

Greenslade Primary School

Inspection report

Unique Reference Number	100162
Local Authority	Greenwich
Inspection number	335495
Inspection dates	4–5 May 2010
Reporting inspector	Linda Pickles

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	252
Appropriate authority	The governing body
Chair	James Otter
Headteacher	David Ashley
Date of previous school inspection	28 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 19 lessons and observed all of the 10 class teachers at least once. They held meetings with governors, staff, groups of pupils and parents. Inspectors observed the school's work and looked at various papers, including development plans, the school's monitoring of provision, safeguarding documentation and 67 questionnaires completed by parents and carers. They also looked at questionnaires from 109 pupils in Years 3 to 6, and 30 staff.

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

- The extent to which teaching promotes pupils' achievement, particularly for pupils with special educational needs and/or disabilities.
- How well the curriculum and care, guidance and support meet the needs of all pupils, including those who speak English as an additional language and those identified as vulnerable.
- The effectiveness of the school's leadership in improving teaching and progress based on accurate self-evaluation.

Information about the school

The school is larger than average. The proportion of pupils from minority ethnic backgrounds is well above average, with the largest group being pupils from Asian backgrounds. The proportion of pupils who speak English as an additional language is well above that found nationally and a few are at the early stages of learning English. The percentage of pupils with special educational needs, including statements, is well above the national average, predominantly for speech, language and communication difficulties. Children enter the Early Years Foundation Stage in the Nursery. The school provides childcare which is managed by the governing body. The school has awards for inclusion and sport.

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

Greenslade Primary is a satisfactory school where pupils from many different cultural backgrounds work and play together well. Pupils enjoy school and have positive attitudes towards their learning, shown by their good behaviour and above average attendance. They feel happy and well looked after by the adults around them. One pupil, whose comment was typical of many, said, 'We always get help if we need it.' All parents and carers who responded to the questionnaires agreed that their child enjoys school. Parents and carers greatly appreciate the school's work, particularly the good level of care it provides for its pupils, including those identified as vulnerable and those who speak English as an additional language. As one parent stated, 'As a family we feel part of the school community and our daughter is well cared for and thriving.'

Children get off to a good start in the Early Years Foundation Stage and make sound progress from then on to reach average levels of attainment by the time they leave school. Pupils with special educational needs and/or disabilities make satisfactory progress in line with their peers. Progress in reading across the school is good and the school's clearly focused actions to improve progress in writing are starting to have a positive impact in reversing previous underachievement, particularly for older pupils. Progress in mathematics is slower and improving pupils' progress and attainment in mathematics is not yet consistent across all year groups. The overall quality of teaching is satisfactory, although there is some good and outstanding practice. All teachers have good relationships with pupils, and classrooms are well organised and calm. Pupils with special educational needs and/or disabilities are well supported by additional adults, both in class and when working in small groups. In some lessons, however, assessment data are not used sufficiently rigorously to plan activities which match pupils' ability levels and their learning and understanding during the lesson are not checked closely. Teachers mark pupils' work regularly and pupils are given clear guidance on how to improve their work in English. Marking in other subject areas is more variable and there are limited opportunities for pupils to assess their own learning.

The curriculum provides pupils with varied and exciting opportunities which reflect their interests and backgrounds and make a significant contribution to their high levels of enjoyment. Themed activities, such as the Writing Festival which celebrated and displayed writing by all pupils, make a significant contribution to the school's good promotion of community cohesion. The headteacher and senior leaders have an accurate understanding of the school's strengths and weaknesses. The drive to improve the teaching of writing is having a positive impact on accelerating pupils' progress and attainment, and the school has made good use of local authority support. Recent restructuring has strengthened the leadership team, after a period of considerable

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staffing instability, which was beyond the school's control. Senior leaders understand their roles and responsibilities and the school rightly recognises that the role of middle leaders in driving improvement and improving attainment is currently underdeveloped. Improvement plans identify clear priorities that underpin the school's satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the proportion of good and better teaching to accelerate progress in writing and mathematics by January 2011 by:
 - using assessment data more rigorously to plan activities which challenge all groups of learners
 - making clear to pupils what they are expected to learn in the lesson and checking the progress they are making against this
 - ensuring that marking consistently informs pupils how to improve their work and giving them opportunities to assess their own progress.
- Improve the effectiveness of subject leaders in driving improvement by:
 - increasing the rigour of monitoring teaching and learning in their subject area
 - extending existing good practice in English to monitor pupils' progress and attainment in other subject areas.

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

The quality of learning seen during the inspection was satisfactory overall, and the attainment levels in the older classes reflected the school's average national test results. Pupils show positive attitudes towards their learning and apply themselves well to tasks. They make good progress when they are clear about what they are learning in lessons and have the opportunity to demonstrate their understanding. In an outstanding Year 4 literacy lesson, pupils applied their knowledge of similes and adverbs to plan their own writing based on the poem 'Manod'. They made excellent progress because they were clear about what they were learning, had opportunities to share their ideas with each other and were provided with a high level of challenge. They displayed high levels of motivation and responded well to the teacher's skilful questioning, which assessed their understanding and extended their thinking extremely well. Progress is slower when activities do not match pupils' abilities sufficiently and pupils have limited opportunities to discuss what they are learning and their progress against this. Additional adults are deployed well to support pupils with special educational needs and/or disabilities in class, so that they develop into confident learners.

Pupils enjoy school and feel confident that any concerns they may have will be sorted out by adults. They are proud of the contribution they make to the school community and feel their views are valued and listened to. The school's inclusive ethos pervades all aspects of school life and pupils welcome and support pupils with special educational needs and/or disabilities from a local school who regularly visit lessons. The school

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council are proud of the playground equipment they have bought and this demonstrates pupils' good understanding of how diet and exercise contribute to a healthy lifestyle. Pupils regularly raise money for charity and understand the importance of helping others who are not as fortunate as themselves. Pupils' positive attitudes and average basic skills, including their information and communication technology (ICT) skills, mean that they are prepared satisfactorily for the next stage of their education and later life.

These are the grades for pupils' outcomes

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	2
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?

All teachers manage well-ordered classrooms with high quality displays. Relationships between staff and pupils are good and teachers manage pupils' behaviour effectively. In a minority of lessons, where expectations of what they can achieve are high, pupils make good progress. In such lessons, teachers use assessment data effectively to build on previous learning and plan activities which accurately reflect pupils' different ability levels. For example, in an outstanding mathematics lesson in Year 2, pupils made excellent progress because the teacher maintained a brisk pace, questioned the pupils effectively to check their understanding and provided activities that involved all pupils

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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and reflected their different ability levels. Progress is slower when activities do not always provide sufficient challenge, and too much teacher talk limits opportunities for pupils to demonstrate their understanding of the learning and their progress against this. As a result, pupils make satisfactory rather than the good progress seen in other lessons. Marking is regular and supportive, but it is not used consistently across subjects to inform pupils about how they can improve their work or provide them with opportunities to assess their own learning. The marking of pupils' writing is strong and makes a significant contribution to their improved progress in this area.

Good levels of care and support ensure that the individual needs of pupils are met effectively. The school works closely with a range of external agencies to support pupils with special educational needs and/or disabilities and those who are vulnerable. The school's rigorous actions to maintain above average attendance continue to be successful. The monitoring of the impact of intervention programmes on pupils' progress and well-being, particularly the support provided by learning mentors for pupils identified as vulnerable, are well established. These programmes make a significant contribution to their good levels of well-being. Childcare managed by the governing body provides high quality care, is valued by parents and meets health and safety requirements.

The curriculum fosters creative links between subjects to make learning more meaningful for pupils and effectively promotes pupils' use of basic skills, including ICT. Residential visits provide good opportunities for pupils to develop their skills of independence and contribute to their good personal development.

The curriculum is considerably enriched through clubs, visits, themed weeks and activities which celebrate and value pupils' diverse backgrounds. An example of this was shown in a whole-school assembly, where pupils greatly enjoyed watching Year 5 perform their Asian dance at the end of their 'Bollywood' workshop.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's purposeful leadership has been successful in maintaining a good climate for learning and steering the school through a turbulent period of staffing difficulties since the last inspection. Senior leaders are committed to the drive to quicken the rate of pupils' progress and this is clearly communicated and understood by all staff. The senior leadership is now at full strength and planning is centred on raising

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attainment and improving progress across all subjects to match the accelerated progress pupils are now making in writing. The outcomes of monitoring have been used effectively to improve the quality of teaching in English, and pupils' progress is now tracked rigorously to ensure prompt identification of potential underachievement. The school's monitoring of teaching in other subject areas is currently underdeveloped. There is no significant variation in the outcomes for different groups of pupils and the school promotes equality of opportunity and tackles discrimination satisfactorily. Challenging targets are set and the school recognises that pupils need to make sustained good progress in order to reach them.

Governors have a clear understanding of the school's strengths and weaknesses and discharge their statutory responsibilities satisfactorily. They have recently reorganised their committee structure and are developing appropriate procedures to hold the school to account for its performance. The protection of children has a high priority and the procedures for safeguarding are good. Staff are well trained to meet the health and safety needs of pupils. Leaders and managers promote respect for individuals by valuing the diversity of the school and have a well-developed understanding of the school's own and the wider community. The curriculum provides good opportunities for pupils to become aware of different cultures, and links have been established with a school in Kent. Links between home and school are strong and the school's effective work with a range of other partners make a significant contribution to pupils' enjoyment of school life.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

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Children enter the Early Years Foundation Stage with skills and understanding that are lower than the levels expected nationally for their age, particularly in communication, language and literacy. They quickly settle into school routines, enjoy their learning and achieve well in both Nursery and Reception. They make particularly good progress in personal, social and emotional development, which is shown by their well-developed skills of independence and cooperation. By the time they enter Year 1, they are working at broadly average levels, although their skills in writing are not as well developed. Children are looked after well and teachers respond effectively to children's individual needs because good use is made of the outcomes of their observations. The learning environment, both indoors and outside, provides a good range of activities to promote children's creative and physical development.

Teachers provide a good balance of activities led by adults and those that children choose for themselves. Children's safety and welfare are promoted well through high levels of supervision and support for different activities. Staff work well together and the Early Years Foundation Stage is led effectively. The new Early Years Foundation Stage leader has identified the strengths of the provision and priorities for improvement but has not had sufficient time to embed systems for monitoring all aspects of provision. Links with parents are strong. Parents greatly appreciate the opportunities to participate in their child's learning, particularly through the daily reading workshops.

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

The returned questionnaires show that the school enjoys the confidence and support of the very large majority of parents and carers who responded. Most responses to the questions were positive and the overwhelming majority agree that the school is led and managed effectively. A few parents and carers noted concerns about the extent to which the school helps their children have a healthy lifestyle and the extent to which the school takes account of their suggestions and concerns. These concerns were shared with the headteacher. However, inspectors found that pupils have a good understanding of why a healthy lifestyle is important and that the school engages well with parents and carers. The overwhelming majority of parents and carers are happy with their child's experiences at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenslade 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	78	15	22	0	0	0	0
The school keeps my child safe	56	84	9	13	2	3	0	0
The school informs me about my child's progress	40	60	26	39	0	0	1	1
My child is making enough progress at this school	40	60	26	39	1	1	0	0
The teaching is good at this school	43	64	23	34	1	1	0	0
The school helps me to support my child's learning	43	64	22	33	1	1	0	0
The school helps my child to have a healthy lifestyle	33	49	30	45	3	4	0	0
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)	34	51	24	36	2	3	0	0
The school meets my child's particular needs	40	60	24	36	1	1	0	0
The school deals effectively with unacceptable behaviour	45	67	20	30	2	3	0	0
The school takes account of my suggestions and concerns	38	57	24	36	0	0	0	0
The school is led and managed effectively	47	70	19	28	1	1	0	0
Overall, I am happy with my child's experience at this school	53	79	12	18	1	1	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.



6 May 2010

Dear Pupils

Inspection of Greenslade Primary School, London, SE18 2QQ

Thank you for making us so welcome when we visited your school recently. We enjoyed talking to you and listening to your views about the school. You told us that you enjoy school and that the teachers and other adults take good care of you. We judged your school to be satisfactory. You make satisfactory progress in your learning and reach standards that you are expected to attain by the end of Year 6.'

These are the things that we think are good about your school.

- The adults in school take good care of you and help you to develop into caring and considerate young people.
- You behave well in lessons and come to school regularly.
- You have good relationships with your teachers, adults in school and your friends.
- You understand how to keep yourselves safe and why it is important to lead a healthy life.
- Pupils from lots of different backgrounds work and play together well.

To help the school become better, these are some of the things we have asked the headteacher, teachers and governors to do.

- Make sure that work in lessons is not too easy for you, especially in writing and mathematics.
- Tell you what you are expected to learn in lessons and check how well you understand what you are learning.
- Give you more help about how you can make your work even better and involve you more in finding out how well you are doing.
- Check more rigorously how well you are learning in all of your subjects so you all make as much progress as you can.

You can help by continuing to try hard in lessons and coming to school every day. We wish you all the very best for the future.

Yours sincerely

Linda Pickles Lead inspector

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