



Greenways Primary School

Inspection Report

Unique Reference Number 124025
LEA Stoke-On-Trent
Inspection number 281607
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector Christopher Kessell AI

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

Type of school	Primary	School address	Nursery Avenue
School category	Community		Stoke-on-Trent
Age range of pupils	3 to 11		Staffordshire ST9 9NY
Gender of pupils	Mixed	Telephone number	01782 235333
Number on roll	194	Fax number	01782 235334
Appropriate authority	The governing body	Chair of governors	Mr Steven Malbon
Date of previous inspection	10 April 2000	Headteacher	Mr Philip Such

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is below average in size. The vast majority of pupils are of White British heritage. No pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is below average. Children join the school with levels of attainment similar to those found nationally when they start the Nursery class. The headteacher has been absent for much of the year owing to illness, although he was present during the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education, with some strong features. Despite the recent challenges the school has had to face, leadership and management are satisfactory. The headteacher's recent absence has meant that the school's rate of development has slowed and some practice has become inconsistent. As a result there are weaknesses in the school's procedures for monitoring and evaluating the school's performance. Consequently, the school's own evaluation of its provision is too optimistic. The school's procedures for recording and tracking pupils' progress are new and are not yet having an impact on raising pupils' achievement. Most of the issues from the previous inspection have been addressed and the school has the capacity to improve further. It provides satisfactory value for money.

The school takes good care of its pupils and this is reflected in their good personal development. Pupils are polite, helpful, behave well and enjoy their education. One Year 6 pupil summed it up by saying, 'this is a cool school.' Pupils' achievement and standards are satisfactory overall. The children get a good start in the Nursery and Reception classes. Many of the children exceed expected levels by the time they reach Year 1. Although many pupils make good progress through Years 1 to 6, it is not consistent and there are occasions when a few pupils underachieve. Standards in Year 6 are broadly average overall. Despite good teaching in the school, teaching and learning are only judged satisfactory because of the inconsistencies in pupils' progress. Assessment information is not always used as well as it could be to plan lessons and provide pupils with suitable levels of work. Marking is not as helpful to all pupils as it could be.

What the school should do to improve further

- Improve procedures for monitoring and evaluating so that the school is able to more accurately judge its provision, improve consistency and provide direction for the future.
- Ensure that the school's new procedures for recording and tracking pupils' progress are used to identify shortcomings in pupils' achievement more quickly.
- Ensure that all pupils are given work that is appropriate to their needs and improve marking so that it contributes more to pupils' learning.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. Children make good progress in the Nursery and Reception so that the standards they reach are often higher than the levels expected for their age. This good start is successfully being built upon by the teachers in Years 1 and 2. Pupils make good progress through Years 1 and 2 and achieve above-average standards in reading, writing and mathematics. This is an improvement since the last inspection.

Standards in Year 6 are average in English and mathematics and below average in science. Standards have dropped this year. Although the pupils have worked hard in Year 6 and the school predicted a decline, not all of the pupils have made steady progress from Year 2. A few pupils have underachieved. Because the school's procedures for tracking and monitoring pupils' progress are only just developing, these past deficiencies in progress with individual pupils and between subjects were not picked up. Target setting is still not rigorous enough. There are weaknesses in developing pupils' writing skills in the junior years. Pupils with learning difficulties and disabilities make satisfactory progress overall. However, like one or two of their classmates, their progress can vary depending on the appropriateness of the work they are given and the quality of support provided. In effective lessons where pupils' needs are considered carefully, they make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Children settle in the Nursery well. They are confident, develop strong friendships and work together well. The good focus on personal and social development, which is continued in the Reception class, provides a good start that extends into the wider school.

The school is successful in providing a positive and caring community in which all of its pupils are valued and respected. Pupils say that they feel happy, safe and secure. Older pupils assist young children in their playground and walk with them into assemblies. Pupils enjoy school. Rates of attendance are satisfactory. Relationships in the school are good. Pupils work hard and enjoy lessons.

Around the school and in the playground most pupils behave well and are polite to visitors. The school ensures that pupils have a secure understanding of basic skills to help them prepare for their next stage of education and future careers. Pupils' well-being is promoted effectively. As a result, pupils have a good understanding of the benefits of a healthy lifestyle. The school council, for example, initiated the availability of fruit for older pupils at breaktimes. Pupils contribute successfully to the local and wider community. The choir sings in the local chapel and at other community events and the pupils have made charitable donations to Africa for the provision of a village water taps.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but with good features, for example, in the early years and infant classes, which enables many pupils to make good progress. Teachers in these classes ensure that work is set at the right level to help pupils learn well. They have high expectations and classroom relationships are extremely positive.

Conversely, in a minority of lessons, particularly in the lower juniors, there is a lack of challenge and assessment information is not used rigorously to ensure that pupils are given work that is appropriate to their needs. This slows pupils' progress, despite the vast majority of pupils being keen to learn and showing positive attitudes to their lessons. Some pupils indicated that they found their work too easy, particularly higher attainers.

Although teachers' marking can be good, practice is not consistent across the school. In the best examples, teachers have clearly assessed pupils' work against learning targets and show pupils what they need to do to improve. Other marking, particularly in the juniors, is less effective and lacks a sharp focus on improvement. Pupils' understanding of targets for learning is also inconsistent. Targets are not always successfully contributing to improving pupils' achievement. Additional input from teaching assistants can be effective in enabling pupils to make good progress, particularly pupils with learning difficulties and disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It ensures that most pupils build on what they have previously learnt and make at least satisfactory progress. Nursery and Reception provision is good and contributes well to the good progress that the children make. The transition from Reception to Year 1 is good. The development of writing has been a weakness in the school. This has been addressed well in the infant years and writing standards have improved. The school acknowledges that this now needs to be extended into the junior part of the school. The curriculum places a strong emphasis on developing the pupils' personal, social and health education and much of the pupils' good behaviour, enjoyment of learning and good relationships stem from this positive provision. However, the school recognises the need to provide more time for physical education and there are plans for this to improve at the beginning of the next academic year.

Care, guidance and support

Grade: 3

The care provided by the school is good. Guidance and support are satisfactory overall. All staff know the pupils well and there is a strong commitment to their health and safety. Procedures for child protection, health and safety and risk assessment are good. Pupils are confident that if they have any problems or concerns, they will be effectively dealt with by a member of staff. For example, pupils can write about any worries and place them in a box for the confidential attention of their classteacher. The school works well with outside agencies to support pupils and their families in times of need. Effective procedures to monitor pupils' progress have only recently been developed. Consequently, underachievement has not always been picked up in the past. Although most pupils are provided with targets, their understanding of these targets is mixed and they are not always provided with sufficient information on how to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. Parents are appreciative of the headteacher's contribution to the running of the school, particularly his promotion of the supportive and welcoming atmosphere. Their involvement in the school is satisfactory. Despite recent difficulties, the school has run smoothly as a result of the day to day management by the deputy headteacher and the enthusiasm and commitment of all staff. However, school practices have become inconsistent and school improvement has not been focused. Strategic planning is not rigorous enough and does not provide a clear vision of where the school is moving beyond the current academic year. Self-evaluation is not thorough and is too optimistic.

The school has improved satisfactorily since its last inspection. Some improvement has been good. For example, the quality of provision now found in Years 1 and 2 is much better. There is the potential to develop further. Monitoring and evaluation is underdeveloped, particularly for subject managers and other postholders. The school has just begun an initiative to develop the role of its middle managers.

The school is well supported by its governing body. They are well informed and ensure that the resources available to the school are effectively deployed. Their effectiveness has improved since the previous inspection but they are insufficiently involved in strategic development and so governance overall is judged satisfactory rather than good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Many of you will remember that we visited your school several weeks ago. Thank you for making us so welcome. We enjoyed meeting, talking and sharing your school assemblies with you. It was good to see you being so enthusiastic and interested in your work.

These are some of the highlights of your school

- Children get a good start in the Nursery and Reception classes.
- Many pupils make good progress, especially in Years 1 and 2.
- Pupils behave well, are kind and thoughtful and work well together.
- Teachers and other staff take good care of you and make sure you feel safe, secure and happy.

What your school can do to improve

- Staff need to keep a better eye on the progress you are all making so that if anyone has any difficulties they can be helped.
- Make sure that you are all given work that is not too easy or too hard and for teachers to tell you more about how you can improve your work.
- Staff and governors should spend more time in identifying what needs to be better in the school and then carefully plan how this is going to be done.

Best wishes to all at Greenways.

Yours sincerely

Chris Kessell Lead Inspector