

Greenside Primary School

Inspection report

Unique Reference Number	100343
Local Authority	Hammersmith and Fulham
Inspection number	335528
Inspection dates	10–11 December 2009
Reporting inspector	Christine Pollitt

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 of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mrs Jemma Shuttleworth
Headteacher	Mr Julian Morant
Date of previous school inspection	6 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at policies and documentation on teaching and learning, the curriculum, the procedures for assessing and tracking children's progress, the school development plan and information about the Early Years Foundation Stage. They analysed a total of 90 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of safeguarding
- how well assessment supports and challenges pupils to raise achievement
- the success of school actions to improve progress
- the effectiveness of the leaders' and managers' monitoring system in supporting improvement.

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Information about the school

This is a smaller than average primary school. Most pupils are of White British heritage, although a large minority come from a wide range of backgrounds, the largest of which are Black or Black British. The proportion with special educational needs and/or disabilities is broadly average. These pupils have a range of difficulties but most relate to specific learning problems. The school has provision for the Early Years Foundation Stage in its Nursery and Reception classes. There has been a significant turnover of staff in recent times. The Chair of the Governing Body is newly appointed and there are a number of new governors. The school is accredited as a Healthy School and has been awarded an Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Greenside Primary is a satisfactory school. Pupils make satisfactory progress from varied starting points and leave with average levels of attainment in literacy and numeracy at the end of Year 6. The school has improved the quality of teaching and learning since the last inspection; as one parent confirmed, 'The teaching has greatly improved over the last two or three years.' However, good practice is not yet consistent in all classes. There are still some lessons where teachers do not pitch work at suitably challenging levels or spend too much time explaining tasks. Consequently, pupils, especially the higher attainers, do not have sufficient opportunities to work independently or use their initiative to sustain good progress. Teachers' marking does not always make it clear to pupils what they need to do to improve their work, and there are limited opportunities for pupils to assess their own work. Although there is a good range of activities in lessons, opportunities to link different subjects to make lessons more interesting and relevant are missed. Visits, such as Year 1's recent trip to a Victorian kitchen, enliven the curriculum but teachers do not use these experiences to improve the quality of writing.

Pupils enjoy their time at school and their attendance is good. They behave sensibly, relate well to each other, and enjoy the cultural diversity in the school. The impact of the work done as part of the national awards is clear in their secure knowledge of how to keep safe and make healthy lifestyle choices. Pupils particularly enjoy taking part in the many sports and music clubs. They talk confidently about exercise and diet, and are concerned about the limited healthy choices at school dinners. They contribute well to the work of the school by taking on roles that benefit others, as shown in the work of the school council and the pupils who perform duties as buddies, and are good ambassadors for their school. By the time pupils leave in Year 6, they are thoughtful and mature young adults. Together with average basic skills, this ensures that they are satisfactorily prepared for the next phase of their education and the world beyond.

Pastoral care is generally effective in supporting the needs of all pupils. Care for vulnerable pupils is an established part of the school's provision, and adequately supports their learning and development. Staff know the pupils well and make sure that pupils feel welcome and included. Parents and carers appreciate this aspect of the school's work. Comments such as, 'the headteacher and teachers are all very approachable and deal with issues effectively' and 'fantastically warm, caring ethos, backed by good, positive standards of behaviour', are typical of those received. Leaders work effectively in partnership with a range of agencies to support pupils' welfare. They have a productive relationship with parents and are keen to develop this further.

The leadership team regularly monitors teaching and has an accurate view of its quality. Sometimes, however, feedback is not precise enough to make it clear to teachers how

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they can move their work to the next level. The results of self-evaluation of the school's performance are not always acted upon swiftly enough to ensure that dips in achievement are addressed in time. The new governing body is supportive of the school, and is keen to develop its role, especially in driving the vision for high achievement and in holding leaders to account for the quality of the school's work. Since the last inspection, the school has made satisfactory progress in tackling areas for improvement, although a sense of urgency is only recently evident. Consequently, the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Increase the proportion of good teaching to accelerate pupils' progress and raise attainment by June 2010 by:
 - increasing the opportunities during lessons for pupils, especially higher attainers, to work independently and use their initiative
 - strengthening the links between subjects to make learning interesting, relevant and challenging and to provide more opportunities for pupils to develop their writing skills
 - ensuring pupils' self-assessment and teachers' marking make it very clear to pupils what they need to do to improve their work
 - ensuring all leaders, including governors, rigorously evaluate the school's performance and act upon their findings to enable them to improve pupils' achievement more swiftly.

Outcomes for individuals and groups of pupils**3**

Pupils of all abilities and from all backgrounds make satisfactory progress and reach average levels of attainment. Those with special educational needs and/or disabilities make satisfactory progress in class. However, they make good progress in small group work where they receive specialist teaching. Pupils have positive attitudes to learning, cooperate well with one another and are keen to offer their ideas. They are generally interested in what they are doing, listen attentively, get on with the tasks set for them and behave well. This indicates the potential is there for most pupils to make good or better progress in lessons when opportunities to work more independently are provided. Pupils of all ages get on well with each other, whatever their backgrounds, and support each other both in classrooms and around the school. 'Everyone respects one another's cultures,' is typical of pupils' views. They say they feel very safe, and that there are no bullies. Pupils are thoughtful and reflective, have a moral understanding of right and wrong and good social skills. As one pupil commented, 'Even when we get on each other's nerves we make it up in the end.' They form good relationships and respect each other's opinions.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships between pupils and adults are good. The work the school does to support vulnerable pupils is well established. These pupils are guided sensitively to help them progress with their learning and integrate with others. A number of parents commented on the school's support for children facing difficulties either socially or with their learning. One parent commented, 'Greenside not only fosters a caring and supportive atmosphere but also encourages the children to enjoy and relish the process of learning.' The progress of pupils with special educational needs and/or disabilities, including those at the early stages of speaking English, is tracked effectively and small group work is good. The school has rightly identified the need to improve support for these pupils in classrooms, so that they make better progress when working in lessons. The best lessons feature knowledgeable and confident teaching that interests pupils and contributes effectively to their enjoyment of school. In other lessons, activities are not sufficiently challenging for all pupils resulting in a slowing of progress for some. The skilled use of questioning, both in whole-class teaching and with individual pupils is a feature of the better teaching. Teachers assess pupils' work well but do not always use this assessment data effectively to plan what pupils need to do next. Pupils are not always involved in assessing their own learning, which results in occasions when they are unclear about what they need to do to improve their work. Sometimes, teaching does not challenge all pupils well enough because work is not closely matched to their

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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needs, and expectations for what they can achieve are not high enough. Some good examples of marking were seen where pupils receive clear guidance as to how to improve their work, but this is not consistent in all classes.

There is no structured approach to linking different aspects of the curriculum together. This means that opportunities for the development of literacy, numeracy and information and communication technology skills in other subjects are sometimes missed. Consequently, pupils, especially the higher ability pupils, do not always do as well as they should.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher puts emphasis on the pupils becoming rounded and valuable members of the school and wider community. Leaders promote community cohesion soundly. They have a clear view of the religious, ethnic, and social needs of its population and successfully create a haven where pupils get on well with each other. Effective links with the neighbourhood locally, and emerging links with other countries globally, raise the pupils' awareness of how other people live. Links with the wider British community are not as well developed. The school promotes equality of opportunity satisfactorily. Leaders have recently identified provision for gifted and talented pupils as an area for improvement and work with these pupils is at an early stage of development.

The school has an effective school development plan, identifying clearly what needs to improve. The leadership team and governing body recognise that there is still much work to do, particularly in raising achievement in literacy and numeracy, especially for higher attaining pupils. Until recently there has not been sufficient emphasis on improvement. The leadership team now recognises the need to focus the school on raising achievement. However, leaders do not make sufficient use of self-evaluation as a working tool to drive improvement consistently and rigorously. The regular data collection and monitoring of lessons are not used effectively enough to identify trends in attainment and eradicate inconsistencies in progress. Other staff are not sufficiently involved in the self-evaluation process, and so their understanding of the bigger picture is limited. The governing body is well organised and starting to follow up on the attainment of different groups of pupils to challenge any underperformance. They have recently had a clear focus on checking value for money. Safeguarding arrangements are in place and meet legal requirements. The school makes sure that pupils are safe in its

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care, with appropriate checks on staff and regular scrutiny of the site. However, supervision in the vast play areas is only satisfactory. Staff are trained appropriately in safeguarding and follow the school's established procedures to ensure pupils' welfare is secured.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children join the school in Nursery, they quickly become confident and eager learners. Their welfare needs are met effectively. The school has noted an improving level of skills when children start Nursery. The last three years has seen children with better than expected skills for three year olds, who are working at above average levels for their age by the time they move into Year 1. Children genuinely enjoy learning and discovering through play because adults encourage them to make their own independent choices. They behave well, play harmoniously together and are considerate of each other. There is a good balance between activities directed by adults and activities chosen by the children. The range of activities indoors and especially outdoors are satisfactory rather than good, because they tend to keep the children busy rather than always having a positive effect on their learning needs. Consequently, children make sound progress in their learning.

Leaders have secured effective working partnerships with parents, and other providers. Parents are welcomed into the classrooms to share their children's learning. The school has identified the need to improve the outdoor provision, but has yet to do so. While staff accurately record children's achievements and use these to plan the next steps in learning, they do not use the information rigorously enough to clearly identify children's

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starting points in all the areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a high response rate for a school of this size. The majority of returns were positive in all aspects and indicated a high level of support and confidence in the school. A number of parents made additional comments and there was much consistency in what was said. Parents spoke particularly strongly about how much their children enjoy school, and of the care and commitment of the staff in developing pupils' confidence in themselves and their abilities. Parents appreciate the support provided by the teachers and their assistants and enjoy positive relationships with them. Inspectors agree with these positive comments which are generally supported by the evidence. A few parents were not happy with the provision for higher attaining pupils and the inspection team agrees with their concerns. A few parents and pupils expressed concerns about school dinners. Dinner provision is presently under review. A few parents have concerns about inconsistencies in teaching in some classes and the school recognises this. The inspection team generally agrees with these concerns and has included appropriate areas for improvement in this inspection report to address this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenside Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 90 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	72	25	28	0	0	0	0
The school keeps my child safe	68	76	19	21	0	0	0	0
The school informs me about my child's progress	44	49	38	42	6	7	1	1
My child is making enough progress at this school	44	49	36	40	5	6	3	3
The teaching is good at this school	55	61	30	33	3	3	0	0
The school helps me to support my child's learning	46	51	36	40	5	6	1	1
The school helps my child to have a healthy lifestyle	49	54	38	42	0	0	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	43	40	44	2	2	2	2
The school meets my child's particular needs	46	51	34	38	5	6	2	2
The school deals effectively with unacceptable behaviour	53	59	32	36	3	3	0	0
The school takes account of my suggestions and concerns	43	48	38	42	4	4	1	1
The school is led and managed effectively	45	50	37	41	4	4	1	1
Overall, I am happy with my child's experience at this school	61	68	24	27	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 December 2009

Dear Pupils

Inspection of Greenside Primary School, Hammersmith W12 9PT

Thank you for making us so welcome when we visited your school recently. We certainly enjoyed talking with you and were impressed by your politeness and the way you get on with your teachers and each other. We know from talking to you and reading your questionnaires that you enjoy school and being with your friends. We were pleased to see how well you take pride in your school and look after it. We were also pleased to see how you accept responsibility and are willing to do jobs and help around the school. Your headteacher and teachers have made your school an attractive place to learn. You and your parents told us that you like school and that it is a welcoming, caring place where you feel safe. You behave well, and help the school to run smoothly.

You go to a satisfactory and improving school. This means that there are lots of things that it does well, but also there are some things that could be better.

I have asked your headteacher, the staff and governors to try to make your school even better by doing the following things:

- give you even more opportunities to use your own initiative during lessons and to work independently
- strengthen the links between subjects so that lessons are challenging and interesting and give you more opportunities to develop your skills
- check how well you are doing in your work and make it very clear to you what you need to do to get even better
- ensure all school leaders and governors check how well the school is doing in its work, and act quickly to help it to improve.

I hope you will play your part by coming to school every day and continuing to work hard. I wish you every success in the future.

Yours sincerely

Christine Pollitt

Lead inspector

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