

Greenways Primary School

Inspection report

Unique Reference Number	124025
Local Authority	Stoke-On-Trent
Inspection number	328031
Inspection date	18 June 2009
Reporting inspector	Lois Furness

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	230
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Gary Stephenson
Headteacher	Christine Dean
Date of previous school inspection	9 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Nursery Avenue Stockton Brook Stoke-on-Trent ST9 9NY
Telephone number	01782 235333
Fax number	01782 235334

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the school's actions in raising standards in science
- how well pupils are involved in knowing how to improve their work
- how far the school has progressed in its work in promoting pupils' understanding of community cohesion.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of pupils' work and school documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

In this smaller-than-average primary school the vast majority of pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. Early Years Foundation Stage provision is provided in the Nursery and Reception classes. On site there is a before- and after-school club, 'Greenways Fun Club' that is not managed by the governing body. Since the previous inspection, there have been significant staff changes, with a new headteacher, deputy headteacher and three new teachers appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Greenways is a good school where pupils are keen to learn. The majority of parents are strongly supportive, and value the good care provided for their children. One parent, who reflected the views of many, accurately wrote, 'All concerned appear to be striving hard to improve standards, introduce new initiatives and continue to make Greenways a happy, caring school which children enjoy.' This success is due to the good leadership of the headteacher, who has successfully steered the school through an unsettling period of staffing changes. Now, staffing issues have been resolved, there is a strong team spirit, with staff willing to take on new ideas in order to achieve the best for all pupils. Leadership and management are good, and leaders at all levels, including governors, have a realistic and accurate view of the school's effectiveness.

Since the previous inspection, standards have risen, and are now above average in English and mathematics. However, the leadership recognises that in the past, pupils have not attained as highly as they should in science, and progress has only been satisfactory. The deputy headteacher has recently taken over responsibility for this subject, and has taken swift action to improve pupils' progress. A detailed audit has identified that pupils in the past have had insufficient opportunities to develop their investigative and experimental skills. This is being rectified, and the new leader has introduced a rigorous assessment and tracking system. These actions are starting to have an effect, and pupils' progress is now accelerating in this subject. Pupils with learning difficulties and/or disabilities make good progress in relation to their starting points. Several parents who have children who need extra support and guidance wrote to praise the staff for the successful integration of their children into the life of the school. The school's track record of improvement shows that it has good capacity to develop further.

Pupils enjoy school because of good teaching. Lessons are lively, with well-behaved pupils thoughtfully engaged in their work. They are active participants discussing ideas, and asking questions. Pupils know what they are expected to learn, and they are provided with useful information about how to succeed. However the feedback given in their books varies. Not all teachers consistently mark work so pupils know exactly how well they have done, and how to make their work better. There is better practice in writing books, but even this is not consistent and pupils do not always have time to respond to the comments made. The teachers and teaching assistants throughout the school are positive, and have good relationships with the pupils. The curriculum meets pupils' needs and interests well with a strong emphasis on creativity. There is a wide range of extra-curricular activities including clubs, visits and visitors. Pupils are very enthusiastic about these and enjoy the good opportunities they have to work with organisations in and around their local community. For example, creating a carving by the local canal or singing at the Victoria Hall. The school's commitment to work in its local community is good, but it has not developed the national and global elements to the same extent, meaning that its overall contribution to community cohesion is satisfactory. Pupils do not have a secure enough understanding of the multicultural society in which they live.

Pupils' good quality personal development and well-being have been sustained since the last inspection. They are reflected in their good attendance. Their spiritual, moral, social and cultural development is good, and is illustrated in the way they conduct themselves around school as well as in their attitudes to each other and to adults. Pupils have a good understanding of keeping healthy and the importance of eating a balanced diet. The Activemark award and Healthy School status confirm the school's commitment to this aspect of pupils' education. Pupils know how to keep safe and speak knowledgeably about road and water safety and

'stranger danger', for example. Care, guidance and support are good and arrangements for safeguarding pupils meet current requirements. Pupils feel safe and say any bullying is sorted out quickly and fairly. They say they have no hesitation in asking an adult for help. Pupils enjoy helping others as they enthusiastically collect money for different charities. They are proud to be members of the school and Eco councils. The good development of pupils' personal skills alongside their good basic skills of literacy, numeracy, and information and communication technology ensures they are prepared well for the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children first start in the Nursery the majority of them have skills that broadly match those expected for their age. Because of good teaching, they progress well and by the end of the Reception Year, an above-average proportion of children have higher levels of skills than those typically found. Achievement is good. Good care and support mean that children develop their personal and social skills well and behaviour is good. Staff are knowledgeable about how young children learn and there is a good balance between those activities that are adult led and those that are chosen by the child. The classrooms are bright and stimulating with lots of examples of children's work to remind them of their learning. Staff observe and record children's progress carefully and use this information thoughtfully to plan the next steps in learning. A satisfactory outdoor area is available for both classes. However in the Nursery, this is not used well enough to ensure children have continued access throughout the school day. Detailed planning is available for indoor learning, but it is not as explicit for the outdoor classroom. Leadership and management are good. The staff work together very closely as a team, to enable children to develop a love of school. There is a clear understanding of how to improve the provision in order to raise achievement. Parents think the staff do a good job. Comments such as, 'My child is happy because of friendly, caring staff,' and, 'There is an engaging curriculum which excites children,' confirm how pleased parents are with provision in this key stage.

What the school should do to improve further

- Ensure teachers consistently provide pupils with clear feedback about the strengths of their written work and how to make it even better.
- Develop pupils' understanding of national and global communities.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 June 2009

Dear Pupils

Inspection of Greenways Primary School, Stoke-on-Trent, ST9 9NY

Thank you for your valuable help during the recent inspection of your school. It was good to see you work so hard and concentrate so well in lessons. You are clearly proud of your good school and you are right to be so. These are the things we found out about your school.

- You make good progress and by the time you leave in Year 6, the standards of your work in English and mathematics are higher than those found in most schools.
- Those of you in the Nursery and Reception classes also make good progress and enjoy learning.
- Your teachers do a good job. They make lessons interesting so you enjoy learning.
- In science, although in the past you have not made the same good progress as in English and mathematics, this is now improving. This is because you are now having more opportunities to carry out experiments and investigations.
- You enjoy the activities planned for you and the wide range of clubs for things like music and sport. We wish we were able to hear some of you sing in the Victoria Hall.
- You behaviour is good and you take good care of each other.
- You have a good knowledge of how to keep safe and live healthy lives.
- You enjoy taking responsibility and the school council and the Eco council help make important improvements to your school.
- All the adults take good care of you and are always there if you need help. We think having a worry box in each classroom is a good idea.
- Your school's leaders run the school well and know how to improve it further.

We think the following things could be better.

- We have asked your teachers to ensure that all your work is marked and you are given clear advice about why aspects are good so you can use this knowledge to help you with other pieces of work. We would also like you to have more information about how to improve your work.
- You need to have more opportunities to learn about different communities in the United Kingdom and in the world.

Thank you again for your help and we hope you keep on working hard.

Yours faithfully

Lois Furness

Lead inspector