

Greenhill Primary School

Inspection report

Unique Reference Number	107975
Local Authority	Leeds
Inspection number	309556
Inspection dates	31 October –1 November 2007
Reporting inspector	Joyce Taylor

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	384
Appropriate authority	The governing body
Chair	
Headteacher	Mrs Ann-Marie Reeve
Date of previous school inspection	23 June 2003
School address	Gamble Hill Drive Leeds West Yorkshire LS13 4JJ
Telephone number	0113 2635271
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school takes the majority of its pupils from the local area, in which there is considerable social and economic disadvantage. Almost all the pupils are of White British heritage. The proportion of pupils eligible for a free school meal is above average and the proportion with learning difficulties and/or disabilities is around average. The school has gained awards for sport and healthy living. Since the last inspection there has been a reduction in staff and some staff turnover, including the appointment of the headteacher and deputy headteacher two years ago.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Greenhill Primary School provides a satisfactory education for its pupils. Several areas of provision are good. The school is tackling long-term weaknesses in standards and managing staffing changes effectively. Good leadership and management are resulting in the school providing the good teaching and effective curriculum needed for pupils to overcome barriers to learning. As a result, achievement is becoming stronger and is satisfactory overall. Key in this improving picture is the way the school monitors the performance of the pupils and identifies those who need extra help and support. Most parents say they have every confidence in the school, they feel welcomed, listened to and their children enjoy their education.

Children start school with skills that are well below the expected levels and leave at the end of Year 6 with standards that are broadly average in English and science but well below average in mathematics. Progress is faster in the Foundation Stage and Years 1 and 2 than in Years 3 to 6, where pupils progress steadily in English and science but over the past few years have lost ground in mathematics. Inconsistencies in teaching allowed progress to falter. However, energetic approaches to improving teaching and learning are beginning to address this issue successfully. Across the school, new teaching approaches are beginning to help pupils reach higher standards, although more remains to be done.

Pupils with learning difficulties and/or disabilities make good progress. They benefit from a range of well-designed programmes to accelerate their learning. Teaching assistants make a very strong contribution by expertly supporting individuals and groups and ensuring their progress is good.

Pupils' personal development is good overall and their cultural awareness is outstanding. They work hard, taking pleasure in the lively and active learning opportunities teachers provide. The school council, eco-council and healthy schools teams work very effectively to improve the quality of school life on behalf of their fellow pupils. One explained, 'we are trying to reduce our carbon footprint'. Initiatives such as the work towards achieving health and fitness awards have contributed extremely well to pupils' pride in their school and their excellent understanding about healthy living. Most pupils behave well and are polite, although a small minority find it difficult to behave consistently well.

The curriculum is good. Active tasks ensure learning is interesting. Literacy and numeracy are given priority in a bid to raise standards but there are many opportunities for pupils' to explore new experiences. For example, pupils watched an exhibition of Asian dancing and some attended workshops so they could try it out for themselves. Pupils' views are sought as to what their interests are and as a result, Year 2 pupils have the opportunity to learn how to tap dance.

Using good leadership and management strategies, the headteacher and senior staff are effectively moving the school forward. They have a clear grasp of the school's strengths and areas for development. Consequently, they know what needs to be done in order to lift standards and enable pupils to do their best. The school has undertaken a detailed review of its strengths and weaknesses and is benefiting from rigorously monitored improvements. For example, senior staff observe lessons and check that pupils are making the expected progress. Teachers are supported to adopt new strategies and inject more pace into lessons. This work is already beginning to improve standards where weaknesses have been identified but staff acknowledge there is still some way to go. There are considerable strengths in the use of assessment to plan new learning and speed pupils' progress. The strong team spirit, bringing together recently

appointed and longer serving staff, is a significant factor in the school's good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision for Foundation Stage pupils is good and children achieve well. The staff team is led well and good teaching ensures children are fully involved in lively activities. For example, working together and learning to count by tossing up a toy in a blanket a given number of times caused intense enjoyment and rapid learning. Children begin school with skills that are usually much lower than the expected levels. By the time they move into Year 1 they still do not reach the expected goals, although they make good progress. Children's progress is tracked closely and lessons are planned to support identified areas of weakness.

What the school should do to improve further

- Raise standards and achievement, particularly in mathematics.
- Improve the quality of all teaching to the level of the best.
- Ensure that the small minority of pupils who find it hard to behave well consistently are fully engaged in all lessons.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards in speaking and listening are very low when children arrive in the Nursery and continue to create difficulties for pupils year on year. However, several strategies to improve the use and range of vocabulary across all subjects are beginning to bear fruit. On leaving Year 2, pupils' standards are below average in reading, writing and mathematics. This represents satisfactory achievement, although in 2007, no pupils in Year 2 attained above average standards. By the end of Year 6, standards in English and science are broadly average and reflect satisfactory achievement from the end of Year 2. Mathematics standards are well below average, however, and in this subject pupils' achievement is unsatisfactory. The school has acted effectively to address the recent decline in standards in mathematics. A detailed scrutiny of progress in this subject led to identification of weaker areas and to the introduction of appropriate strategies for improvement.

Personal development and well-being

Grade: 2

The school lives out the characteristics of its aims: pupils are valued and are at the heart of the school's work. Spiritual, moral, social and cultural development is good. Pupils have an outstanding understanding of cultural awareness developed through their experiences in music, the arts, and links with schools in Bradford and further afield in Europe, Africa and India. Pupils enjoy contributing to school life and develop their citizenship skills well. They talk with pride about their achievements, for example, the way they organise 'wake up-shake up' sessions and run fund-raising events of their own devising. Although clear about their favourite lessons, several commented unfavourably about mathematics which indicates the school's new approach

to be timely. Attendance is below average. A small number of pupils do not attend regularly. Behaviour is good for almost all pupils, however, a tiny minority are easily distracted in lessons and sometimes become naughty or unkind at playtimes. Other pupils have commented on how this adversely affects them, saying they don't like unruly behaviour but they feel safe and are confident that there are good systems in place to deal with any problems which arise.

Quality of provision

Teaching and learning

Grade: 2

Increasingly high expectations from the headteacher and governors, together with an effective system of monitoring and supporting teachers and classroom assistants, are resulting in improved teaching and learning. Pupils are encouraged to express themselves in all lessons, explain their understanding and share ideas. Most tasks are interesting so they have fun whilst learning. For example, a Year 1 class, in the charge of a classroom assistant, extended their science vocabulary and deepened their understanding of forces through a fun session on the 'jungle gym'. Very good use of assessment data contributes effectively to pupils' improving progress. For example, sharper analysis of data is leading to staff in Years 1 and 2 having increasingly high expectations and providing challenging targets, especially for more able pupils. In Key Stage 2, new approaches to teaching mathematics are increasingly effective so that in the vast majority of lessons learning in this subject is improving. Occasionally, tasks are unexciting or do not take account of the needs of different groups. Monitoring has identified this and staff are already advised of new strategies to improve pupils' involvement. Teachers and teaching assistants provide good support to pupils with learning difficulties and/or disabilities where close attention is paid to pupils' needs and their understanding is questioned closely.

Curriculum and other activities

Grade: 2

The curriculum is wide-ranging and learning opportunities are extending as the school works towards a national award for art and design. Awards are already in place for sport and healthy living and there is good provision in these areas. Particular attention is given to improving learning in mathematics. New strategies ensure pupils learn calculating skills over longer blocks of time than was previously the case, providing opportunities to return over and over again to work they find difficult. Numeracy challenges have been introduced to maintain the interest of older pupils. Pupils regularly discuss their learning with a partner and are required to respond using correct terminology as a means of developing spoken language skills in different subjects. The curriculum is extended through a good range of visits, visitors and clubs that effectively build up pupils' skills and confidence.

Care, guidance and support

Grade: 2

The school knows its pupils very well and provides a caring and supportive environment that contributes significantly to their good personal development. For example, Year 6 pupils are prepared extremely effectively for transition to secondary school and settle quickly and confidently as a result. Vulnerable pupils are tracked and supported well so they can cope with difficulties and concentrate on their learning. A good range of approaches are used to improve attendance, however, some pupils persistently maintain high levels of absence. Recent

improvements to tracking the pupils' academic progress enable the school to identify pupils who are underachieving and work has begun to speed their progress. These promising developments are already beginning to lift standards but it is too early, as yet, to determine outcomes fully. Staff and governors are well trained in aspects of health and safety including child protection procedures.

Leadership and management

Grade: 2

Over the last two years the headteacher and deputy headteacher have formed a strong and effective partnership. They know exactly how well the school is doing and have set clear directions for improvement. Pupils' achievement is improving as a result. Leading staff recognise they are responsible for the quality and standards in their phase groups and monitor the implementation of new initiatives well. Together with the headteacher and governors, they identify what needs to be done next. Their work is effective and has a positive impact on the school. Challenging targets for pupils are in place for literacy and targets are currently being introduced for numeracy. It is too early, as yet, to determine outcomes of all these approaches but signs of improvement are clearly visible. A very well supported career structure for classroom assistants means these members of staff successfully take high levels of responsibility for pupils' welfare and learning.

Good use is made of partnerships with the local authority, nearby schools and support agencies, to promote pupils' learning and well-being. Many parents strongly support the school, although a few remain concerned about bullying and are not yet sure of the value of new developments. The school is tackling ways of developing closer contacts with parents and the community. Governance is good. Governors are challenging, they have a clear view of the school's strengths and weaknesses and work hard on the school's behalf. The overall impact of this effective provision is that pupils' progress is improving.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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	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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
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

Inspection of Greenhill Primary School, Leeds, LS13 4JJ

I am writing on behalf of all the inspectors to thank you for your help when we visited your school. We very much enjoyed watching you work and talking with you in your classes and around school. Yours is an improving school. At the moment it gives you satisfactory opportunities for learning and it is getting better all the time. It provides you with interesting and lively activities.

Your headteacher knows exactly how well the school is doing and knows what to do to make it better. Your teachers and classroom assistants are enthusiastic and hardworking and they try out new ideas to make learning better for you. Many of your parents say they are glad you come to this school because it takes good care of you and helps you learn. You are beginning to work really hard and as a result, your standards in English, science and mathematics are beginning to go up, although the school has more to do to help you reach even higher standards, especially in mathematics. It will do this by making sure the teaching and learning is always the best it can be. However, a few of you do not enjoy all your lessons and sometimes misbehave. Sometimes, a few of you are unkind to others at playtimes. The school is going to provide different tasks that will help you settle down.

You are enthusiastic about your school and I hope you carry on enjoying lessons and making Greenhill Primary School a happy place for learning.