



Greengates Primary School

Inspection Report

Unique Reference Number 107206
Local Authority Bradford
Inspection number 287740
Inspection dates 11–12 September 2006
Reporting inspector Jim Griffin

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

Type of school	Primary	School address	31 Stockhill Road
School category	Community		Greengates, Bradford
Age range of pupils	3–11		West Yorkshire BD10 9AX
Gender of pupils	Mixed	Telephone number	01274 611324
Number on roll (school)	216	Fax number	01274 611324
Appropriate authority	The local authority	Headteacher	Mrs Trish Gavins
Date of previous school inspection	8 July 2002		

Age group	Inspection dates	Inspection number
3–11	11–12 September 2006	287740

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is of average size with, overall, stable school numbers. However, a relatively high proportion of pupils move in and out of the school during the course of the year, causing some disruption to their education. Pupils come from a wide range of backgrounds but about a quarter are entitled to free school meals, which is above average. Almost all pupils are of White British heritage and few have English as an additional language. Average numbers have learning difficulties and/or disabilities but there is a higher than usual proportion of looked-after children. Since the previous inspection, there has been significant staff turnover. The majority of the teaching staff, including the headteacher and most of the leadership team, has changed. The school has recently gained the Investors in People and Investors in Pupils awards.

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 judges its effectiveness as satisfactory and inspectors agree. It has important strengths that show that it is now well placed to move forward successfully. This has been recognised by the local authority, which recently included the school in the current year's programme for primary schools, aimed at accelerating pupils' progress in schools with significant internal leadership capacity. The headteacher's good leadership has instilled a shared vision for the school and ensured satisfactory improvement since the last inspection. She has succeeded in creating a sense of confidence, common purpose and teamwork among staff after a period of significant staffing changes. Leadership at all levels has improved and all staff have the opportunities and skills to make effective contributions to the school's further development. Increasingly effective monitoring ensures the school knows its strengths and weaknesses with greater clarity and can identify where to place its efforts. Governors are enthusiastic and supportive and are beginning to challenge the school more rigorously regarding its performance. However, these measures remain relatively recent and have yet to show their impact and the overall effectiveness of leadership and management is therefore satisfactory. The school provides satisfactory value for money.

Most children enter the Nursery with knowledge and skills that are below national expectations. They make good progress through the Foundation Stage because they are well taught and well cared for. A parent remarked, 'All my children came on in leaps and bounds in Nursery and Reception, where children are happy and look forward to school every day'.

Pupils' overall progress is satisfactory in Years 1 to 6, based on satisfactory teaching and learning. However, pupils make good progress in English through the school as a result of confident and authoritative teaching, effective marking and new team approaches to writing. By the end of Year 6, pupils reach broadly average standards in English but standards in mathematics and science remain below average. Pupils' progress in mathematics and science is only satisfactory because there are weaknesses in teachers' use of assessment information. For example, marking in mathematics and science does not show pupils clearly enough what they need to do to improve their work. Teachers make insufficient and inconsistent use of assessment information to ensure work in mathematics and science lessons is closely matched to the needs of pupils of different abilities. A lack of continuity in subject leadership has, until recently, been another important barrier to accelerating progress and raising standards in these two subjects. However, the school has now resolved the concerns and is taking action to deal with the slower progress in mathematics and science.

The school's care for pupils and their wider personal development are real strengths and are helping to improve learning. Nearly all parents are positive about what the school provides. They say that staff are approachable when difficulties or concerns arise. Pupils' attitudes to work in lessons and their behaviour are good. One parent spoke of being impressed 'by the discipline and clear values the school instils'. The school's recent gaining of the Investors in Pupils award indicates how pupils have a

real voice in school. School councillors take their roles seriously and pupils use the 'speak out' box responsibly. Pupils know about the importance of health and exercise, for their physical and mental well-being. The creative part of the curriculum, especially art and music supplemented with computer work, is greatly enjoyed by pupils and contributes much to their wider understanding of their own and others' cultures. The school has a good range of partnerships with outside organisations that contribute significantly to pupils' experience of sport, art and music.

What the school should do to improve further

- Ensure teachers make better use of assessment and marking to raise pupils' achievements in mathematics and science in Years 1 to 6.

Achievement and standards

Grade: 3

All groups of pupils make overall satisfactory progress through the school. Most enter the Nursery with knowledge and skills that are below expectations, particularly in relation to communication, counting, physical and social skills. They make good progress in the Nursery and Reception classes. However, standards are still below the national expectations when pupils leave the Reception class.

Pupils make good progress through the school in English and reach average standards of attainment in the subject by the end of Year 6. However, progress in mathematics and science is weaker because teaching does not focus closely enough on what pupils need to do to improve. By the end of Year 6, pupils' standards in these subjects remain below average and they have made only satisfactory progress overall. Past weaknesses in the school's target-setting have meant that the school has not achieved its very challenging targets in English and mathematics. These targets have been unrealistically high, bearing in mind the school's current stage of development and pupils' prior learning.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school, 'because we are all friends and get on well together.' They feel safe and secure, and know that any adult will help them if they have problems. Behaviour in lessons and around school is good and supports their learning well. Pupils report that the few instances of bullying that occur are dealt with swiftly and fairly. Pupils' spiritual, moral, social and cultural development is good, underlined by inspirational assemblies which make good use of the school's 'House Heroes': Mahatma Gandhi, Doctor Martin Luther King, Anne Frank, and Sir Bob Geldof. Pupils think that assemblies 'make us think about other people'. A wide range of excellent art work, produced by the pupils, adorns the hall and reflects the schools' commitment to multiculturalism. The school encourages pupils to aspire to high standards in their personal relationships, and these are characterised by mutual

respect, tolerance, and a willingness to listen to each other. Pupils understand the benefits to be gained from exercise and healthy eating. The school works closely with parents to improve attendance, which however, stubbornly remains just below the national average.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Work is well planned in the Foundation Stage, and in literacy across the school. As a result, teachers meet the individual needs of the pupils well in those areas, leading to good progress. In some lessons, however, insufficient thought is given in planning or practice to promote good learning. For example, in mathematics and science lessons, the set work is sometimes not matched closely enough to the differing needs of pupils in the classes. This is an important factor in why progress is only satisfactory in these subjects.

Systems for assessing pupils' levels of knowledge and understanding, and tracking the progress they make, are accurate and robust. However, they are relatively new and have yet to show their full impact on learning across all subject areas. Although pupils know the general targets that are being set with them, they are not always aware of how these targets can help them achieve particular National Curriculum levels. Marking is effective in English and a number of foundation subjects in identifying what pupils need to do next. The school has correctly identified, however, that marking in mathematics and science remains weak. It gives too little guidance on how pupils might get better.

Curriculum and other activities

Grade: 2

The school provides a good range and balance of learning opportunities to meet the interests and needs of its pupils and help them to learn. The curriculum is now being adapted well to meet the headteacher's vision of 'Skills and Thrills'. The school links very effectively with others to extend its range of enrichment activities, for instance, in both art and music, which also helps to build pupils' awareness of life in a multicultural world. Teachers have already started to link subjects together successfully; for example, in developing pupils' writing, to provide more cohesive learning between subjects and improve achievement. The curriculum, therefore, makes an increasingly effective contribution to developing essential academic skills as well as personal skills, enabling pupils to grow in maturity and confidence.

Care, guidance and support

Grade: 2

The school rigorously safeguards the well-being of its pupils, ensuring all the necessary procedures are securely in place and up to date. Staff are well trained, and all pupils

are treated as special individuals. Class teachers and learning support staff give unstinting help and support, both formally and informally. This is exemplified well by the work of the inclusion manager. Teachers monitor closely, and assess accurately, the levels at which pupils are working. This information is not yet used consistently to let pupils know what they ought to do to improve, or to develop their skills of self-evaluation.

Leadership and management

Grade: 3

Satisfactory leadership and management are reflected in pupils' sound progress and good personal development. The headteacher's good leadership sets out a clear strategic vision, now shared and owned by staff. She has successfully built an influential leadership team following substantial staff changes. Middle managers talk of being encouraged and challenged by senior leaders. Leadership at all levels has been strengthened as part of staff restructuring and subject leadership has improved, particularly in English and mathematics. This strengthening leaves the school well placed to improve further. Better teamwork has already been a key factor in raising standards in writing across the school and all staff contribute to wider school improvement.

Staff speak positively about the confidence they gain from regular and accurate monitoring of their lessons. The school has identified that further monitoring needs to give greater emphasis to promoting effective learning.

Governors have an accurate understanding of performance in most areas of school life and make a satisfactory contribution. They recognise that they have not been sufficiently insistent on school leaders tackling weaknesses in the past. The governing body now works well with the headteacher, based on a mutual trust and an open sharing of ideas and concerns.

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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	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
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	3
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	3

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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

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?	2
How well are learners cared for, guided and supported?	2

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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 welcoming us to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. We really enjoyed our visit and want to share with you what we discovered.

What we liked most about your school

- Your teachers take good care of you and give you extra help if you need it.
- You are happy and rightly feel safe.
- You work hard, behave well and get on well with each other.
- You have a real say in what goes on at school.
- The people in charge of the school know what they need to do to make the school

even better for you.

- Your parents and carers are pleased you come to this school.

What we have asked your school to do now

- Improve your learning in mathematics and science.

You are a credit to your school. Keep working hard and making the most of your time in school. We wish you every success in the future.