

# Greenleas Primary School

## Inspection report

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<b>Unique Reference Number</b>	105004
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	308735
<b>Inspection date</b>	8 October 2007
<b>Reporting inspector</b>	Frank Carruthers

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	304
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Brandwood
<b>Headteacher</b>	Mrs Morag Kophamel
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Green Lane Wallasey Merseyside CH45 8LZ
<b>Telephone number</b>	0151 6391225
<b>Fax number</b>	0151 6391225

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This above average sized primary school serves a residential area of Wallasey and is popular with parents. As a result, the proportion of pupils who come from beyond the immediate area of school has increased since the last inspection. The proportion of pupils eligible for free school meals is below the national average. The school accommodates pupils with physical and medical needs and, consequently, the proportion of pupils with statements of special educational need is above average. Overall, however, the proportion of pupils with learning difficulties and/or disabilities in school is below average. Almost all pupils are of White British origin with a small proportion from minority ethnic heritage. The proportion at the early stages of learning English as an additional language is below average. The school has gained the regional Inclusive Schools Award, the National Healthy Schools Award, the Activemark and Investors in People Award.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the achievement of pupils, the improvement since the last inspection, the quality of the school's provision, and leadership and management. Evidence was gathered from observations of lessons, data about past performance, discussions with the chair of governors, senior and other members of staff as well as pupils, and a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in as much detail but the inspector found no evidence to suggest that the school's own assessments as given in its self-evaluation form were not justified, and these have been included where appropriate in the report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school provides an outstanding education for its pupils. Outstanding leadership and management lead to the positive outcomes in the pupils' excellent achievement and exemplary personal development. This is a school which, very ably led and encouraged by the leadership team, caters exceptionally well for all pupils, including those with complex learning difficulties and/or disabilities. As a result, the progress of all groups of pupils is very impressive. From levels of attainment that are average on entry to the Reception year, pupils reach well above average standards in Year 6. The proportion reaching above the expected level in English, mathematics and science is very high. This high level of performance has been sustained over time and is confirmed in the most recent unvalidated test results in Year 6. It is achieved through excellent teaching, rigorous monitoring of how well pupils are doing and highly effective pastoral care. Pupils themselves understand what they must do to improve and the school encourages all pupils to be aspiring, by providing excellent role models in the frequent visitors invited to school who have excelled in their field. The high profile given to the professional development of staff, for example, to improve their teaching expertise and be innovative, means the school is always striving to improve.

Pupils enjoy school very much, behave exceptionally well and develop an excellent awareness of personal safety and how to lead a healthy and fit lifestyle. Their manners and politeness are exemplary. Levels of attendance are above average and pupils speak enthusiastically about lessons, particularly the themed weeks on topics such as Africa, Anti-Bullying and Health and Well-Being. They take a full part in helping to make the school an enjoyable and safe place to be, for instance, through their roles as school councillors, play leaders and monitors. They develop the essential skills of cooperating and supporting one another, as well as independence in learning which helps them to do well in later life.

The care, guidance and support of all pupils are excellent. Staff and pupils have outstanding relationships that foster very positive attitudes to learning. The school has developed excellent procedures to keep track of pupils' achievement. Staff use the information very well to set challenging work for all pupils, whatever needs they may have. The school is rightly proud of its status as one resourced to take pupils with physical and medical needs, and parents value highly the education their children receive. Links with specialist agencies and facilities such as a horse riding school make an excellent contribution to the progress these pupils make. Parents appreciate especially how approachable all staff are and the way the school's leaders respond positively to suggestions.

The quality of teaching, learning and the curriculum is outstanding. Strengths of the teaching include high expectations for what pupils can achieve and excellent deployment of teaching and support staff according to pupils' need. As a result, the pupils learn exceptionally well. Information and communication technology (ICT) is used very well to stimulate pupils' interest. For example, staff use interactive whiteboards very effectively, including relevant video clips to enhance learning, and make reference to new technologies such as 'pod casts'. This is a significant improvement since the last inspection when the subject was an area for development. The curriculum has a richness that promotes the pupils' enjoyment of school exceptionally well, includes a modern foreign language in Key Stage 2 and has a strong emphasis on developing pupils' personal, social and health education and citizenship. Links between subjects are very well established and there is a wide range of events, educational trips and activities outside lessons. Pupils are proud of their success in tournaments, competitions and galas.

The headteacher, deputy headteacher and senior management team provide excellent leadership, encouraging curriculum leaders and those in charge of year groups to take responsibility for the work of their teams so that all feel a part of the management. The self-evaluation of the school is accurate and based on thorough monitoring, though the school has been a little cautious in some of its views. Governors are highly supportive, have an excellent understanding of the school's performance and challenge the school very well. Very effective steps have been taken since the last inspection to improve provision and standards in ICT and to develop the library. This illustrates its excellent capacity to maintain its quality and performance. The cost of educating a pupil at the school is in line with the average of all primary schools and because of the excellent outcomes and the support it provides for pupils with physical and medical needs, the school gives outstanding value for money. An appropriate summary of the views of the overwhelming majority of parents is: 'I only wish all children could attend such a well run school and I feel privileged that mine have had the chance to benefit.'

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

The Foundation Stage is exceptionally well managed and has made good improvement since the last inspection, when there were shortcomings in the breadth of creative experiences available. The children are very well cared for and staff expectations for their progress are high. Children engage very well with their learning and make good progress including those with learning difficulties and/or disabilities, so that by the end of the year in the Reception classes, standards are in line with national expectations in all areas of learning and some children are working at higher levels. Staff plan the activities together very well to give children a broad and exciting curriculum. They interact with the children very well to promote speaking, listening and imaginative play. They make good use of the area outside the classrooms and the grounds around school, though at present there is no covered area for the children to work outside. This is planned for in the premises development plan. The arrangements for children to join the Reception classes from various private playgroups are very good and help parents and children to gain confidence as they move into school.

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

- There are no significant aspects for improvement. This outstanding school has an extremely clear view of how it can improve and there are no additional measures necessary beyond those given in the school improvement plan.

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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 effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well learners enjoy their education	1
The attendance of learners	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	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

<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.

## Annex A

**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 tackled so that all learners achieve as well as they can	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

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Greenleas Primary School, Wallasey, CH45 8LZ.

I would like to thank you very much for your help when I inspected your school. I enjoyed my visit very much. Now I would like to share with you what I found out about your school.

Yours is an outstanding school. Here are just some of the excellent features:

- the staff take excellent care of you all and teach you exceptionally well
- they do their very best for everyone and make sure everyone takes a full part in their education
- it is clear that you enjoy school very much and are all becoming mature students who want to do well
- the children in the Reception class get off to a flying start in school
- you are making excellent progress in your school subjects
- the staff provide you with excellent opportunities to take on responsibilities in school and to enjoy activities at playtimes, lunchtimes and after school
- they make your learning very exciting and interesting, for instance, in planning the themed weeks, visits and visitors to school. I particularly enjoyed hearing about the visitors who so impressed you with what they had achieved.

Congratulations to everyone! Please carry on working hard and enjoying school.