

Inspection of a good school: Greenside Primary School

Chapelton, Pudsey, West Yorkshire LS28 8NZ

Inspection dates: 11 and 12 June 2024

Outcome

Greenside Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and happy at this highly inclusive school. Leaders and staff are ambitious for their pupils and set the highest of expectations. All pupils are well supported to achieve these and, as a result, they thrive. They know that adults will listen to any concerns that they have and will help them in any way that they can. Pupils value this support, as do their families.

The school is a harmonious place to learn where pupils get on well together. Pupils look after each other and behave well. They follow the school rules and are 'respectful, honest, polite and kind'. Pupils say that bullying is rare. They are confident that, if it did happen, staff would deal with it immediately.

Throughout all aspects of school life, the school promotes their 'five curriculum drivers'. These are the things that they value most. This places a strong focus on community, resilience, creativity, aspiration and diversity. As a result, pupils' attitudes towards, and experience of, these are extremely positive.

Pupils benefit from representing their school in sports and community events. They say that they are proud and happy to represent Greenside Primary as it is a 'great place to go to school'.

What does the school do well and what does it need to do better?

The school has created an ambitious and exciting curriculum. It is well planned and sequenced across the subjects. The key knowledge pupils are to learn is clearly mapped out. This helps pupils to achieve well. The curriculum that pupils learn in the classroom is enhanced by real-life experiences to make learning memorable. For example, pupils enjoy trips to Scarborough to study the coast. Year 6 pupils practise their mathematical skills by planning for their future, including budgeting for home improvements.

Mathematics is a strength of the school. Pupils are able to successfully recall what they have previously learned. This helps them to build on their knowledge particularly

effectively over time. In some other subjects, however, pupils are less successful in recalling the key knowledge identified in the school's curriculum. In lessons, staff make checks that pupils have remembered prior learning; however, sometimes these checks do not directly target the specific knowledge that the lesson aims to build upon. This prevents some pupils from embedding and building their knowledge and skills more efficiently.

The teaching of reading is a high priority. Staff have been trained to deliver the phonics programme. Most teachers implement this programme effectively. A small number of staff are still developing their confidence and expertise, however. This results in some variability in how well phonics is taught. Teachers carefully match books to pupils' phonics knowledge. Those who need extra help receive targeted support through highly effective intervention groups. Some pupils attend reading clubs, such as Early Bird Readers. This gives them more opportunities to read to an adult. Pupils are able to talk about their favourite stories and authors.

The school's early years provision has significantly improved since the last inspection. The learning environment is as vibrant as the lessons that take place in it. Children are independent and collaborative learners. They explore familiar concepts, such as homes. They then compare local homes to homes in other parts of the world. Stories bring places such as Trinidad and The Gambia to life, sparking children's imaginations. Practical activities make learning fun and support children's mathematical development. High expectations are set for all children, and they consistently meet these.

This is a school that values and ensures that pupils learn about the diversity of the world. Pupils learn about different cultures. They attend activities such as world dance and music workshops. Pupils' wider development is well planned and considered. They have many opportunities to join clubs and activities after school. These include karate, drama and sports, which they enjoy. These experiences help pupils grow spiritually, morally, socially and culturally. Many pupils take on leadership roles. These include roles such as reading ambassadors and school council members. This enables them to develop their skills and confidence further.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. The school understands pupils' individual needs. It ensures that teachers are able to meet these within their lessons. This enables these pupils to have full participation in all aspects of school life. Pupils with SEND are encouraged to be independent learners. To support this, they have access to a variety of resources. For example, the Cloud Room is a dedicated space for pupils with complex social and emotional needs. Here, pupils receive the support that they need to understand and manage their emotions. Pupils are respectful and understanding of different needs.

Staff value the many learning opportunities that they have. These help them to gain confidence, knowledge and experience in their roles. Morale among staff is high. The leadership team regularly addresses staff well-being and workload. Staff say that they feel like a family and support and challenge each other whenever needed. Governors know the school well. They drive, support and monitor the impact of continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils are not able to recall some of the key knowledge that is identified within the school's curriculum. As a result, they do not build on prior learning as effectively as they could. The school should ensure that teachers use assessment to check on, and embed, prior learning, so that pupils use their learned knowledge and skills fluently.
- There is some variability in how well phonics is taught. This means that some pupils are not developing their phonics knowledge and understanding as quickly as they could. The school should ensure that all staff have the confidence and skills to deliver the school's phonics programme fully effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in April 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107828
Local authority	Leeds
Inspection number	10322947
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair of governing body	Christine Burrill
Headteacher	Sarah Fuller
Website	www.greenside-sch.org
Dates of previous inspection	17 and 18 April 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- The school runs a nurture provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, members of the senior leadership team and subject leaders. The inspector also met with members of the governing body and a representative from the local authority.
- The inspector carried out deep dives in the following subjects: early reading and phonics, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour and safety were evaluated during lessons and social times. The inspector spoke to pupils, teachers and leaders about their views on behaviour.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, pupils, and parents and carers; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met groups of pupils. The inspector also reviewed responses to Ofsted Parent View, the online survey, and responses to the staff and pupil surveys.

Inspection team

Lee Wilson, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024