Although teaching has improved since the last inspection, the headteacher is acutely aware that more needs to be done to make sure all teaching provides the best learning opportunities for pupils to achieve well. Where teaching is very good, teachers set very high expectations for behaviour, plan interesting ideas to challenge and involve pupils and move their lessons along at a brisk pace. In such lessons, pupils of all abilities achieve at least well and complete a good amount of work. In the very few lessons where teaching is poor or unsatisfactory, it is because teachers do not manage pupils' behaviour competently enough to make sure pupils cover the work planned or, in some cases, lessons drift, there is a lack of purpose and pupils do not learn much. Scrutiny of pupils' books shows great inconsistencies in how teachers mark. In the best examples in a Year 2 class and in Year 6 literacy work, teachers always marked work and gave helpful comments as to how to improve. In the worst case, books had not been marked for a considerable time; consequently, pupils may feel that their work is not valued and that there is no reason to do their best. Indeed, in one example seen, a pupil's work had deteriorated since the start of the year. In other classes, books are marked but few helpful comments made which means pupils are not clear about what they need to do to improve their work.

13. The headteacher makes very effective use of the information gained from tracking pupils' progress as they move through the school. Based on this information, suitable targets are set for pupils to attain by the end of the school year; the headteacher expects teachers to ensure these targets are met and in nearly all cases they are. The focus on targets ensures teachers use assessment carefully to gain a good understanding of their pupils' strengths and areas where more support is needed and plan appropriately.
14. In English and mathematics, the use of assessment is very good, especially in Years 5 and 6 where pupils are grouped for teaching according to ability. There are half-termly 'tests' to check if pupils have retained knowledge and to see if there is need for more help or challenge. As a result, lessons are pitched at the right level and achievement in the group sessions is nearly always good or better. In a very good Year 6 group literacy session, pupils were expected to think very hard about their work comparing the features of a biography to those of an autobiography. A very clear understanding of what pupils had already achieved, coupled with very high expectations, resulted in pupils' very perceptive answers which demonstrated mature thought and that pupils knew mediocre answers would not be accepted.
15. A notable feature in many lessons observed is teachers' expectations for pupils to explain their answers or ideas and for other pupils to listen carefully. This provision is very beneficial in two ways: it helps all pupils to develop self-confidence and it provides many opportunities for learning and using new vocabulary for pupils who have English as an additional language. Additionally, teachers deploy their assistants astutely to make sure that pupils with learning difficulties or those who need translations are suitably supported so that they are fully included in all lessons and achieve well.

## **THE CURRICULUM**

Curriculum provision is good and very good in the nursery. The curriculum is enriched well by additional activities. Accommodation and resources are good.

## **MAIN STRENGTHS AND WEAKNESSES**

- Very good provision for learning in the nursery ensures children achieve well
- Whole school planning provides a broad and balanced curriculum, which clearly identifies what pupils will learn and when
- Good provision for pupils with special educational needs and English as an additional language means that they achieve well
- Good opportunities are provided to enrich the curriculum, including involvement in competitive sports, so that pupils are well motivated and keen to learn
- Good improvement since the last inspection
- Good accommodation and resources

## **COMMENTARY**

16. Since the last inspection there has been good improvement. The school has developed a broad curriculum in which all subjects of the National Curriculum are taught, meeting statutory requirements. Sufficient time is now allocated for each subject and religious education is taught according to the requirements of the Locally Agreed Syllabus. Over the last two years, the school has built up plans of what pupils in each year group will learn in each subject each term. Every opportunity is made to make effective links between different subjects. This provides for good development in acquiring skills across all subjects.

17. Provision for information and communication technology (ICT) has greatly improved since the time of the last inspection. However, the lengthy building work when the computer suite has been out of action, has inhibited opportunities for pupils to practise their skills in a wide range of subjects. The school is well aware that more needs to be done in this respect. Every class now has an up-to-date computer. There is good provision for pupils' personal, social and health education and in weekly lessons, aspects are taught as discrete topics.
18. In the nursery, the relevant and interesting curriculum is carefully planned so that meaningful connections are made between the six areas of learning. As a result, all children, including those with special educational needs and English as an additional language, achieve well. The new nursery accommodation provides a stimulating environment enhanced by very attractive displays reflecting children's good learning experiences. Resources are now good which is an area of improvement since the last inspection.
19. The school ensures that all pupils have a good quality and range of learning opportunities outside the school day. It provides them with good opportunities to widen their experiences through a good variety of extra-curricular activities. These activities include, for example, recorder and chess clubs, choir, residential visits in Years 3 to 6, visits and visitors to the school. There are very good opportunities for pupils to take part in competitive sports because the school has many teams for different sports that compete in local competitions, such as netball, football, cross country.
20. The special educational needs and English as an additional language co-ordinators work very effectively with teaching and good number of support staff to ensure good provision for their pupils. All pupils have equality of opportunity because of the good teamwork between adults that provides them with good support.
21. Recently, there has been considerable building work taking place. The school has good quality, spacious accommodation with access to all parts of the building for people with disabilities. There is a well-stocked reference library, computer suite, music room and several small group rooms. Building work is still ongoing, with a community room and outside playground work yet to be completed. Resources are good and generally used effectively although class computers and the computer suite were not used to advantage during the inspection.

## **CARE, GUIDANCE AND SUPPORT**

The school takes very good care of its pupils and provides a safe and healthy environment. It gives pupils good support and guidance and its arrangements for seeking and acting on pupils' views are good.

### **Main strengths and weaknesses**

- Child protection arrangements are very good
- Very good support is given by the learning mentor
- Very good systems are used for tracking pupils' progress but pupils' targets are not used as profitably as possible
- Very good health and safety procedures are in place, although record keeping is inconsistent

### **Commentary**

22. The headteacher is responsible for child protection matters and ensures all staff understand their responsibilities. Teachers and teaching assistants have very good relationships with their pupils and know them well. In the pupil questionnaire, three quarters of pupils say that they would go to an adult if they were worried in school. They know that adults will listen and deal with issues sympathetically.

23. **The learning mentor plays an important role in supporting and guiding pupils. Parents value his work and pupils say they would always feel comfortable asking him for advice. The school makes very good provision for children who are not learning as well as they should - perhaps for emotional reasons or lack of confidence, or because they have fallen behind in their learning. Through the learning support mentor, these children are able to acquire new learning skills and develop their self-confidence. The learning mentor also provides Year 6 pupils with very good advice for preparing for their secondary transfer. It was arranged for some Year 6 pupils to visit the main receiving school to interview former Greenleaf pupils. The interviews were recorded on video and played back to Year 6 pupils to give them a better understanding of the transfer process and to relieve any concerns they may have. In addition, Year 6 pupils work through a booklet of questions and comments and are invited to write and discuss any concerns.**
24. Since the last inspection a very detailed and thorough system of assessment has been introduced. Teachers use assessments well in order to predict future achievement; this is being very effective in helping to raise standards for all pupils. Currently, all pupils have targets for achievement in English and mathematics. However, there is an inconsistency in the way these targets are discussed with pupils and how targets are referred to when teachers mark work. In the very best examples, teachers draw a pupil's attention to their target and praise them for achieving it or suggest that they need to remember it. In some cases, targets are not referred to.
25. Through very good health and safety procedures the school provides a safe environment for its pupils. All statutory safety checks are observed and appropriate tests carried out. The keeping of some health and safety records, however, is inconsistent. Governors have wisely used the recent building extensions and modifications to improve access for the disabled, such as wheelchair access to each floor and suitable toilet facilities.
26. The school does not yet have a formal means of obtaining all pupils' views but because of the very good relationships between pupils and staff, teachers are able to listen to children's opinions. In addition, the school council provides a forum for the whole of Year 6 to share their views.
27. The special educational needs' co-ordinator supports staff in providing good, detailed individual educational needs plans that provide support for the next stages in pupils' learning. Appropriate outside agencies are involved when necessary. Induction procedures for pupils with English as an additional language are good. The pre-school Monday play group helps children and their parents to get used to school before starting in the nursery. Pupils joining the school in other year groups with little or no English are well supported by staff and pupils. The school actively seeks to involve 'new' parents and this is where multi-lingual assistants play a sensitive and an invaluable role.
28. Induction arrangements for children starting school are satisfactory and ensure that children settle happily into the nursery and reception classes. However, nursery staff recognise the need to provide more written information to parents about what their child will experience in the Foundation Stage.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school has a good partnership with parents, other schools and the community.

### **Main strengths and weaknesses**

- Strong links with parents benefits pupils
- Effective links with the community enhance provision
- Very good arrangements help pupils' transfer to secondary education

### **Commentary**

29. The effective partnership between parents and school is beneficial to children's learning in school and at home. Parents are supportive of the school, have positive views of the school's work and are pleased with their children's progress.
30. Parents are well informed about all aspects of the school through newsletters, class letters and consultation meetings. The school prospectus, the governors' annual report to parents and pupils' annual reports all meet statutory requirements. Much information is also printed in Urdu and multi-lingual assistants are sensitive to the needs of other language speakers and help accordingly. Some parents say there is insufficient information on how parents can help their children. One of the findings of the inspection was that the school is generally well served by the present arrangements although additional information for parents new to the school would be helpful. Some parents also say they would appreciate having someone who speaks a community language in the school office. Inspectors agree that this would improve communications further although the present arrangements are quite adequate.
31. At the school meetings prior to the inspection, there was agreement among parents that the school has a 'sense of community' and this is shown by the several ways in which parents participate in school events and activities. Attendance at class assemblies for parents and school performances are well supported. Links with parents for whom English is an additional language are good and helped by multi-lingual assistants who are very sensitive in their approach. The home school association is a formal organisation that acts as a fundraiser and also a parent support group. There are coffee afternoons that are popular with many parents.
32. The school seeks parents' views at the annual governors' meeting and at consultation meetings but there is no formal means for seeking views on a regular basis. A parent and toddler group held on Monday mornings is very popular. It allows parents of young children very good opportunities to meet with other parents and staff and a chance for children to participate in very well organised play activities. There is also a daily Islamic class held after school. One of the results of the recent building modifications is a community room, which is nearing completion.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. Leadership is very good and the main reason for rising standards. Management is good. Governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher's high aspirations and clear, purposeful vision are shared by key staff
- Good management structures are in place but have yet to have full impact
- Very good use of data helps to set challenging targets for staff and pupils
- Though management of the provision for pupils with English as an additional language is good, more training for all staff is needed

### **Commentary**

33. The headteacher wants Greenleaf to sustain high standards and 'provide a breadth of learning for everybody within a place where quality matters'. She has a very good understanding of how to achieve these aims and, together with the assistant headteachers, has already brought

about considerable improvement in standards and in providing a broader range of learning experiences such as sports, visits and residential trips. All pupils are valued and fully included in school life. Pupils who join the school with little or no English are well supported by all staff and particularly by proficient multi-lingual assistants who also act as interpreters for family meetings. Individual governors provide expert advice with regard to race equality policies and all are very sensitive to the diverse community the school serves. Governors are very effective in monitoring the race equality policy and ensuring equality.

34. The senior management structure of headteacher and two assistant headteachers is very effective because, collectively, they have a very good overview of provision across the school. School improvement planning is very good because it is based on very good self-evaluation. For example, thorough records of teaching observations and work sampling show the senior management are well aware of the variation in teaching across the school. They have already brought about considerable improvement but know that more remains to be done. School improvement planning highlights appropriate strategies to bring about these improvements. The 'extended' senior team includes the special educational needs co-ordinator and two senior teachers who bring individual expertise in English and science and provide specific knowledge on the school's provision for its least and most able pupils. As a result, there is a good focus on providing for higher attaining pupils.
35. Leadership of English, mathematics and science is good overall. Very good analysis of test data and other data supplied about the school is used very profitably to bring about improvement in standards in national tests. Leadership in other subjects is broadly satisfactory because co-ordinators have few opportunities to check on teaching and learning in their subjects. Additionally, leadership is constrained by maternity leaves and difficulties in recruitment of an ICT co-ordinator. The year-long building project to demolish and replace part of the school has also taken its toll and slowed the impact of leadership. The remaining Victorian building has also undergone extensive re-decoration and had a new heating system. As a result, staff and their pupils have had to re-locate several times and the ICT suite has been inaccessible for months. The headteacher has had to spend a great deal of time managing problems arising from the building work.
36. The headteacher sets very high expectations for her staff to ensure their class makes progress at the expected or better rate. The school's very thorough system for tracking pupils' progress as they move through the school is used very effectively to set targets for teachers to help their pupils attain. The high expectations and target setting have been the catalyst for raising standards. Targets are reviewed with teachers during the year and adjustments, if needed, are discussed but expectations are not lowered.
37. The leadership and management of special educational needs are good. Staff are well supported by the special educational needs co-ordinator which ensures individual education plans are appropriate, easily measurable and manageable. Management of the provision for pupils with English as an additional language is good. However, training opportunities for all staff to develop their expertise have been difficult to access and some teachers, especially those new to the profession, have limited knowledge of how to provide the best learning opportunities.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	105,5355	Balance from previous year	70,301
Total expenditure	101,3136	Balance carried forward to the next	67,926
Expenditure per pupil	2,768		

Financial management is good. The funds carried forward will mainly be used to complete refurbishment and increasing resources.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING and SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage (nursery and reception classes) is **good** overall and very good in the nursery. Provision has improved significantly since the last inspection. Children are happy and enjoy coming to school. Children start nursery after their third birthday. There are two teachers in the nursery with class in the morning and a different group of children attend the nursery class in the afternoon. There is one reception class where children attend full time.

Attainment on entry is below average overall, but covers the full range of attainment. There are a significant number of children for whom English is an additional language. They make good progress in the Foundation Stage because of high quality planning and effective assessment procedures, particularly in the nursery. Pupils in the nursery achieve very well because of very good and sometimes excellent teaching. Planned activities in the nursery provide very good opportunities for children to extend and develop their learning.

There is a new group of staff in the Foundation Stage this year and already they are working well as a team under the very good leadership of the co-ordinator. The building of a new reception class and part refurbishment of the nursery has meant considerable disruption but staff have worked very hard to ensure that children's learning has not been affected. After only a short time in this spacious accommodation, interesting displays of work have been put up so that children are in a stimulating environment. As yet, the outside environment has not been completed but plans show that some exciting developments are planned.

Parents are valued as key partners in their child's education. During the inspection, reception children confidently performed for the whole school and their parents in assembly. Induction arrangements are satisfactory with children visiting for several sessions prior to entry. Many have attended the parent and toddler group. The co-ordinator is aware that more information should be provided about the activities that children experience during the Foundation Stage.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

**Provision in personal, social and emotional development is good.**

#### **Main strengths and weaknesses**

- Members of staff give all children very good opportunities to work and play together
- Good relationships make sure that children feel confident and happy
- Children exceed the standards expected for their age because of the good teaching and good emphasis placed on the development of these skills

#### **Commentary**

38. All adults in the Foundation Stage are kind and caring. They take every opportunity to promote this area of learning so that children settle well into school life. Children are well behaved and sociable because teachers and nursery nurses have high expectations. The youngest children in the nursery are encouraged to be independent, for example taking their own shoes and socks off when changing for physical activities. Numerous examples were seen where the children worked unsupervised, behaving sensibly and sharing resources, for example when

making 'dough' cakes and printing patterns. Adults help children to understand the 'right' way to behave and the great majority of children conform to teachers' high expectations and behave very well. Children are likely to exceed the expected standard by the end of the reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- Every opportunity is taken to develop speaking and listening skills so that children achieve well
- Thorough assessment ensures that children are provided with opportunities at the right level to develop their literacy skills.
- Teaching and learning are good in reception and very good in the nursery
- Reading skills are taught well

### **Commentary**

39. Good teaching in reception and very good teaching in the nursery mean that all children achieve well. By the end of the reception year most children should achieve the early learning goals. Emphasis is placed on speaking and listening so that all children, including those for whom English is an additional language, become confident in talking to adults and others in their class. In the nursery an excellent example of this was seen when the children were given the opportunity to 'work in the pizza factory'. Children explain what they are doing and talk happily to visitors about their work. Role-play such as in the 'Greenleaf Baby Clinic' or 'Veterinary Centre' is well used to support language development.
40. **Parents support their children in developing reading skills. In the reception class the home – school reading diary is effective because the teacher suggests ways that parents can help their child. A good range of strategies is used to teach letter sounds and there is strong emphasis on learning being fun. Writing areas in both nursery and reception, with a wide range of marking tools and paper, encourage the development of writing skills. There is a good range of books and teachers keep very detailed records of children's reading and writing progress.**

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- All adults take every opportunity to develop mathematical understanding
- A good range of interesting activities support learning

### **Commentary**

41. Teaching is good overall and very good in the nursery. Teachers often work with small groups so that they initiate discussion and develop mathematical language; for example, in the nursery where a group of children made tessellating patterns with squares, rectangles and triangles. Pupils achieve well because of good questioning by all adults so that by the end of the Foundation Stage, most children should attain the expected standard. Children in reception confidently recognise numbers to 10 and the saying of number rhymes helps children to

remember numbers, as well as being an enjoyable experience. Teachers have imaginative ways of making learning interesting. For example, they bring in a variety of tins, packages and other food so that the children can experience finding out for themselves which objects are lighter or heavier.

# KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

## Main strengths and weaknesses

- Adults ask challenging questions to make children think
- First-hand experiences and good teaching mean that children's enjoy finding out about the world around them

## Commentary

42. Achievement is good because all adults ask challenging questions to develop children's understanding; for example, when working with a small group of children in the nursery to explore which objects would float or sink. Most children are likely to achieve the expected standard by the end of the Foundation Stage.
43. Children in reception know that people and animals live in different kinds of habitats. They recognise the different kinds of homes that families live in and that they provide shelter. In the Foundation Stage, very attractive displays encourage children to take an interest in the world around them. For example, Eid celebrations with a display of special clothes, photographs and mendhi patterns. The visit to the park provided a stimulus for activities such as leaf printing and observing the changing seasons.
44. The use of information and communication technology is well integrated into activities with children using the mouse confidently. Good opportunities are provided for small world play, as well as opportunities for structured play with sand and water.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

## Main strengths and weaknesses

- Children are on course to exceed the goals expected by the end of reception because there are many opportunities to develop their skills.
- There are good opportunities for pupils to develop skills in well planned physical education lessons

## Commentary

45. Children's attainment is good, with nearly all children on target to exceed the expectations of the early learning goals by the end of the reception year. Skills are taught through a mixture of physical education (PE) lessons and times when children work or play outside. Together, these ensure that needs are well met. In the timetabled lessons, teaching is good in reception with children showing dexterity and energy in their jumping because of the good encouragement and clear planning. In the nursery, teaching was very good. Children respond well to teachers' high expectations and recognise that they have to move in a different way depending on the type of music. Children really enjoyed using the 'dance' sticks and responded very well to praise from their teachers. Because of the weather it was not possible to see the use of the outdoor environment.

## CREATIVE DEVELOPMENT

46. It was not possible to make an overall judgement of provision or standards in this area of learning. Work on display covered a wide range of media such as leaf prints, collage portraits, self-portraits and pattern work. All children enjoy singing and using percussion instruments.

### EXAMPLE OF OUTSTANDING PRACTICE

The way that language development is encouraged is outstanding.

The 'Pizza Factory' came to the nursery. Everything was very well planned and prepared. The 'office' was equipped with telephones and a range of writing materials. Encouraged by the nursery nurse, children took orders for pizzas, writing down what customers wanted and then taking orders into the 'factory'. Here, a selection of tissue paper toppings were available, play-dough bases prepared and then the pizzas were assembled under the careful supervision of a nursery nurse who encouraged children to describe what they were doing. Completed pizzas were carefully put into the authentic boxes before being taken to customers. Meanwhile, a teacher and a small group of children were busy rolling dough, grating cheese and slicing tomatoes. Excellent language development took place as children talked about their likes and dislikes with the teacher taking learning on through challenging questions. This activity was great fun as well as providing all children, and in particular those children who have English as an additional language, with very good opportunities to develop their speaking and listening skills.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well overall, with very good achievement in Year 6
- Younger pupils do not have enough opportunities for reading
- Grouping pupils by ability in Years 5 and 6, based on very good analysis of test results, is effective
- Very good leadership promotes high standards
- Good teaching overall, with very good teaching for more able Year 6 pupils, assists their progress
- Not enough use made of ICT

#### Commentary

47. Raising standards in English was highlighted as a key issue by the last inspection in 1999. Since then, there has been very good improvement in Year 6 standards - from well below the national average in 1999 to well above in 2003. These standards must be seen in the context of the high proportion of pupils who have English as an additional language and a good number arriving in the school at various ages with little or no English. The quality of teaching has improved from satisfactory to good. Standards attained by the current Year 6 are above average but fewer pupils are likely to attain the higher Level 5. In Year 2, standards in national

tests have improved in writing from average in 1999 to well above average in 2003. In reading, standards have remained around average. Standards attained by the current Year 2 are around average for writing but currently below average in reading. Inspection evidence shows younger pupils read at least weekly to their teachers in group reading situations. Pupils take a book home for the week to read with parents. However, there are not enough opportunities for pupils to read independently at school in order to practise and consolidate the skills they learn in group reading time. As a result, some, mainly the below and average ability pupils, are not making the progress they could.

48. Very good analyses of test results and class assessments are used very productively to form ability groups in Years 5 and 6. Extra teachers are employed and the headteacher teaches a group which allows for small numbers of pupils and very well planned work to challenge each group, regardless of ability. Evidence from pupils' books and lessons shows that much interesting work is covered in these sessions, pupils make good progress over time and achieve well in lessons. Each pupil has targets to achieve in the subject but there is inconsistency in the way teachers mark pupils' work and refer to targets. In Year 6 groups, good reference is made to targets so that pupils know how well they are doing. In other classes and groups, marking is more variable so that pupils are not sure what they need to do to improve or how well they are doing. Therefore, opportunities are missed for pupils to take more responsibility for checking their work and improving the quality.
49. Leadership and management of English are very good. An assistant headteacher and Year 2 teacher share the role. They have had time to check on teaching and pupils' work. As a result, they have a comprehensive overview of the school's provision. Test results and class assessments are analysed very carefully and challenging targets set for all pupils to achieve. An additional teacher employed to teach the higher ability pupils' group also provides expert advice for the co-ordinators. They are well aware of the need to improve reading standards and for more reading for the younger pupils, but their priorities have been to raise standards in Years 3 to 6. Now that they have ensured high standards are being sustained they will be turning their attention to reading at Year 2.
50. Teaching and learning range from satisfactory to very good and are good overall. There is very good and challenging teaching for the more able Year 6 group which helps them achieve very well. A strong feature in all lessons is teachers' focus on developing pupils' speaking and listening skills. This focus is successful in two ways – for pupils with English as an additional language it gives them opportunities to listen carefully and use words they learn in their answers; pupils also gain good self-confidence when speaking to their class. Pupils learn well because nearly all teachers set high expectations and plan interesting, well structured work. Teachers also deploy their assistants effectively. Pupils with learning difficulties are well supported and achieve well because assistants are clear about what is expected and support pupils proficiently. Multi-lingual assistants translate when necessary and a good feature is using a pupil's home language to help them understand difficult concepts or vocabulary.
51. Good examples of word processing stories and poems were noted in Year 5 and 6 work but in other year groups not enough use is made of ICT. The year-long difficulties with the computer suite have been partly to blame for this.

### **Language and literacy across the curriculum**

52. Pupils use their language and literacy skills well in other subjects. They are confident when speaking to their class, giving opinions and answering questions. They write confidently to record their work in other subjects and have a good attempt at spelling unfamiliar words. Older pupils have been very successful in story writing and poetry competitions.

## **MATHEMATICS**

Provision In mathematics is **good**.

## Main strengths and weaknesses

- Standards in Year 6 are above those expected nationally and pupils achieve well
- Pupils make good progress as they move through the school
- The quality of teaching is good
- **There is good provision for pupils with special educational needs and learning support staff are used very effectively in lessons**
- The subject is well led and managed
- Assessment procedures are very good and used very effectively

## Commentary

53. The standards attained in the 2003 tests taken by Year 2 and Year 6 pupils were in line with the national average. They were well above those found in similar schools. Pupils currently in Year 2 are working at levels similar to those found nationally and pupils in Year 6 at levels above those expected for their age. The improvement in standards in Year 6 this year is a direct result of the school's recent and continuing focus on raising pupils' achievement in mathematics through improved planning, target setting and well focused monitoring of teaching. It is proving to be effective in helping pupils of all abilities realise their full potential.
54. Pupils make good progress in their learning as they move through the school due to the good teaching they receive in lessons based on the structure of the National Numeracy Strategy. Pupils with special educational needs, due to the good support they receive from their teachers and teaching assistants, make good progress towards their targets. Commendably, the vast majority of such pupils reach the nationally expected level by the time they leave the school. Pupils with English as an additional language also achieve well. Many of these pupils are to be found working at a level above that expected nationally and are in the top group for numeracy in Year 6.
55. The quality of teaching is good overall with no unsatisfactory lessons seen. One third of the lessons observed were very good. In the good and very good lessons teachers have high expectations of their pupils and set work designed to challenge pupils of all abilities. They create a positive working environment and insist on high standards of work and behaviour at all times. The pupils respond well to this and are eager to do their best and make good progress. This was clearly seen in a very good Year 6 lesson about solving word problems. Lots of useful discussion about suitable strategies took place and the pupils listened intently to the views of each other and to their teacher. By the end of the lesson all pupils had a good understanding of how to solve real life problems and confidently calculate the correct answers to two places of decimals. The planning of work in year groups is particularly effective as it ensures that pupils in each class are taught to a similar level and teachers are able to share ideas and expertise. The setting of pupils by ability in Years 5 and 6 is also having a positive effect on progress as teachers can plan work very closely matched to the prior attainment of their pupils. In all classes teachers ensure that every pupil is fully included in the many learning opportunities by carefully grading the work to suit the differing abilities of the pupils in their class.
56. Teachers use teaching assistants very well to help their pupils, usually those with special educational needs, learn more effectively. They plan the role of support staff in each lesson very carefully to maximise their impact. The good level of support is most effective when the pupils are working individually or in small groups. It means that any problems that pupils have are dealt with swiftly and this enables them to move on to the next part of their learning. Teaching assistants know the pupils well and, in many lessons, help with behaviour management to enable the teachers to concentrate on teaching.

57. The subject is well led and managed by a team that is led by the headteacher and one of her assistants. The very good procedures for assessing pupils, tracking their progress and setting appropriate targets have clearly identified exactly how best to raise levels of achievement and standards. By closely monitoring the provision, including the quality of teaching, they have successfully managed to highlight areas for improvement and taken immediate action. For example, teachers have received training in helping more able pupils to succeed and three pupils from Year 6 are now attending a Saturday school for higher attainers.
58. There has been a good improvement in the provision since the last inspection. Standards have risen and the quality of teaching, particularly in Years 3 to 6, has improved.

### **Mathematics across the curriculum**

59. Pupils' skills in mathematics are sometimes used in other subjects of the curriculum but their inclusion is not always planned and often happens by chance. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils collect data and make graphs to display their science findings. Information and communication technology resources are rarely used to help support learning in mathematics.

## **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well. The oldest pupils' results in national tests were average in 2003 but the quality of investigative science seen has improved since then
- Teaching and learning are good but planning does not always cater for the most able pupils
- Pupils are interested and enthusiastic about their work
- Pupils learning English as an additional language and those with special educational needs achieve well
- Good quality marking and target setting, that help pupils to learn, are not consistently in place

### **COMMENTARY**

60. Pupils' results in National Curriculum tests at age 11 were average in 2003 and were much better than those for similar schools. The work of Year 2 justifies the teachers' own formal assessments that overall standards are average.
61. Pupils develop good knowledge, understanding and skills in the subject. They respond well to teachers' high expectations of the knowledge they can acquire and of their ability to use the proper scientific terms to represent that knowledge. Understanding is also well developed as older pupils showed when asked to explain the various ways plants reproduce or what causes condensation on the inside of a car windscreen on cold mornings. Skills of investigation are sound. Asked to evaluate an imaginary investigation, the oldest pupils were able to provide a good critique showing a sure understanding of the principles of a fair test. They responded thoughtfully when asked to design an investigation of their own.
62. Teaching is well planned to cover the curriculum systematically and to stimulate the interest that pupils show. The use of questioning aimed at all groups of pupils is a strength in the work of both teachers and assistants. This helps all to develop good scientific vocabulary and is particularly helpful to those learning English as an additional language. Pupils' good attitudes and behaviour are evident in the careful and accurate writing, diagrams and drawings they do. Pupils learn well because teachers and teaching assistants have high expectations for them.

Good guidance on recording work allows most pupils good opportunity in their writing to practise their writing skills while rehearsing their scientific understanding. Opportunities are missed to use ICT skills to tabulate, present graphically or analyse data from their investigations. They have good opportunities to consolidate mathematical skills, for example when they construct line graphs for temperature changes. Teachers' marking of pupils' work is of high quality in some classes, but is not yet consistent so that all pupils know their next steps in learning and how to improve their work. Planning provides well for less able pupils and those with special educational needs and these pupils receive extra help. Pupils at an early stage in acquiring English language are well provided for and learning is carefully planned so that they are fully included and achieve as well as other groups of pupils. Teachers plan well to improve the learning for investigative methods. Most older and younger pupils have a good idea of what is a fair test and how to conduct a scientific experiment. Planning is not consistently successful in devising ways to challenge fully the most able pupils and these pupils sometimes achieve less than they should. The best planning for these higher attaining pupils is seen in Years 5 and 6.

63. The subject co-ordinator gives keen, good quality leadership to the subject. Teachers are well supported with planning, guidance, and resources that lead to a consistency of approach. All pupils benefit from visits such as those to the Sun Trap project, as teachers' good planning enriches the curriculum. Team work is good and assessment of end of year results carefully monitored. Consequently, the school has a good awareness of strengths and weaknesses in teaching and learning on which to base future work or planning for improved practices. However, they have no proper system for pupils to be fully involved in their learning by sharing targets with them so that they can know how to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Good improvement in provision and standards since the last inspection
- Not enough use of ICT in other subjects
- Currently, not enough use is made of computers and the computer suite
- Good leadership recently in place

### **Commentary**

64. **At the time of the last inspection, standards, progress and teaching were judged to be unsatisfactory with the two main weaknesses being teachers' lack of expertise and insufficient opportunities to make progress. These weaknesses have been resolved well. There are now more up-to-date computers, with a reasonable range of software. Standards are generally in line with those expected and, generally, pupils achieve satisfactorily although not as well as they could because of the recent lack of opportunities to use computers. Teachers are now confident in their ability to teach ICT skills. During the inspection, teaching was never less than satisfactory and it was a credit to teachers that pupils learned satisfactorily in spite of difficulties with hardware and software.**
65. **It is also recognised that more needs to be done to raise standards even further. The school action plan for the subject shows a clear understanding of what has been achieved and what needs to be done. Unfortunately, the recent year-long building and refurbishment work has put the computer suite out of action for more or less a whole year. The uncertainties associated with the work made it difficult to make alternative arrangements. Consequently progress against targets set in the improvement plan**

**and pupils' progress has been slowed. Each class has at least one computer but this allows for only limited progress. Work on the suite remains incomplete and though it was used during inspection, machines and software were unreliable and caused much lesson time to be wasted.**

66. During inspection, very few examples were noted of ICT being used to good effect in a range of subjects. However, the above comments must be taken into account. Development of ICT across the curriculum is also highlighted as an area for development in the action plan. Similarly, it was noted that class computers and the suite were not used to maximum advantage.
67. Due to long-term sickness and difficulties with recruitment, there has been no substantive co-ordinator for the subject for the past year, which has again slowed progress. The present co-ordinator has been in post for three months and is already providing knowledgeable and enthusiastic leadership and making productive links with local colleges, which enhance the curriculum on offer.

#### **Information and communication technology across the curriculum**

68. **In the Year 5 and 6 classes there are some very good examples of pupils making good use of their ICT skills to find out information from the Internet and present their findings using word processing and publishing programs. However, these examples tend to be the exception and currently, not enough use is made of ICT across the curriculum. The senior team is well aware of the need to develop the use of ICT in other subjects and the detailed action plan for ICT highlights this area.**

## **HUMANITIES**

69. In humanities, work was sampled in **history** and **geography** with two lessons seen in each subject. Therefore it is not possible to give an overall judgement about the provision in these subjects. In both subjects, teachers' plans were studied and other information came from pupils' work, school documents, displays and talking with staff and pupils. Occasionally learning is slowed by badly behaved pupils, but this is firmly dealt with by teachers.
70. Geography is taught to all classes in the school. The curriculum is of good quality. All the aspects of the National Curriculum are covered through the planning in the recently adopted national scheme of work. Where seen, teaching was good or very good, as were pupils' attitudes and enthusiasm for learning. The scrutiny of pupils' completed work indicates that the standards attained in Year 2 and Year 6 are in line with those expected nationally. In Year 2, pupils design maps of their local area and understand the features of their own environment through basic keys such as for trees and buildings. At Year 6, pupils showed in discussion that they have the necessary mapping skills and knowledge of places in the world. They build on younger pupils' knowledge of keys to draw information from maps. These, and other examples, indicate that all groups of pupils learn and achieve well. The scrutiny also shows that marking of pupils' work, although good for some teachers is inconsistent for others in leading pupils to the next steps in learning. Nearly all teachers consolidate literacy and numeracy skills well, but pupils' use of ICT is only just developing. Year 5 and 6 pupils produce impressive homework about technological developments since 1948, using ICT.
71. Scrutiny of pupils' work and of teachers' planning in history shows that all the requirements of the National Curriculum are met within the national scheme of work. There is good achievement and progress as pupils move through the school, as when older pupils build on younger pupils' learning in chronology in their sound analysis of information from a time line for the twentieth century to examine cause and effect in historical events. Year 2 pupils have sound chronological knowledge when they relate their family time lines to long ago. They

interpret time lines in increased detail in their studies of historical periods and draw conclusions about cause and effect. The same good progress is seen when good teaching encourages pupils to evaluate the reliability of different sources of evidence. Most teachers ensure that pupils have good opportunities to develop literacy skills in their well presented written accounts. Drama and role-play are well used in Year 3 and 4 to provide excitement and realism when pupils learn about everyday life in Ancient Egypt. As with geography, opportunities for pupils to consolidate their ICT skills are limited. The match of work for pupils at the early stages of learning English is good and they achieve well. The more able pupils could be stretched more but the level of challenge for all other groups of pupils is good. Again the quality of teachers' marking is variable, and this limits pupils' self knowledge of what they have learned.

72. The co-ordinator for the humanities manages both subjects and monitors the whole school planning. In the time available, management is sound. There are well organised and good resources to support learning. There is no assessment of pupils' work in these subjects that informs on the strengths and weaknesses in provision or pupils' learning. Scrutiny of pupils' work revealed that in one Year 2 class pupils had not recorded any of their work through pictures or writing this term. This would have been picked up if time had been made for the co-ordinator to monitor pupils' work across the school. The management of the subjects would be improved if the co-ordinator had time allowed to monitor teaching and learning, and better training in leadership. The humanities will be a focus for whole school improvement in 2004 using the very well organised school improvement planning led by senior management. This will help in addressing these issues.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Inconsistency in the quality of teaching
- Good opportunities to visit different places of worship
- As at the time of the last inspection, assessment of pupils' learning is underdeveloped

### **Commentary**

73. Standards are broadly in line with the expectations of the Locally Agreed Syllabus and pupils achieve satisfactorily. This is a similar picture to that at the time of the last inspection.
74. Teaching is inconsistent, with some unsatisfactory and poor teaching seen during the inspection when pupils' behaviour is not managed well and this constrains learning. Where teaching is satisfactory, pupils are given opportunities to discuss, and teachers make good use of pupils' experiences. This happened, for example, when sharing information about artefacts found in places where they worship and comparing them with the symbolism of artefacts that are found in a Buddhist temple. Teachers have a sensitive approach which gives pupils the confidence to share views and ideas.
75. Work in books shows that, as pupils get older, they are being encouraged to use their literacy skills in religious education when reading and recording their work. The school places emphasis on caring for others and helping pupils to recognise the importance of their own family and friends. Pupils have positive attitudes to the subject.
76. The school is well resourced with artefacts for all the main religions of the world. Good opportunities are made for pupils to visit a variety of places of worship such as a church, mosque and Buddhist temple. Attractive displays in some classrooms and in the entrance

hall, such as a display of books and artefacts about Eid, raise pupils' awareness of different faiths.

77. There is a sound action plan for religious education. The headteacher is acting as co-ordinator in the maternity leave absence of the substantive co-ordinator and has monitored work in pupils' books so she has an overview of the subject. As at the time of the last inspection, assessment is underdeveloped and the school recognises this.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. One lesson was seen in design and technology and three in physical education, in music and in art. Teachers' plans were studied and some extra-curricular activities observed. Other evidence came from school documentation, pupils' books, displays and discussions with staff and pupils. There was not enough evidence to make judgements on provision in these subjects.

79. The evidence shows that all aspects of **art and design** are taught throughout the school although the depth of coverage varies. As at the time of the last inspection, there is great variability in the quality of work related to teachers' confidence and knowledge of the subject. Sketchbooks are used throughout the school but they are not used sufficiently to practise skills such as mark making or to plan and evaluate their designs. Little evidence of three-dimensional work was seen. The teaching in an art and design lesson in Year 1 was very good. The teacher used her very good subject knowledge so that the pupils gained much from looking at pictures by famous artists of sky and sunsets. This encouraged pupils to use oil pastels and create their own pictures. They achieved well because of the teacher's high expectations. In the Year 2 lesson seen, teaching was poor. The lesson did not focus on pupils being actively involved in their art work; their behaviour was not managed well and pupils lost interest. Some particularly good work was seen by the older pupils based on their visit to the Tate Modern where they studied the work of Andy Warhol, Picasso and Roy Lichtenstein. The art co-ordinator has a clear vision for the development of the subject. She has led the planning for the subject and some of the skills are taught through links to other subjects and this makes the work more interesting and relevant. At present, there is little evidence of ICT being used and the school recognises the need to develop a whole school approach to assessment.

80. Planning shows that all aspects of **design and technology**, including food technology, are taught throughout the school. The school has kept very little of pupils' completed work or photographic evidence for a judgement to be made on the standards they achieve. Pupils design their products in their art sketchbooks but do not follow a common design format throughout the school to help show progress in their design skills. They are encouraged to evaluate their work to see if the design brief has been met successfully. For example, after analysing commercially produced bread from around the world, the pupils in Years 3 and 4 made their own bread and commented on the taste and texture of their own product. Year 1 pupils design cakes for Santa and, after icing the cakes to their design, thoroughly enjoy eating them. Pupils in Year 2 design and make a coat for Joseph and follow the correct design process by making paper templates of the various parts and using them to cut out the coat in cloth. In the one good lesson seen they were designing and making a colourful repeating pattern for the coat to make it more attractive. In Years 5 and 6 pupils make real slippers. Again, they study a variety of commercial products and analyse how they are put together and the materials used before designing and making their own. No evidence was seen to show that older pupils work with more resistant materials or are able to use control technology and construction kits as part of their work.

81. Three lessons in **music** were seen, one in Year 6, one in Year 4 and one in Year 2. A discussion was held with the co-ordinator. Achievement is good and pupils have positive attitudes. This is related to the good and very good teaching. The music specialist teaches

every class once a fortnight, with the class teacher present. This is very good professional development for staff, who then teach the class during the week when the music teacher is not available. In the Year 2 class, the effectiveness of this was well demonstrated. It was a very good lesson with pupils well motivated, keen to sing and enjoying their music because the class teacher was able to reinforce and develop ideas from a previous lesson. Effective links were made with history when pupils sang action rhymes, such as 'ring a ring of roses', linking music with work on the Great Fire of London. Older pupils began to express ideas and opinions when they compared an Egyptian piece of music with a westernised piece played in a similar style. Their use of musical vocabulary is well developed. There is a choir and a recorder club but opportunities to sing together in assembly time are sometimes missed. Music for listening is played as pupils come into the hall, but during the inspection, opportunities were missed, as there was no discussion about it or any information given about the title or composer. The subject is well led and managed. The co-ordinator has an appropriate action plan for the future development of the subject. Recently, pupils are able to benefit from having some lessons in the music room that gives them more space. Some new instruments have already been purchased and money is available to purchase more now that building work is completed. There has been satisfactory improvement since the last inspection.

82. The school curriculum map shows that **physical education** is taught to all classes in the school and all aspects are covered including athletics and outdoor activities. Pupils learn to swim and the majority of Year 6 are able to swim 25 metres confidently. Every class has three physical education lessons a week, which is much more than that found in the majority of schools nationally. There are a lot of clubs for pupils to join as well as teams that play competitive games against other local schools. At various times of year the pupils can participate in clubs offering activities, such as football, netball, gymnastics, running and cricket. There are also opportunities for younger pupils in Years 1 and 2 to participate in sporting activities after school and at lunchtimes. Some of the lunchtime activities are organised and run by older pupils giving them the opportunity to pass on the skills they have learned, as well as helping them develop a sense of responsibility. In competitive sport the school is most successful. This is most praiseworthy and a reflection of the skill, dedication and commitment of the staff, as Greenleaf is not a large school. Many pupils regularly take part in a wide variety of sporting events in the borough and enjoy a great deal of success. Indeed, pupils have been chosen to represent the borough in the London Youth Games in football and netball. The school has an annual sports' day that is much enjoyed by pupils and parents and carers. Pupils appreciate the many opportunities they have for physical education and are keen and eager participants. Their parents and carers are also full of praise for the level of sporting involvement by the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in pupils' personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- Pupils' personal, social and health education and citizenship have high priority in the school.
- There are few formal ways of seeking pupils' views

### **Commentary**

83. The headteacher and staff view this area of the work as essential in preparing their pupils for the 'wider world'. Each class has a weekly timetabled session for personal, social and health education with good links made to assembly themes. Consequently, pupils have many good opportunities to consider the impact of their actions on others and to learn about living harmoniously in a community such as the school. One very good session was observed in a

Year 2 class where the teacher used very skilful questioning to draw out pupils' ideas about 'living peacefully together'.

84. **Good links with the local community provide opportunities for pupils to develop good social skills. Very good opportunities to be involved in representing the school in competitive sports provides pupils with good social opportunities, as well as learning that practising and taking part is just as important as winning. Year 6 pupils are all school councillors and take their various responsibilities seriously. The school takes advantage of free fruit for schools and emphasises healthy eating in the science curriculum. The school consulted with parents about the sex education provided in school to make sure that all had the opportunity to put forward their views and that the subject is taught sensitively and with due regard to cultural expectations.**
85. There are good informal ways in which pupils can put forward their views about the school. However, there are missed opportunities for Year 6 to develop their responsibilities further by, perhaps, consulting younger pupils. Similarly, younger pupils may enjoy being part of the school council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*