



Greenside Primary School

Inspection Report

Unique Reference Number 100343
Local Authority Hammersmith and Fulham
Inspection number 285773
Inspection dates 16–17 January 2007
Reporting inspector Susan Rogers

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

Type of school	Primary	School address	Westville Road
School category	Community		Hammersmith
Age range of pupils	3–11		London W12 9PT
Gender of pupils	Mixed	Telephone number	02087436421
Number on roll (school)	215	Fax number	02087497363
Appropriate authority	The governing body	Chair	Mrs Jan Wright
		Headteacher	Mr Julian Morant
Date of previous school inspection	22 April 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a primary school of average size. It draws pupils from an area that is relatively affluent, but also includes pockets of significant socio-economic deprivation. Pupils enter the school with a very wide range of abilities but, overall, their attainment when they start is broadly in line with national averages. The number of pupils with learning difficulties and disabilities is well above national averages. The school serves a diverse multicultural community and there are correspondingly increasing numbers of pupils who need support with speaking English when they arrive at the school. A quarter of pupils in some of the younger classes are on the school's list of those requiring additional help.

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 for its pupils. The majority of pupils enjoy school and make satisfactory progress overall, though their progress is not consistent across all year groups. Standards in test results fluctuate year by year and in 2006 were above average by the time the pupils left the school. Progress is inconsistent as pupils move through the school because of the variable quality of the teaching. Teaching is strong in the upper junior classes and some teaching for younger pupils is good. Provision in the Foundation Stage is satisfactory overall. However, teaching is not always good enough in the middle part of the school. The same inconsistencies were identified during the last school inspection. The head and leadership team know the relative strengths and weaknesses of the teaching, but these have not always been tackled robustly enough to bring about the required improvement. Other managers in the school are not yet sufficiently involved in moving the school forward. Their monitoring is not systematic enough to effect more rapid progress by all pupils.

The very wide range of abilities of pupils in the school means that planning is a challenge. Nevertheless, leaders have ensured that the school is able to provide a curriculum that engages pupils' interests through a wide range of enrichment activities. The increasing number of pupils with learning difficulties and disabilities and those with English language needs are effectively supported by well qualified staff and the special needs teacher. More able pupils achieve the expected good results by the time they leave the school. However, they are not consistently well catered for, because in some classes work is not always planned to meet their needs. Personal development is a strength of the school. Pupils are well behaved, have good social skills and follow a clear moral code. They feel very safe and enjoy their lessons and attendance is satisfactory. There is a clear sense of a strong small-school community where everyone cares for each other very well. This was succinctly exemplified by one parent's comment: 'Greenside is a warm, loving, supportive school'.

Teachers work hard to assess pupils' work but assessment is not accurate or detailed enough to plan future work to match pupils' needs, or to tell them clearly how they are getting on. Because of this, pupils in most classes do not receive enough information on how well they are doing or specific guidance on how to improve their work. A significant number of parents also asked for more information on their children's progress and how to help with work at home.

What the school should do to improve further

- Ensure more consistency in the progress made by pupils by improving the quality of teaching.
- Improve the quality of school self-evaluation by developing the role that all managers play in monitoring provision and taking action to improve it.

Achievement and standards

Grade: 3

Achievement is satisfactory. Pupils leave school attaining above average results, but overall progress across each of the three key stages is only satisfactory because it is uneven. This is because there are inconsistencies in the quality of teaching. Pupils make particularly good progress in the upper junior classes where teachers work hard to make up for inadequate progress in Years 3 and 4. Last year, progress was also weak in Year 2, but changes made by the school are ensuring that achievement here has now improved.

Overall, pupil's skills and knowledge are broadly in line with national averages when they enter school. Results in tests are subject to fluctuations each year because the cohorts are small. In 2006, results at the end of Key Stage 2 were above average, with a large number of pupils attaining the higher Level 5. The current Year 6 is also expected to attain above average results. Standards at the end of Key Stage 1 are in line with national averages.

Pupils with special educational needs and those who need support with the learning of English make good progress because of well managed support by the specialist teachers and classroom assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good overall. Pupils develop very good social skills and have a very clear understanding of right and wrong. They have a secure understanding of a range of cultural traditions, participating, for example, in Black History Month.

Pupils are friendly, sensible and polite, behave very well and act responsibly. Relationships between pupils of different ages and backgrounds are very good, and older pupils support younger children particularly well. Pupils make a positive contribution to the school through the School Council. They regularly contribute to charities and participate in community events such as the Hammersmith and Fulham Children's Parliament.

Pupils say they enjoy school and that they find many of the activities interesting. Attendance has fluctuated over the years. It fell last year and was below average. It has improved recently as a result of the school's action to reduce unauthorised absences and is now satisfactory.

Pupils understand how to stay safe. They say that any rare incidents of bullying are quickly resolved. Their good understanding of healthy lifestyles is reflected in the choices they make about snacks and school lunches, and their active participation in physical and sporting activities. Pupils' good attitudes to learning and competent basic skills prepare them well for secondary school.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall but is inconsistent across the school, resulting in inconsistencies in pupils' progress. Teachers generally have good relationships with their classes thus ensuring good behaviour. Teaching assistants contribute well and are especially good at supporting pupils with particular needs. Classrooms are well managed and organised. Good teaching engages pupils' interests through practical activities, such as a Year 1 history lesson where pupils compared old and new toys that they had brought from home. Teachers in the Foundation Stage plan at length and work extremely hard but the planning is not clear enough about what pupils will learn in their independent activities.

Stronger teachers plan well for all groups of learners and have high expectations of the more able pupils. However, planning in some lessons is not clear enough about what these pupils should do. Weaker lessons fail to hold pupils' interests because the pace is too slow or there is an over-reliance on worksheets that do not extend pupils' thinking. Assessment, whilst satisfactory, is inconsistent across the school. Teachers use information to set numerical targets for pupils but these are not always challenging enough. Marking is regularly carried out but is too often not sufficiently informative. As a result, pupils are not always clear about the next steps in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is planned to ensure that pupils make the expected progress through the subjects of the national curriculum. The school prides itself on its achievements in the arts and the curriculum is very well supported by a range of clubs and a substantial number of school visits. There are, for example, two annual residential school visits designed to support the teaching of history and geography and the development of social skills.

The school has correctly identified that information and communication technology (ICT) provision requires improvement so that pupils can use ICT to support their learning across all subjects. The school plans to extend its resources but limited space in the school makes it difficult to site the necessary equipment. Pupils do well in their personal and social education but until recently there has been no scheme of work in this subject. The school is currently introducing a programme to ensure even better progression in pupils' personal development.

Care, guidance and support

Grade: 3

Pastoral care and support are good. However, because of some weaknesses and inconsistencies in academic guidance for pupils, care, guidance and support are just

satisfactory overall. Pupils are given too little information about the strengths and weaknesses in their work and what they need to do to improve it. The setting of individual curricular targets for pupils is also inconsistent.

Pupils' views are regularly sought and taken into account. Pupils say that, because staff are very supportive and approachable, they feel confident to ask any of them if they need help. Parents also appreciate the school's welcome and the very good levels of care their children receive from the time when they first start at the school. Vulnerable pupils, including those with learning difficulties and disabilities, are supported well and their progress is reviewed regularly. The school has developed good links with parents, health professionals and external agencies to support these pupils. The small number of pupils who are in the early stage of learning English also receive good support. The school has effective systems to ensure pupils' safety and well-being. Checks on staff and premises are regularly carried out.

Leadership and management

Grade: 3

Leadership, management and governance are satisfactory, providing the school with a satisfactory capacity to improve. The school runs smoothly on a day to day basis. Since the last inspection, senior leaders have maintained the school's welcoming ethos and good links with parents. They have ensured that pupils' personal needs continue to be well met. They have also taken action to address the weaknesses identified at the last inspection. Nevertheless, some inconsistencies in teaching and weaknesses in subject leadership are still evident.

The school's judgements about its overall effectiveness, the quality of provision and its impact on pupils' achievements and personal development are too generous. This is, in part, because subject leaders have not been sufficiently involved in monitoring and evaluating work in their subjects, identifying weaknesses and addressing these systematically. The school has rightly taken action recently to train subject leaders and to develop their role.

Governors play a full and very active part in the life of the school and make a significant contribution to it. They have a good understanding of the school's strengths, and recognise some of its weaknesses. However, they have not done enough to ensure that progress and teaching are more consistent.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for helping the inspectors at your school this week. We enjoyed talking to you. This letter is to tell you what we found out about your school.

We were pleased that you told us that you enjoy school so much and that you behave so well. We think that the adults in the school take very good care of you and that you are also good at looking after each other.

We think that the school provides a satisfactory standard of education. You do well in your work by the time you leave Year 6 and the school is good with children who need extra help. However we also found that the teaching is better in some classes than it is in others.

We have asked the school to make sure that:

- You are well taught in every class in the school and this helps you to make even better progress.
- Teachers who are in charge of subjects are helped to do more to make sure that you do as well as you can.

We are sure that this will help you all to do even better than you do now.

Best wishes to you all,

Sue Rogers

Lead inspector