

# Preston Greenlands Community Primary School

Inspection report

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<b>Unique Reference Number</b>	119233
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379758
<b>Inspection dates</b>	22–23 September 2011
<b>Reporting inspector</b>	Vanessa MacDonald

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Tyson
<b>Headteacher</b>	Michael Charnock
<b>Date of previous school inspection</b>	12 September 2006
<b>School address</b>	Dawnay Road Preston PR2 6BB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed seven teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at a range of documentation that included the school development plan, data relating to pupils' progress and attainment, safeguarding policies, records of the school's checks on the quality of teaching and learning and reports written by the School Improvement Partner. The inspectors analysed 36 questionnaires completed by parents and carers and also questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' current attainment and progress throughout school.
- The effectiveness of teaching in challenging all pupils to attain and progress as well as they can.
- The strengths in pupils' personal development.
- The effectiveness of the school's monitoring systems in improving pupils' attendance.
- The extent to which leaders and managers at all levels contribute to improving the school.

## Information about the school

Preston Greenlands is smaller than the average-sized primary school. The majority of pupils are of White British heritage. The proportion of pupils from minority-ethnic groups is below average. Very few pupils are at an early stage of learning to speak English as an additional language. The percentage of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is above the national average. The school has gained Healthy School status and the Active Mark for sporting achievement. The on-site, private pre-school provision is inspected separately.

**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. Outstanding care, guidance and support are at the heart of all the school does and provide a firm foundation for its success and happy, friendly environment. Parents and carers are highly positive about the school with comments such as, 'Greenlands School is wonderful - I wouldn't think of sending my children anywhere else.' This is reflected in the positive attitudes displayed by the pupils. Pupils are proud of their school; this is demonstrated by the way they eagerly take on a range of roles and responsibilities around school and in the excellent contribution they make to the community. They have an excellent understanding of healthy lifestyles, participating in a wide range of sporting activities, running a healthy tuck shop and serving healthy school lunches. The school has worked successfully to raise the rate of attendance to average levels. However, there is still more to be done to persuade a small minority of pupils and their parents and carers of the importance of regular attendance.

The outstanding provision in the Early Years Foundation Stage ensures that children make an excellent start to their education. From their starting points all pupils, including those with special educational needs and/or disabilities, make good progress. By the end of Year 6, pupils' attainment is average in English and mathematics overall, with some slight variation between subjects from year-to-year. Attainment is rising at the end of Years 2 and 6 with some noticeable improvements in writing as a result of the focused actions taken by the school.

The overall quality of teaching is good with some examples of outstanding teaching. In lessons where teaching is stronger, rigorous daily assessment ensures that teachers' planning is matched specifically to pupils' needs. This leads to good and better progress and to secure improvements in attainment. In these lessons, teaching is specifically tailored to address any gaps in learning and pupils are very clear about what to do to make good progress and achieve their targets. Where teaching is not as strong, lessons are not as carefully tailored to individual needs and learning and progress are more limited. The curriculum has a clear focus on developing pupils' skills, particularly language skills, across all subjects. Enrichment opportunities with a varied range of visits and visitors and support pupils' personal development well.

Leaders and managers have a good understanding of the school's strengths and areas for development. Self-evaluation is effective and leads to improvement. All staff are involved in monitoring and evaluating the school's performance. Whole-school priorities have had a positive impact, as seen, for example, on pupils' achievement in writing, the work of higher attaining pupils in mathematics at Key Stage 2 and in the quality of the outdoor provision in the Early Years Foundation Stage. These elements demonstrate the school's good capacity for further improvement.

## What does the school need to do to improve further?

- Raise attainment further by:
  - ensuring that all teachers assess pupils' ongoing learning, adapting their teaching and the lesson to meet individual needs, and planning specific activities that maximise opportunities to move pupils' learning forward
  - providing time for pupils to practise and consolidate learning before moving on to new work.
  
- Improve the level of attendance further by:
  - working with a small minority of parents and carers to reduce the number of absences due to holidays taken in term time
  - employing creative approaches in engaging pupils to attain realistic attendance targets.

## Outcomes for individuals and groups of pupils

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Pupils achieve well, enjoy school and work hard in their lessons because they are clear about the expectations set for them. Learning is good in the majority of lessons because of the good teaching that interests the pupils and makes them keen to learn. Pupils apply themselves well to their tasks and have positive attitudes to their work. One example in a Year 6 lesson was the challenge of using Preston North End kit catalogues to create 'party bags' with a given amount of money. The action of leaders has ensured that pupils' writing has improved at Key Stages 1 and 2, and that the proportion of Year 6 pupils attaining Level 5 in mathematics rose sharply in the national tests in 2011. Pupils with special educational needs and/or disabilities are well supported by teaching assistants and, through specific tailored intervention, make good progress.

Attendance is average and improving although the attendance of a small minority of pupils is a concern. Pupils feel safe and articulate clearly how to avoid unnecessary risks and how to stay out of harm, including the use of the internet. Behaviour is good and relationships between pupils and adults are very positive, ensuring lessons are productive. Pupils' understanding of healthy lifestyles is excellent. Some pupils have gained hygiene accreditation in order to help serve school dinners. Pupils make an excellent contribution to the daily running of the school through the active school council, as play leaders supporting other pupils during play time activities and through raising money for different charities. Pupils' spiritual, moral, social and

cultural development is good. Their well-developed social skills, together with good speaking and listening skills and improving attainment, ensure good preparation for future economic well-being. The use of computerised home/school links and the effective use of information and communication technology across the curriculum further support this.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of teaching and the use of assessment are good overall. Where teaching is at its best, work is very well matched to pupils' individual needs, ensuring pupils make at least good progress. This is based on thorough and detailed planning which takes account of each pupil's previous learning and is supported by detailed marking identifying the next steps in the learning. In other lessons, this detailed planning and the use of specifically tailored activities is not as consistently evident. Pace, variety, and the warmth of relationships contribute strongly to positive and purposeful learning in lessons. The interactive whiteboard is used effectively to involve pupils and enhance their learning. Occasionally, teachers do not provide sufficient time for pupils to practise and consolidate learning before moving on to new work. Teaching assistants are effective in supporting all groups of pupils. Target-setting systems are used effectively and pupils' understanding of them is often good and helps them make good progress.

The curriculum provides effective opportunities for learning. The clear focus on the key areas of literacy and numeracy has a positive impact, particularly on attainment in writing. A specific focus is given to developing pupils' speaking and listening skills with each year group having a role-play area linked to a particular topic or theme, for example, a café in Key Stage 1 and a Tudor king's throne room in Key Stage 2. The school is increasingly linking the learning in different subjects to ensure pupils' skills are firmly developed in a range of contexts. Pupils enjoy a wide range of enrichment opportunities relating to sport, drama and art. They learn a range of different modern foreign languages at Key Stage 2, which contributes to their good

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

understanding of the wider world and awareness of other cultures. Good partnership work provides pupils with opportunities in music and sport which add effectively to their all-round development.

The quality of care, guidance and support is outstanding. The school's commitment to the care of its pupils is reflected in how much pupils enjoy school, feel safe and make good progress, both academically and personally. Carefully targeted support, as a result of rapid identification of need and precise attention by staff and outside agencies, ensures that all pupils who receive it are better able to make good progress. There are highly effective transition arrangements for pupils joining and leaving the school which include supported visits to new schools for those pupils whose circumstances might make them vulnerable, on-going liaison with receiving staff and strong home-school links with parents and carers of Reception children. The school has undertaken a range of strategies to promote attendance and this has led to improvements, especially in reducing persistent absenteeism; the school recognises that it still has work to do in this area, particularly with a small minority of parents and carers who take their children on holidays in term time, and is looking for more creative approaches to engage pupils in reaching their targets.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership team has clear and high expectations which are clearly communicated to staff. Leadership at all levels has developed well and there is a strong sense of common purpose that ensures all are keen to play a role in helping the school to improve. Subject leaders are regularly involved in monitoring, the moderation of pupils' work and curriculum development. Subject leaders are developing their role further to ensure a more rigorous tracking of pupils' skills.

The governing body has a good knowledge of the school's strengths and areas for development and provides good support and challenge. It ensures the school complies with the statutory requirements for safeguarding, health and safety and child protection, with strengths in the regular review of policies and actions to improve practice. Good arrangements and the thorough tracking of pupils' progress promote equal opportunity and ensure that there is no discrimination.-Any concerns are swiftly acted upon and very well targeted support and guidance put in place for individual pupils.

The school enjoys good relationships with parents and carers through, for example, regular information sharing and year group meetings to explain curriculum and targets for pupils. The school has strong links with a range of different partnerships to support pupils' learning and well-being. The caring and positive attitudes which the pupils show create a cohesive school community and links with other schools

locally promote good community cohesion. The school is developing a wider range of opportunities for pupils to extend their knowledge of the diversity of national and global communities. The school deploys its resources well and achieves good outcomes for its pupils so that it provides good value for money.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

Children settle very quickly in the Reception class due to the very good links established with the pre-school group. Children's starting points vary but overall are well below expectations for their age, particularly in communication skills. In a warm, friendly and very supportive environment, with a very strong focus on developing language skills, children develop as confident and well-motivated learners. Relationships and behaviour are excellent and children have a very good understanding of how to keep safe. Children make good progress, and in some aspects of their learning make outstanding progress, because of a very well-planned and innovative, creative curriculum with an excellent balance between adult-led activities and those children choose for themselves. Extensive facilities both indoors and outdoors are used very effectively and seamlessly to support children's learning and development.

Teaching is outstanding because planning is focused on activities that provoke children's curiosity in learning, challenge children to solve problems and promote the development of the skills of organisation, persistence and perseverance. Adults engage children in meaningful conversations to encourage discovery. Through purposeful questioning or gentle coaxing, they skilfully probe each child's imagination, thoughts and ideas, knowledge and understanding while also extending their speaking and listening skills. Children's progress in developing their speaking and listening skills and their social skills is outstanding.

Leadership and management are outstanding. Staff show a relentless drive to improve outcomes. They have high expectations for all the children in their care and they evaluate the provision continually. Assessments are rigorous and a daily, shared exchange of views about the children's attainments, needs and interests sharpens

the focus on the next steps in learning for individual children. These are based on the immediate needs of the children, excellent knowledge of how young children learn, new initiatives and creative thinking. This ensures their learning and development needs are met extremely well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Views of parents and carers

The parents and carers who responded to the questionnaire have very positive views and all are happy with their children’s experiences of school. Quotes that reflect these opinions include, ‘I couldn’t ask for better support’ and ‘It’s a very happy environment to be part of.’ There are commendations for the good quality of teaching, the high standard of care and the effectiveness of leadership and management. Inspection findings endorse these views. No issues were raised.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Preston Greenlands Community 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	69	11	31	0	0	0	0
The school keeps my child safe	30	83	6	17	0	0	0	0
The school informs me about my child's progress	27	75	9	25	0	0	0	0
My child is making enough progress at this school	27	75	9	25	0	0	0	0
The teaching is good at this school	26	72	9	25	0	0	0	0
The school helps me to support my child's learning	26	72	10	28	0	0	0	0
The school helps my child to have a healthy lifestyle	22	61	14	39	0	0	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)	22	61	13	36	0	0	0	0
The school meets my child's particular needs	25	69	11	31	0	0	0	0
The school deals effectively with unacceptable behaviour	24	67	11	31	0	0	0	0
The school takes account of my suggestions and concerns	23	64	12	33	0	0	0	0
The school is led and managed effectively	27	75	9	25	0	0	0	0
Overall, I am happy with my child's experience at this school	29	81	6	17	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 September 2011

Dear Pupils

**Inspection of Preston Greenlands Community Primary School, Preston,  
PR2 6BB**

Thank you for the warm welcome you gave me and the other inspectors when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Greenlands is a good school and some of its work is outstanding. You get an excellent start to your learning in the Reception class and make good progress there as a result of the outstanding teaching and care you receive. Throughout the school, all the adults who work with you know you very well. They are doing a good job and make sure that good teaching helps you to make good progress. The school takes excellent care of you. You showed us your excellent understanding of how to keep safe and live healthily. Your behaviour is good and your involvement in school life is excellent. Well done!

Part of our job is to see what your school could do better. We have asked Mr Charnock and the other adults in school to do this by:

- making sure that all the work you do is planned to meet all your needs and helps you all to make really good progress to improve your standards further
- continuing to develop ways to improve the attendance of the small number of pupils who do not come to school regularly enough.

You can all help by telling your teachers if you have any problems and attending every day.

Thank you again for making our visit such a lovely experience.

Yours sincerely

Vanessa MacDonald  
Lead inspector

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