

Greenside Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 108348 |
| Local Authority | Gateshead |
| Inspection number | 337057 |
| Inspection dates | 10–11 February 2010 |
| Reporting inspector | Clive Petts |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 110 |
| Appropriate authority | The governing body |
| Chair | Mr Jack Graham |
| Headteacher | Miss Dawn Foster |
| Date of previous school inspection | Not previously inspected |
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Introduction

This inspection was carried out by two additional inspectors. Over half the inspection time was focused on pupils' learning. Inspectors visited seven lessons and observed all six class teachers. They held meetings with governors, staff, groups of pupils, talked to parents and analysed 33 questionnaire responses from parents and looked at questionnaires from staff and pupils. The team also looked at the pupils' progress data, documents relating to the safeguarding of pupils, school policies and procedures, scrutinised pupils' current work and spoke to the School Improvement Partner to discuss her reports.

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

- the current achievement, progress and attainment of all groups of pupils including those with special educational needs and/or disabilities
- the effectiveness of leadership and management in demonstrating the capacity to sustain improvements in the quality of learning in order to continue to raise attainment and achievement.

Information about the school

The school is much smaller than average and serves a former mining community and surrounding areas. Nearly all pupils are White British and none speaks English as an additional language. The proportion of pupils eligible for a free school meal is above average. The number with special educational needs and/or disabilities is broadly average, but does vary year to year. An average number of pupils have a statement of educational needs. The Early Years Foundation Stage consists of a 26-place Nursery with children taught alongside those in Reception in a mixed-age class. The school runs a parent and toddler group and hosts children's centre activities. In four weeks time a satellite Children's Centre, funded as part of a Government initiative and located within the main building, is due to open.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school that provides first-class care, guidance and support which allows pupils' personal development to really flourish and enables all to achieve well. At the heart of the school's successful and rapid improvement over the past two years are the crystal clear vision, ambition and drive of the headteacher. She ensures that the school radiates an ethos of happiness, purpose and calm in which pupils of all backgrounds can thrive in rich, nurturing environments. This vision is shared by a skilled, committed team of staff. Parents rightly praise its 'fantastic' happy, family atmosphere. The remark, 'we could not have hoped for a better start to our child's education', sums up their views.

Children normally arrive in Nursery with skills below those expected for their age and often with weaknesses in their communication skills. Although cohorts do have varying starting points children make very good progress to reach average standards by the end of Year 6. Pupils' achievement is improving year-on-year and in 2009 most pupils made excellent progress. For the current Year 6, the school's data indicates that pupils are on course to reach above average standards in English and mathematics and broadly average standards in science. This confirms the continued pattern of rapid progress and rising standards.

Inspiring and imaginative teaching, combined with incisive, effective assessment and target setting have resulted in accelerating pupils' progress, for example, successfully tackling underachievement in writing. In science, where progress is less rapid, not all opportunities are exploited to extend analytical skills, working out and explaining solutions to problems. Great thought is taken to ensure that all pupils are provided with the same opportunities to make at least good progress. This is why the progress of pupils with special educational needs and/or disabilities and those who are potentially vulnerable is similar to that of their classmates. The school provides pupils with a broad range of distinctive experiences in vibrant and stimulating environments to encourage learning, for example, studying the impact of climate change on rain forests. Pupils are taught how to take responsibility for their actions and respect each other's views. Consequently, pupils are considerate and kind and relationships are harmonious. Pupils' exemplary behaviour and excellent attendance ensure that they are able to take full advantage of the learning opportunities and experiences that the school provides.

The school is reflective and self-critical and has an accurate view of its strengths although the improvements made are occasionally modestly judged. The headteacher is extremely well supported by governors, who have made an excellent contribution to the ethos and direction of the school. Subject leaders have been progressively strengthened and make an impressive contribution to school improvement. The school's excellent

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partnerships with the village community, support agencies and the local schools' network enhance provision and helps boost pupils' achievement and well-being. The school is a valued resource at the hub of the community. Consequently, the school demonstrates a very good capacity to sustain its rate of improvement.

What does the school need to do to improve further?

- Quicken the rate of progress in science for all pupils, by:
 - ensuring that all activities enable pupils to apply their thinking skills to solve problems
 - exploit all opportunities to explore, investigate and justify their solutions.

Outcomes for individuals and groups of pupils

1

Pupils enjoy the imaginative first-hand learning experiences that enable them to apply their skills. This helps them to become confident learners and ensures that groups of pupils do equally well. Work scrutiny and evidence from lesson observations show that pupils needing extra help or extra challenge are quickly identified because of thorough checking procedures. Support is highly effective because tasks are really well targeted, planned and differentiated. Helpful guidance suggests how pupils can improve step by step.

The school's average standards and high achievement in national tests at the end of Year 6 reveal a year-on-year improvement. School assessment information and inspection evidence shows that this pattern is being maintained, although the full impact of the outstanding teaching has yet to be fully realised. Attainment is on course to rise further. Positive action is successfully addressing weaknesses in writing, especially for boys. All pupils benefit from teaching which probes and extends their thinking and continually builds on their prior learning, for example, promoting persuasive writing with the teacher in the role of a person from Australia created a buzz as pupils exchange views.

Excellent spiritual, moral, social and cultural development provides an extremely secure foundation for pupils' exemplary personal development. They feel safe and report that there are, 'no mean or unkind pupils' in school. Their excellent behaviour is characterised by thoughtful, responsible and safe attitudes, for example, when acting as playground buddies or helping much younger children. Pupils are taught to reflect about the consequences of any inappropriate behaviour. Playtimes are active and purposeful. Pupils obviously understand the principles of eating a balanced diet, having 'treats' in moderation and the benefits of regular exercise. They are prepared to listen to each other views and ideas and can calmly exchange opinions. Pupils flourish and benefit from the many and varied experiences they have to take on responsibility and to manage their own learning. They have a dynamic voice in school improvement and take pride in their contributions. This prepares them exceptionally well for the next stage of learning.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| 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 | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Teaching is outstanding because a talented staff excite and inspire pupils. Carefully tailored activities and tasks match individual pupil's needs extremely well and capitalise on the high expectations that staff have of them. Questioning is both probing and open-ended, which extends understanding exceptionally well. Skilled use of new technology adds to the interest and enjoyment, for example, role play recorded via a flip video camera and played back on the white board for whole-class review. Effective assessment practice ensures that pupils' progress is systematically checked and achievement boosted.

The curriculum successfully uses themes to link subjects together to provide more interesting opportunities to improve their literacy, numeracy and information and communication technology skills, for example, younger pupils are enthused when learning about fairy tales and castles. Visits are thoughtfully used to further enrich learning whether visiting Sunderland Winter Gardens or spending time in the coal mine at Beamish Museum. Visitors also add to pupils' experience, for example, the Jewish visitor held pupils' attention when in an assembly, discussed the notion of spiritual

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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cleansing. An excellent range of well-attended clubs adds to their interests and experiences.

Pastoral care is outstanding and makes certain all pupils can achieve success. This includes those who face challenging circumstances or those who are vulnerable. In questionnaire responses, parents and carers are highly appreciative of the high quality of care that the school provides. Staff display a detailed knowledge of each child and are always there to listen, which helps boost the pupils' sense of belonging. Exemplary links with the 'parents and toddlers' group ensure that children settle quickly on arrival and preparation for transfer to secondary school is excellent.

These are the grades for the quality of provision

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

How effective are leadership and management?

The significant strengths in the approach of senior leaders lie in the determination to making teaching and learning enjoyable and highly effective. The curriculum has been adapted to provide rich, enjoyable learning experiences which give pupils confidence to make choices and lead their own learning. Together, this has resulted in rapid progress and good achievement, although the full impact on standards has yet to be seen. Assessment practice is sharp and analytical, which enables teachers to pinpoint any gaps in learning, intervene and support to accelerate progress. Parents are kept extremely well-informed and given guidance as to how they can support learning. Despite some layout constraints in the building, the school provides vibrant classrooms and calm surroundings in which pupils can thrive.

Governors make an excellent contribution to the direction of the school. They are perceptive, thorough and hold the school to account in positive ways. The school has good procedures to safeguard its pupils. These meet current government requirements and are especially robust in relation to child protection. Management of risk is successfully integrated into the curriculum, for example, how to respond to an inappropriate text or email. There is a strong commitment to promoting community cohesion. Experiences which extend understanding of local, national and global beliefs and cultures are a normal part of pupils' learning. The excellent relationships with parents add to the sense of family. The fact that all pupils perform equally well and have the same happy experiences illustrates the sensitivity to equal opportunities in practice.

These are the grades for leadership and management

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| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| 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 | 1 |

Early Years Foundation Stage

All children thoroughly enjoy life in Nursery and Reception because there is a lot to do both indoors and outdoors and learning is remarkably lively and fun. A key strength is the amount of talk and activity between children and staff. Activities are very thoughtfully and carefully planned and offer plenty of opportunities for children to apply their thinking skills and solve problems, for example, the child who recognised that painting the cardboard boat with glue and allowing it to dry would waterproof it. Children are given the confidence and chance to plan their own learning to find things out for themselves. Adults are adept at following learning, asking a thought provoking question to add to their curiosity.

Excellent leadership and management ensure that despite a 'quirky' layout, improvement to provision is ongoing. Behaviour is excellent and children are encouraged to be independent and to look after themselves. Children understand the importance of good hygiene, for example, washing their hands before and after eating a snack. Systematic celebration of other cultures promotes respect for difference. Assessment is comprehensive and accurate with concise, focused notes and photographs recording the 'learning journey' of every child. Children make rapid progress developing their skills, sometimes from low starting points, which ensures that nearly all are working securely towards the goals expected of them by the end of Reception.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

An overwhelming majority of those parents and carers who responded to the questionnaire were extremely positive about the school. All expressed high praise for the quality of teaching and enjoyment provided by the school and appreciate that it keeps their children safe. Parents and carers express confidence that any concerns are listened to carefully and acted upon appropriately by the headteacher. Parents and carers might find it helpful to know that in relation to the very few concerns received, inspectors found that these issues were being effectively addressed and managed by the school.

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 33 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 19 | 58 | 13 | 39 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 18 | 55 | 14 | 42 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 16 | 48 | 15 | 45 | 2 | 6 | 0 | 0 |
| My child is making enough progress at this school | 16 | 48 | 16 | 48 | 1 | 3 | 0 | 0 |
| The teaching is good at this school | 20 | 61 | 12 | 36 | 1 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 17 | 52 | 15 | 45 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 17 | 52 | 15 | 45 | 1 | 3 | 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) | 18 | 55 | 11 | 33 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 18 | 55 | 12 | 36 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 12 | 36 | 17 | 52 | 1 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 13 | 39 | 17 | 52 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 25 | 76 | 7 | 21 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 21 | 64 | 10 | 30 | 1 | 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.



14 February 2010

Dear Pupils

Inspection of Greenside Primary School, Ryton, NE40 4AX

Thank you for being so very friendly, helpful and considerate when we inspected your school. We really enjoyed being in your school, particularly the opportunities we had to talk to so many of you. I would like to tell you about some of the many really good things about your school.

- The staff look after you and care for you exceptionally well to ensure you all make at least good progress in your learning.
- Your behaviour is exemplary and your enjoyment of school life is really impressive, especially when taking advantage of the many fun learning experiences the school provides for you.
- You know how to stay safe and take responsibility to stay healthy and keep fit.
- You enjoy the benefits of excellent partnerships with other schools, the local community, your parents and support agencies.
- You have a determined headteacher, an excellent group of governors and talented staff who know exactly what to do to make your school even better.

Your school provides you with an outstanding quality of education that has considerable strengths. By the time you leave school, the standards you reach are the average expected for your age. To help your school get even better and make sure standards rise even higher, we have asked for some improvements to be made in your science teaching. These will make sure that:

- all your scientific activities give you the opportunity to use your thinking skills to solve problems
- you are given every opportunity to explain your methods and solutions.

You can play your full part by continuing to work as hard as you can. Thank you for helping with this inspection. We hope the school will keep on building on its many strengths. Best of luck to you all.

Yours sincerely,

Clive Petts

Lead Inspector

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