

Greenside Primary School and Children's Centre

Inspection report

Unique Reference Number	106218
Local Authority	Tameside
Inspection number	355907
Inspection dates	19–20 October 2010
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair	Mr Joe Johnson
Headteacher	Mr J Rogers
Date of previous school inspection	18 March 2008
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Introduction

This inspection was carried out by three additional inspectors who visited 16 lessons or parts of lessons. The inspectors observed 14 teachers and held discussions with governors, staff and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 62 responses to parents' and carers' questionnaires were received and analysed.

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

- How effectively the school is seeking to raise attainment in English and mathematics.
- How well leaders are tackling the identified inconsistencies in teaching between classes.
- The impact of action taken to improve attendance.
- The extent to which links to the children's centre impact on pupils' learning and well-being.

Information about the school

This larger-than-average sized primary school has achieved Healthy School status. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Almost all pupils are White British. The school is a designated children's centre offering a wide range of on-site community services. These services will be 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?**3****The school's capacity for sustained improvement****3**

Main findings

The school provides a satisfactory quality of education. The leadership and management structure means that the headteacher oversees the provision of the school and the children's centre and the deputy headteacher is responsible for the day-to-day running of the school. The school acknowledges that management responsibilities are not distributed equitably between senior and middle leaders. Self-evaluation is accurate and means that the governing body and leaders have a thorough understanding of the school's strengths and weaknesses. The correct priority areas for development are identified and actions put into place to bring about improvement. These actions are not always clearly linked to their impact on outcomes nor are easily measurable in terms of their success. There has been a trend of improvement since the last inspection, as seen in pupils' improved reading skills and ability to carry out mathematical calculations. Leaders have worked successfully with parents and carers to encourage regular and punctual attendance and this is now average. The capacity to sustain and build upon these successes is satisfactory.

Children make a positive start in the Early Years Foundation Stage and make good progress. Progress in Years 1 to 6 is satisfactory and, as a result, pupils attain broadly average standards in English, mathematics and science by the time they leave. Writing is a weaker aspect of pupils' performance in English, as are their problem solving skills in mathematics. Teaching has many strengths but there are inconsistencies in its quality between classes. As a result some pupils do not make the progress of which they are capable. Assessment information is not always used well to ensure suitable challenge for different groups nor is marking always effective in helping pupils improve. Lessons sometimes focus on what pupils are to do rather than what they are to learn. Leaders have improved the monitoring and evaluation of teaching but it lacks rigour in ensuring teachers act successfully upon identified areas for improvement.

Pupils behave well, are polite and have positive attitudes to learning. The curriculum is successfully extended by a variety of enrichment activities. The headteacher's commitment to the pastoral care of pupils, shared by all staff, ensures this is a strong feature of the school's provision. Some of its work in supporting potentially vulnerable pupils is outstanding. A number of parents and carers came into school to express their appreciation of the care and support provided for their children.

What does the school need to do to improve further?

- Accelerate progress and raise attainment, particularly in writing and mathematics by:
 - ensuring that teachers use assessment information consistently to effectively challenge different groups of pupils

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- making sure lessons focus on what pupils are to learn rather than what they are to do
- improving marking to better guide pupils to the next steps in learning.
- Improve leadership and management by:
 - ensuring priorities are closely linked to their impact on outcomes and that their success can be measured
 - evenly distributing responsibilities amongst the leadership team
 - making sure teachers respond effectively to the areas for development identified through the monitoring and evaluation of teaching and learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils achieve satisfactorily from their skill levels on entering school, which vary, but are generally below those typical for their age. They are keen to learn and are enthusiastic in lessons. This was evident in a music lesson for pupils in Year 5 in which they showed much enjoyment in exploring the sounds made by a variety of percussion and tuned instruments. Pupils are willing to listen to others and respect their views even when different to their own. They read confidently and enjoy books. Their skills in expressing ideas through correctly constructed sentences are underdeveloped. Pupils lack confidence in solving real-life number problems. The progress of some pupils is hindered at times because of inconsistencies in teaching. Pupils with special educational needs and/or disabilities make satisfactory progress because of the extra help they are given.

Pupils contribute to the life of the school by taking on responsibility, such as being a school councillor, and by acting sensibly in and out of class. They care about issues facing the local area, such as by carrying out a survey of residents about the Metro Link being developed in Droylsden. Pupils say they feel safe in school and are confident that any concerns will be listened to and followed up by staff. They enjoy physical exercise and are keen to eat healthily.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teachers provide interesting activities that capture and maintain pupils' interest. Relationships are good and contribute positively to pupils' learning. Teachers' secure subject knowledge enables them to explain ideas clearly and confidently. Assessment information is not always used effectively to match work to groups of different ability. Marking lacks sharpness at times and planned activities sometimes focus on pupils completing a task rather than developing learning. Opportunities for pupils to engage in paired and group discussions promote their speaking and listening skills well. Teaching assistants are deployed well and work diligently to support pupils.

The curriculum is enlivened by a variety of educational visits. These include a visit to a landfill site as part of pupils' environmental studies and to Blackpool to explore a different locality. Links with local community groups enable the school to provide a range of extra-curricular activities, including Irish Dance, football and art clubs. Pupils' cultural development is aided by the opportunity to learn French and Spanish. The personal and social development of pupils in Year 6 is enhanced by a residential stay at an activity centre.

The school is a welcoming and safe setting in which to learn. Well-established partnerships with a variety of agencies ensure that extra support for individual pupils is readily available when required. This has enabled some vulnerable pupils to overcome very difficult personal circumstances. All staff are trained to deal with pupils' medical needs. Pupils with

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medical conditions have a care plan in place that is reviewed annually with parents and carers. The significant reduction in the number of pupils being persistently absent has impacted positively on their learning and development.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leaders work well together and fully understand what the school needs to do to improve. This includes delegating responsibilities evenly amongst leaders and strengthening the monitoring and evaluation of teaching. Morale is good and there is a shared commitment to taking the school forward. Plans to do this are based on accurate information but do not always have sufficient focus on bringing about significant improvement. The governing body carries out its responsibilities diligently. Governors are visible in the school community and support staff and pupils well. The school does not tolerate discrimination of any kind. It has relevant information about the groups of pupils it serves but does not always use this effectively to ensure consistent progress between classes. Nevertheless, equality of opportunity is satisfactory overall. Procedures for safeguarding pupils are comprehensive and dependable. There is great vigilance in school and possible risks are identified early and rectified quickly. Leaders promote community cohesion well within school and the local community. There is limited evidence of cohesion being promoted in the wider community. A range of partnership activities, particularly involving the children's centre, make a strong contribution to pupils' learning and development. These activities benefit pupils in ways that the school could not provide on its own. The school helps parents and carers to support their children's learning in different ways, which contributes positively to the progress that make.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress across all areas of learning, within a caring and stimulating setting. Adults work well together to provide a wide range of interesting activities that make learning fun. Good emphasis is placed on promoting children's development as independent learners by encouraging them to make decisions and choose activities for themselves. Their personal and social development is enhanced by the opportunity for Nursery and Reception children to play together in the outdoor area. The curriculum is extended by opportunity to take part in a variety of visits, including to a local garden centre and Manchester Airport. Induction procedures are strengthened by close liaison with the children's centre and enable children to settle quickly into everyday routines. Comprehensive policies and procedures ensure the welfare and safety of children. Assessment arrangements are thorough but the information is not always used effectively to meet the needs of different groups. The new leader has recently carried out an evaluation of provision and has perceptively identified strengths and weaknesses. She has correctly prioritised that planning for improvement needs to be more closely linked to outcomes and be measurable. The good partnership with parents and carers and other agencies effectively promote children's learning and development.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Fewer parents and carers returned completed questionnaires than is typical nationally. Most were positive about the school's work and the efforts of all staff. Two comments typify parents' and carers' responses: 'This school always has time to listen and sort out problems if anything arises.' and, 'We are very happy with school.' A few did not agree their children were not making enough progress. Inspectors judged that pupils make satisfactory progress overall but that some pupils do not always make the progress of which they are capable. A small minority did not agree that the school deals effectively with unacceptable behaviour. There was no misbehaviour observed during the inspection and pupils told inspectors that it is dealt with promptly if it occurs.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenside Primary School and Children's Centre 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 448 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	58	24	39	2	3	0	0
The school keeps my child safe	38	61	20	32	4	6	0	0
My school informs me about my child's progress	25	40	28	45	5	8	3	5
My child is making enough progress at this school	25	40	27	44	5	8	3	5
The teaching is good at this school	24	39	32	52	2	3	3	5
The school helps me to support my child's learning	23	37	31	50	5	8	3	5
The school helps my child to have a healthy lifestyle	27	44	26	42	4	6	2	3
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)	23	37	30	48	1	2	3	5
The school meets my child's particular needs	28	45	28	45	3	5	3	5
The school deals effectively with unacceptable behaviour	21	34	27	44	6	10	6	10
The school takes account of my suggestions and concerns	22	35	31	50	5	8	3	5
The school is led and managed effectively	22	35	32	52	1	2	4	6
Overall, I am happy with my child's experience at this school	28	45	29	47	2	3	3	5

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. 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 pupils' 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.



21 October 2010

Dear Pupils

Inspection of Greenside Primary School and Children's Centre, Droylsden M43 7RA

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is satisfactory and that:

- you make satisfactory progress and reach average standards in your work
- staff make sure you are safe, both in and around school
- you behave well and are polite to others
- the curriculum is enriched by opportunities to go on a variety of educational visits
- in your questionnaires, you say you enjoy school
- the headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now.

- Help you do better by always giving you work that makes you think hard and develops your learning, and also improve the quality of marking.
- Make planning for school improvement more focused, share responsibilities evenly amongst leaders and make sure teachers act upon suggestions for their development from lesson observations.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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