

Greengates Primary School

Inspection report

Unique Reference Number	107206
Local Authority	Bradford
Inspection number	336827
Inspection dates	6–7 July 2010
Reporting inspector	Nigel Cromey-Hawke

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	256
Appropriate authority	The governing body
Chair	Mr Steven Allan
Headteacher	Mrs Patricia Gavins
Date of previous school inspection	11 September 2006
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Introduction

This inspection was carried out by three additional inspectors. They visited nine lessons, observing eight teachers and all classes. They also held meetings with governors, staff, groups of pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Forty six parental, 100 pupils' and 27 staff questionnaires were scrutinised.

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

- whether the recent improvements in standards and progress evident in Year 6 have also been made across all areas of the school
- the degree to which assessment practices have improved since the last inspection
- the quality of provision and of leadership and management in the Early Years Foundation Stage.

Information about the school

This is an average-size primary school. Virtually all pupils are of White British heritage, with few who are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The number known to be eligible for free school meals is above average. The school has a variety of awards, including Investors in Pupils and Healthy School status. The school operates a breakfast club. The school has suffered significant staffing disruption since the last inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features and makes a very positive difference to the life chances of many of its pupils. One parent, reflecting a typical view, commented that, 'I am proud to be able to say my children attend a great school and I would recommend it to any new parent.'

Despite staffing difficulties, the school has improved considerably since the last inspection, especially over the last two years. Attainment is above average overall, with some that is high, but also some that is broadly average. Progress for most pupils, including those with special educational needs and/or disabilities, is good and for some very good. Most pupils are on track to meet, and in some cases to exceed, the challenging targets set for them. Teaching is good overall, with some that is outstanding and some satisfactory. In the satisfactory lessons, some activities do not fully match pupils' needs, marking and the use of assessment guidelines are not as supportive as they could be, and lessons are too teacher-led.

The good curriculum has strengths in its effective programme for personal, social and health education and in the use of the Philosophy for Children approach to learning. The care, guidance and support provided by the school are outstanding, helping many pupils, especially those who are vulnerable, to make great gains in their personal development. Pupils enjoy their time in school and behaviour is good. Most pupils say they feel safe and valued, and are helped by the school to develop a good understanding of healthy living. Their spiritual, moral, social and cultural development is good, and pupils are well prepared for the next stage in their learning and for the world of work.

The school is very well led by the headteacher, has good self-evaluation strategies and highly focused plans in place for driving the school further forward. Governors are active in supporting the school. The school makes good use of a range of partnerships to provide additional experiences for the pupils, especially in sport and the arts. Many staff have new responsibilities and, as a result, some middle leaders are not fully using the good management practices for raising achievement that the school has developed. However, morale is high and the school has a sense of energy, enthusiasm and purpose. The school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Ensure the quality of learning and pupil's progress is good or better in all lessons, by:

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- consistently matching activities to fully meet the needs of all pupils
 - spreading the good practice in marking and in pupils assessing their own and others' work, to all classes, so that pupils clearly understand what they have to do to improve
 - allowing pupils to demonstrate their learning more effectively without adult support.
- Ensure that all leaders and managers new to their role quickly implement the school's existing effective practices for raising achievement within their areas of responsibility.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment is above average and their achievement is good. Pupils enter the school with knowledge, understanding and skills that are below those typical for their age. Learning is good in the majority of lessons, with pupils well engaged as a result of the largely good or better teaching. Most pupils acquire knowledge, develop understanding and learn and practise their skills well. They enjoy learning, are keen to succeed and work at a good pace. Previous weaknesses in mathematics and writing are being overcome as a result of well-targeted support programmes. Attainment in Key Stage 1 and in upper Key Stage 2 is now above average and in some cases high. In lower Key Stage 2 attainment is average and progress no better than satisfactory, due to the satisfactory teaching. This is being tackled robustly. Given their starting points, pupils make good, and sometimes outstanding, progress overall. Pupils with special educational needs and/or disabilities also make good progress, as a result of the additional support they receive, especially from teaching assistants and other adult helpers.

Most pupils say they feel safe and clearly enjoy their learning. As a result their behaviour is good. The school places a high priority upon pupils' personal development and many of them make very good progress in this area. Pupils' understanding of what it means to lead a healthy lifestyle is good, reflecting the school's award. Many attend the well run breakfast club and have a good start to each day. The extent to which pupils take part in the daily life of the school and within the local community is good. School council meetings are held in front of all pupils, helping build pupils' confidence and in enhancing their speaking and listening skills. The school does not otherwise gather pupils' views about the school with sufficient regularity. Attendance has recently been improved to above average and persistent absence has been all but eliminated. Pupils' spiritual, moral, social and cultural development is good overall, with pupils' contact with other cultures being weaker. Information and communication technology skills are well developed and overall pupils are well prepared for the next stage in their learning.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching and the use of assessment are good. There is some outstanding teaching, but also some that is no better than satisfactory. In the best lessons, teachers demonstrate their good subject knowledge and use this successfully, together with different teaching methods, to make learning interesting and relevant. The school has developed very good practice in assessing pupils' learning and this is used in the best lessons to devise pupils' targets and to shape support programmes to meet their needs. The Philosophy for Children approach, adopted throughout most of the school, means that pupils regularly question each other and are challenged to explain and extend their learning. They show great maturity in this and their ability to work independently is very well promoted. In the small amount of satisfactory lessons there is not this level of challenge, activities are not as well matched to pupils' needs and pupils are not given sufficient opportunities to explain their own learning. Marking and the opportunities for pupils to assess their own and that of others' learning are not as well developed in these lessons and, as a result, pupils' progress here is slower.

The curriculum is good and its impact is seen in increasingly better achievement and more enjoyment for many pupils. There is a clear focus upon key areas of literacy and numeracy, and in most cases it is adapted effectively to meet the needs of pupils. The curriculum is rich and varied and provides memorable experiences for many pupils through a good range of visits and visitors to the school. Themed units help to extend pupils' understanding of other parts of the world and there is a strong focus upon music, the arts and sport, facilitated by the school's good work with outside partners. Together with a wide range of extra-curricular activities, including residential outdoor pursuits,

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these strengths contribute well to pupils' personal development and health.

The school helps to bring about significant improvements in attitudes, behaviour and relationships for many of its pupils, through its outstanding care, guidance and support. Transition arrangements for pupils joining the school are very good and the school works exceptionally well with a wide range of agencies to support vulnerable pupils in their learning. Individual education plans are highly detailed, reflect clear strategies for supporting these pupils' needs and are very well implemented and monitored. Teaching assistants and other adult helpers, including governors, are often highly effective in their support of learning. Concerted work by the inclusion manager in improving attendance is highly valued by parents and carers and the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Under the excellent leadership of the headteacher the school has moved forward significantly since the last inspection. Academic standards have been raised considerably, although some areas of development remain, and personal development outcomes are now consistently good. The headteacher's clear vision, skill and determination have been communicated well to staff, parents and carers and governors. Senior leaders know the school well through accurate self-evaluation and have put in place good strategies to improve the quality of learning and to accelerate progress. These have been pursued with energy and rigour, but their impact has been restricted somewhat by staffing issues. Many staff are in new roles, with the result that the good leadership and management practices introduced have yet to be fully embedded across the school. The school works well with parents and carers and with a good range of partners to support pupils in their learning. The promotion of equal opportunities is good overall, but variable teaching quality is still impacting upon some classes. Community cohesion is good overall. It is especially strong at school and local level and international links are good, but pupils' understanding of and contact with cultures different from their own within this country are limited. Safeguarding requirements are fully met and the school demonstrates good practice in record keeping and in following up any concerns raised. The governing body is knowledgeable about the school and carries out its support and challenge functions well, especially through visits and contributions to specialist teaching groups.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive and the warm positive atmosphere. There is a strong emphasis upon developing key literacy and numeracy skills. Children's learning is well recorded and their development well tracked, especially in the Reception class. Teachers communicate this information regularly to parents and carers and are well aware of children's interests. Children make good and in some cases very good progress as a result of the good teaching, in an environment that caters well for their needs. Some teaching is outstanding. The lack of independence skills in nursery means that some children here are less willing to try for themselves, for example, in writing and in tidying up. Children who are potentially vulnerable make good and sometimes very good progress because of the extra support they receive. Teachers plan a good range of activities with a good balance between those that they direct and ones that children choose themselves. As a result behaviour is good. By the time they leave, children are able to play and work well together, having reached broadly expected levels of learning. Some have gone beyond this. Leadership and management are good. Safeguarding requirements are met and there are good plans in place for driving further improvement.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Less than a fifth of parents and carers returned questionnaires but almost all were very happy with most aspects of the school. Inspectors agreed with this. A few parents and carers expressed concerns over behaviour but inspection evidence showed this to be good, and sometimes very good, especially in lessons. A few felt that the school did not take sufficient account of their views, but inspection evidence indicated this area of the school's practice to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greengates 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 inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	67	13	28	1	2	0	0
The school keeps my child safe	26	57	20	43	0	0	0	0
The school informs me about my child's progress	26	57	20	43	0	0	0	0
My child is making enough progress at this school	26	57	20	43	0	0	0	0
The teaching is good at this school	27	59	19	41	0	0	0	0
The school helps me to support my child's learning	24	52	20	43	1	2	0	0
The school helps my child to have a healthy lifestyle	23	50	22	48	0	0	1	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)	20	43	22	48	1	2	1	2
The school meets my child's particular needs	21	46	24	52	1	2	0	0
The school deals effectively with unacceptable behaviour	8	17	31	67	6	13	1	2
The school takes account of my suggestions and concerns	12	26	28	61	5	11	1	2
The school is led and managed effectively	18	39	24	52	3	7	0	0
Overall, I am happy with my child's experience at this school	31	67	14	30	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



9 July 2010

Dear Pupils

Inspection of Greengates Primary School, Bradford, BD10 9AX

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do and you are clearly very proud of your school.

Greengates Primary is a good school. There are some things about it that are outstanding. You get a good start to your learning in the Early Years Foundation Stage. Most of you make good progress in the rest of the school, as a result of the good and sometimes outstanding teaching. Some teaching could be better though. By the time you leave in Year 6, the standards you reach are above average and sometimes high. Your behaviour is good as well as your attendance. Well done! You are helped in your learning by a wide range of out-of-school activities and visits. You say you feel safe and valued and enjoy your learning. Those of you who find learning more difficult than others make good and sometimes very good progress, due to the excellent care, guidance and support you receive. You have a good understanding of what it means to lead a healthy lifestyle. Your spiritual, moral, social and cultural development is good, and this means that you leave school with skills that prepare you well for the next stage in your learning. The headteacher, staff and governors work hard to make your school successful.

I have asked them to consider these things that will help them make it a better place for you to learn:

- to make sure that all your lessons are at least good
- to ensure that all teachers, especially those in new positions of responsibility, use the good things that already exist to help you learn better.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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