

# Greenmount Primary School

## Inspection report

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<b>Unique Reference Number</b>	107949
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324680
<b>Inspection dates</b>	11–12 November 2008
<b>Reporting inspector</b>	Ronald Cohen

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

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	371
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Thornton
<b>Headteacher</b>	Ms J Wilde
<b>Date of previous school inspection</b>	17 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lodge Lane Leeds West Yorkshire LS11 6BA
<b>Telephone number</b>	0113 276 0771
<b>Fax number</b>	0113 277 8923

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Greenmount Primary School is larger than average. The school is situated in a socially and economically disadvantaged inner-city area of Leeds. A very high proportion of pupils is from a variety of ethnic groups, most of whom are Pakistani or Bangladeshi. The percentage of pupils who enter school not speaking any English language is 30%, and 85% of pupils speak English as an additional language. A large number of pupils enter the school at times other than at entry to the Nursery. The proportion of pupils entitled to free school meals is double the average. The proportions of pupils with a statement of special educational need and those with learning difficulties and/or disabilities are lower than average. The school has a Nursery from which nearly all the children go on to the Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The great majority of parents agree with that statement. They say that their children make excellent progress here and are very happy. Children enter the Nursery class with knowledge and skills well below those expected. A very large proportion of those who join the school in Years 1 to 6 also arrive with standards that are well below average. All pupils make outstanding progress from their starting points and, by the end of Year 6, their overall standards are average. Pupils' strongest attainment is in mathematics, where standards are above national averages. Pupils are very good at using their numeracy skills to successfully and independently solve problems. In pursuing their ambition to raise standards further, the school's leaders have focused very effectively on improving pupils' writing skills. This has raised standards in English and also the quality of pupils' written work in other subjects. However, a reflection of the pupils' weak skills on entry is that, despite making outstanding progress in Reception and in Years 1 and 2, they still leave Year 2 with below average standards. Pupils' overall excellent progress is continued through Key Stage 2 and, by the end of Year 6, pupils' attainment matches national averages overall. The needs of the pupils who find it difficult to master basic literacy and numeracy skills and those who are at an early stage of learning to speak English, are carefully identified and provided for very effectively. As a result, they also make outstanding progress.

Pupils benefit from consistently good and often outstanding teaching. Teachers make learning objectives very clear in all lessons and carefully explain how pupils can meet these. Work is planned carefully to meet all pupils' needs. Teamwork between teachers and teaching assistants is very effective in ensuring that pupils who learn at a slower rate than others are able to keep up. Lessons provide a variety of activities, which help to keep pupils fully involved in their work. Pupils thoroughly enjoy lively activities but are equally happy working quietly, with excellent concentration.

The curriculum very effectively promotes pupils' outstanding progress and their excellent personal development. The school is justly proud of the high quality of its music provision which is taught by specialists. Pupils have excellent access to computers and routinely use these to enhance their work in all subjects. A well-planned personal, social and health education (PSHE) programme and subjects such as science, very effectively ensure that pupils learn how to keep safe and healthy and develop as well-rounded individuals. Many parents comment favourably about the school's outstanding range of very well attended extra-curricular clubs. The school's leaders are improving the curriculum further by developing integrated activities that ensure pupils apply the skills they learn in different subjects to solve problems and to investigate. For example, a 'Pirates Day' activity, involving map work, helps pupils to develop their mathematical, information and communication technology (ICT), geographical and speaking and listening skills.

The school provides outstanding care for its pupils. Systems to ensure their safety are very well organised and carried out diligently. Staff have the necessary training in child protection and first-aid and this is updated regularly. Several parents praise the close links between the school and themselves to ensure the very best care. Links with specialist agencies to provide additional care for those pupils who need it are also excellent. Systems to track pupils' progress and to share the information gained amongst staff, are highly effective. This knowledge helps teachers to set challenging targets for their pupils and to choose appropriate strategies to help any who are in danger of falling behind academically.

Pupils' spiritual, moral, social and cultural development are outstanding. Pupils say emphatically that they enjoy school. They show this through their excellent behaviour. Attendance is satisfactory and improving. However, a small minority of pupils continue to take extended periods of absence. Pupils are proud that adults listen to the good ideas they express through the school council. This has resulted recently in a new range of clubs. Pupils' progress in all subjects prepares them very well for their futures. They understand their roles as members of their local community. This is supported significantly by the school's close links with other schools, including other faith schools. Pupils are also knowledgeable about other communities and show this by, for example, their willingness to raise funds for good causes elsewhere in the world.

Leadership and management are outstanding. The headteacher has a strong determination to provide the very best for all pupils and a clear vision to secure this. The quality of teamwork at all levels is extremely high. All managers rigorously check on the quality of provision and on pupils' performance. They are strongly encouraged to contribute their ideas for further improvement. Governors are knowledgeable, highly committed and willing to challenge the school's leaders when necessary. The well-focused initiatives arising out of this excellent practice promote continued improvement and have built on the significant strengths reported at the time of the last inspection. This means that the school demonstrates an outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Although they vary from year to year, children enter the Nursery with skills well below those typical for their age. About one third of children start school without speaking any English. Good teaching and very well planned activities that take account of their individual needs ensure that children develop well in all areas of learning, especially in their personal, social and emotional development. Children's increasing confidence and evident enjoyment of the provision in the Early Years Foundation Stage (EYFS) is, in part, a consequence of well-organised admission arrangements which include planned visits to their homes. Staff are skilled in engaging children in conversation which promotes their language skills well and also supports and extends their learning. Parents are very happy with the provision and typically say that 'staff are very hard working and look after the children well.' Learning diaries compiled from when children start in the Nursery, confirm the good progress made in communication and language. Assessment arrangements are thorough and have identified the need for activities that engage boys more effectively in learning. Staff are quick to notice where children's curiosity is leading them and, for example, a 'pizza parlour' enables children in the Nursery to improve their language and communication skills. Leadership and management are good and have rightly identified that better and more consistent use of the outdoor provision in the Reception classes will accelerate the children's progress even more.

### **What the school should do to improve further**

- Ensure that the outdoor provision for the Reception class is planned for and is purposeful so that children learn more effectively in that setting.
- Continue to do all it can to discourage the small number of families from taking extended holidays in order to improve children's attendance.

## Achievement and standards

### Grade: 1

Overall, pupils achieve outstandingly well. Pupils enter the school with skills well below those expected for their age, especially in their ability to communicate orally. Standards attained at the end of Key Stage 1 are below national expectations, but by the end of Year 6, pupils' overall standards are broadly in line with the national average. Although they are slightly below average in English, they are above average in mathematics and average in science. From the point of entry, this represents outstanding progress. Boys attain in line with girls by the end of Year 6. Similarly, by the end of Year 6, there is very little difference in performance between pupils from different ethnic backgrounds. Pupils with learning difficulties and/or disabilities also make outstanding progress in line with their peers.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development are excellent because of the exciting curriculum and the outstanding care, guidance and support provided. Pupils are very positive about their school because, as one remarked, 'you learn something new every day.' Pupils understand the benefits of healthy eating and say they will not tolerate 'junk food'. They revel in physical exercise and are very conscious of how to keep safe, both in and out of school. Pupils speak warmly of the excellent relationships in the school between groups of children from a mixture of backgrounds, faiths and cultures. This supports parents' views that 'the diversity in Greenmount is absolutely brilliant.' Attendance for most pupils is in line with the national average, but there are still families that take their children away from school on extended holidays. However, the school does its best to make good use of these holidays to support all pupils' understanding of the wider, global community. Pupils take great pride in being appointed as buddies to new children in school and are especially aware of other pupils' language needs. Behaviour and attitudes to learning are excellent. Positions of responsibility, such as lunchtime monitors, are keenly sought. Pupils are extremely well prepared for the next stage of their education as a result of developing secure basic skills in literacy and numeracy and from working very well together, for example, as school councillors.

## Quality of provision

### Teaching and learning

#### Grade: 1

The quality of teaching and learning is consistently good with much that is outstanding. This leads to excellent learning and is a major factor in the very significant progress pupils make. Teachers use their very good subject knowledge well to plan well structured lessons which include all learners. Relationships between adults and pupils are very good. Teachers know their pupils and their needs particularly well. They are adept at giving praise and challenging pupils appropriately. 'The teachers are great!' was a typical answer to the question, 'What is special about your school?' As a result, pupils are motivated, confident learners who strive to meet their teachers' high expectations. Teachers extend pupils' learning through very effective questions and by requiring pupils to explain their answers. This contributes very well to pupils' developing excellent speaking and listening skills, including those learning English as an additional language and to all pupils making rapid progress. Classroom assistants are expertly

deployed and support pupils very well. Teaching for pupils with learning difficulties and/or disabilities is exemplary. A range of targeted interventions ensures that gaps in pupils' learning are addressed suitably. Teachers mark pupils work regularly and very effectively. Their comments are positive and extremely helpful in showing pupils how to improve their work.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum has been adapted well to meet the needs of all pupils, linking different subjects together and providing pupils with first-hand experiences. These contribute well to pupils' outstanding enjoyment and achievement. Throughout the school, the very strong focus on pupils' personal, social and health education and citizenship is reflected in pupils' excellent personal development. A particular strength of the curriculum is the provision for pupils with learning difficulties and/or disabilities. Several pupils follow a personalised curriculum and all benefit extremely well from targeted intervention. As a result, they make the same outstanding progress as their classmates. An excellent range of extra-curricular activities, trips, visits and visitors to the school, further enhances the range and variation in learning opportunities for pupils. Excellent links with the 'Asha' scheme, a group set up to support Asian families, provides parents with scope to develop ICT and language skills. The nearby Hamara centre, a local community 'drop in' centre, provides curricular enrichment by organising 'multicultural days' which involve all communities, including travellers. Links with a University on the 'Aim Higher' project and their business and enterprise responsibilities, prepare pupils well for their future lives and careers.

## **Care, guidance and support**

### **Grade: 1**

Pastoral care is exceptional, with great care taken to absorb newly admitted pupils into the welcoming ethos of the school. The school continuously emphasises the importance of good attendance and works hard to help families who find it difficult to get their children to school regularly and on time. For example, the Earlybird club has helped to improve the attendance and punctuality of some pupils. These close links with families are acknowledged by parents as a strength of the school and they typically comment that 'they can talk and go to any of the teachers.' Weekly staff meetings are held to discuss any pastoral concerns. Health and safety requirements and risk assessment are thorough and overseen by the school's site manager. Systems to track and assess pupils' achievement are very rigorous. Pupils have an excellent understanding of their literacy and numeracy targets and appreciate teachers' very high quality marking of their work. Procedures to support and include all pupils are very effective. Because of this, pupils who find learning difficult and those groups for whom English is not their first language, achieve as well as all other pupils.

## **Leadership and management**

### **Grade: 1**

The headteacher's leadership, ably supported by the senior team and governors, has been a key factor in ensuring that the school maintains its reputation as a high achieving school within the local community. The headteacher has ensured that all staff and governors work together towards the common goals of putting pupils first, irrespective of their ability, need or ethnicity and to seek opportunities to raise standards even further. Strong teamwork and the emphasis

on professional development ensure that examples of best practice are shared widely among the staff. The school also works with other partner schools to spread and develop good practice. There is a very strong commitment to reviewing the work of the school. For example, lessons are carefully checked to identify strengths and areas for improvement. Procedures to analyse and use assessment data to identify the achievements of different groups of pupils are highly effective. Governance is excellent and gives a high priority to promoting cohesion within the community. Governors, while supporting the school very well, are unrelenting in asking searching questions about its performance and the impact of initiatives and spending. Planning for the future is very secure. The school gives excellent value for money.



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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you all for being so welcoming when we inspected your school. I want to tell you about the fantastic things we found out about your school.

Your school is excellent. Your teachers give you terrific opportunities to learn so many different things. You are set challenging targets which help you all to make excellent progress. The test results, at the end of Year 6, show a rise in standards since the last time inspectors were in school. This is brilliant! The education the school provides for you is excellent. It gives you fantastic teaching from specialists who help you to develop an even wider range of skills and knowledge about lots of fun subjects and topics. For instance, you learn different skills, such as playing the sitar. This is really exciting stuff. Your learning is also wonderful because of the fantastic opportunities you have to take part in lots of clubs, go away on field trips and learn about other people and their cultures. However, we recognise that there is one area where learning could be even better. We have asked your headteacher and the governors to provide more outside play equipment and toys for the Reception class. We have asked them to plan exciting ways for you to learn by using them.

The adults look after you very well and they know exactly how to keep you safe. The school also works very closely with your parents to give you a first class start in life. This helps you to work confidently and not give up. You really enjoy your school. In fact, one of you was bursting to tell us, 'this school is wonderful'. We agree with you and your parents that your school is an excellent place to be. This is why we are a little disappointed that a small number of you stay away from school on holidays. We have asked the school to help your parents understand how much learning you miss and how this might affect your futures.

You behave really well and you follow the Greenmount Way' very well. All of this helps you to see how you can share and give your time and help to others in the school, the local community and to children abroad. You achieve really well because of the super work that your headteacher, your teachers and governors do for you.

We wish you the very best in the future.