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Mrs C Dean
The Headteacher
Greenways Primary School
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Dear Mrs Dean

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 9 October 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 9 and 10 March 2006, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Since the last inspection, there have been significant changes in the leadership of the school. The new headteacher took up her post in January 2007, with a new deputy headteacher starting in September 2007. She has identified key priorities and actions, and has a clear vision for future developments.

The school's self-evaluation is becoming more evaluative and realistic, and reflects with greater accuracy the school's performance. However, parts of the self-evaluation are still too descriptive and there is insufficient evidence on the impact of

strategies and actions to improve the school's performance. The school improvement plan is very detailed with too many actions. As a result, it is not sharp enough and does not have timescales, which makes it difficult to monitor its implementation.

Overall, the school's performance in 2007 showed improvement in areas that were weaknesses in 2006. The headteacher's analysis of results for national tests at the end of Years 2 and 6 is accurate and gives a clear picture of strengths and weaknesses. Pupils continue to perform well in English, despite there being a slight dip in 2007 at Key Stage 1 and Key Stage 2. Mathematics and science showed improvement from 2006. At Key Stage 2, challenging targets have been exceeded in English but performance in mathematics and science is lower than the school's targets. The Foundation Stage profile and the Nursery baseline scores indicate that children make very good progress. However, these assessments have not been subject to any internal or external validation process and are too generous.

Subject leaders are becoming more accountable for the quality of education provided in their subject areas. Monitoring and evaluation by them is variable. The scrutiny of pupils' work undertaken by subject leaders is very detailed in literacy and developing in mathematics and science. In literacy, a comprehensive analysis identifies strengths and areas for development. The subject leader in literacy is well focused and plans for improvement are rigorous. Improvement plans in mathematics do not sufficiently address the low proportion of girls reaching the higher Level 3 at Key Stage 1. In science, improvement plans do not focus sufficiently on increasing the proportion of pupils reaching Level 3 at Key Stage 1 and the higher Level 5 at Key Stage 2. The analysis of performance data does not inform subject improvement plans in these two areas well enough.

The headteacher and deputy headteacher have begun to monitor and track pupils' performance more effectively. Since September 2007 a more comprehensive approach to recording and tracking pupils' progress has been developed. This uses more challenging targets for pupils, with reference made to National Curriculum levels and sub levels. The headteacher recognises there is further work to undertake to develop the tracking systems used by staff. The annual tracker is not yet electronic. Tracking grids have identified pupils in Years 5 and 6 who are underachieving and intervention strategies put in place for them. Systems are being implemented to make teachers more accountable for the progress made by pupils in their class.

In the small number of lessons seen, teaching was satisfactory and pupils were making sound progress in achieving the learning objectives. In stronger lessons, teaching assistants are provided with plans to ensure pupils make good progress in lessons. Support given by teachers in group activities is well structured. Older pupils are familiar with what they need to learn in the lesson. Interactive whiteboards are used well to aid learning. Most lesson planning identifies tasks and activities for the full range of pupils' ability but in practice this is not always implemented effectively. Planning in the Nursery is not sufficiently focused, with the result that children are not always engaged in appropriate activities. In Key Stage 1, self directed activities in lessons are generally purposeful, but expectations about what they are doing and why, is sometimes not clear to pupils.

Pupils' understanding of their targets for learning is variable. However, much work has been undertaken by the school in this area and targets are visible in classrooms. Literacy targets are more easily identified by pupils, who have a clear understanding of they need to do in order to improve their literacy skills.

The marking of pupils' work is strongest in literacy and pupils find the big writing scheme very helpful in identifying what they are doing well and needs to be improved. This is embedded well across the school. In mathematics, too much work is just ticked without appropriate comments to help pupils improve. Not all calculations, working out and number lines are shown. A mathematics marking policy has been agreed but has not yet been implemented. Across the school insufficient attention is paid to improving pupils' skills in presenting work in their books.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Davinder Dosanjh
Her Majesty's Inspector