

# Greenbank Primary School

## Inspection report

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<b>Unique Reference Number</b>	105768
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	355834
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Lynne Read

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynne Buckley
<b>Headteacher</b>	Mrs Sandra Hartley
<b>Date of previous school inspection</b>	5 February 2008
<b>School address</b>	Greenbank Road Rochdale Lancashire OL12 0HZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 16 teachers. They held meetings with members of the governing body, managers, staff, the School Improvement Partner and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total 183 parental questionnaires were received, analysed and considered, alongside 80 questionnaires completed by the pupils.

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

- Whether senior managers' evaluation procedures are thorough and accurate and how effectively the information gathered is used in boosting progress and raising attainment.
- Whether the quality of teaching and the curriculum helps all groups of pupils to achieve their best, especially in writing and mathematics.
- How well the Early Years Foundation Stage prepares children for their National Curriculum work, especially in developing skills in the English language.

## Information about the school

Greenbank is larger in size than most primary schools. The proportion of pupils known to be eligible for free school meals is above average. A very large majority of the pupils come from minority ethnic groups and are learning English as an additional language. An above average proportion of pupils have special educational needs and/or disabilities.

The school is accredited for its work through the Healthy School Status, the Active Schools, Sportsmark, Artsmark and International Schools awards. There have been some major changes in leadership and management recently. At the time of inspection, a new headteacher and senior leadership team had been in post for one year.

**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

This school provides a satisfactory quality of education for its pupils. It has strengths in pastoral support for pupils so the good care, guidance and support provided results in good personal development and behaviour. Under the determined leadership of the new headteacher, there has been a concerted effort to boost pupils' attainment and the school is improving rapidly. Pupils' progress has accelerated considerably so they are meeting the challenging targets that their teachers set. Due to new measures introduced, attendance has risen from below to above average. Senior leaders keep a constant eye on provision and pupils' progress, taking action to support those who are not meeting expectations. With an accurate view of the school's performance, they fully acknowledge that standards, although improving strongly, need to rise further. They share a clear ambition for the future and are making good use of support provided by the local authority. The capacity for sustained improvement is satisfactory.

Children make satisfactory progress in the Early Years Foundation Stage but, given their low attainment on entry, this is not yet good enough to provide them with a secure platform for their National Curriculum work. Planning, the range of activities and the quality of adult support are not effective enough in promoting a fast pace to learning. Throughout Key Stages 1 and 2, progress is satisfactory overall and there are increasing pockets of good progress, especially in reading. Pupils are catching up quickly in writing but currently, attainment is low overall, especially in mathematics. Teaching overall has a satisfactory impact on learning and, in many of lessons seen, it was good. The underachievement from previous years is being eliminated due to teachers' higher expectations and careful planning to meet pupils' needs. The curriculum is satisfactory with some good features, such as the programme for personal education and outdoor pursuits. However, managers recognise that some issues in teaching and the curriculum need to be addressed before the school is able to meet its own challenging targets. Some teachers have missed updates in their training, especially in mathematics. Older pupils have some basic gaps in their learning that cause them to make mistakes and too few opportunities exist for pupils to work independently and consolidate their skills, especially in writing. Some good teaching practices, for example, in providing useful learning targets or resources to help pupils learn, are consistently embedded across all classes.

Good community cohesion promotes harmonious relationships in school. Pupils derive many benefits to their learning and their well-being through good partnerships with other schools and agencies, and good links with parents and carers.

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

- Improve learning in the Early Years Foundation Stage by:

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- making better use of assessments in planning more challenging work for children
- providing a greater range of stimulating activities, especially in the outdoor area
- ensuring that all practitioners in the setting are skilled in supporting children's play in order to move their learning forward.
- Improve progress and pupils' attainment in writing and mathematics in Key Stages 1 and 2 by:
  - ensuring that all gaps in pupils' prior learning are identified and addressed
  - providing more opportunities for independent work so pupils can practise and consolidate the skills they are learning
  - provide more opportunities for teachers to share their good practice with others, especially in providing useful advice for pupils and resources to support learning
  - ensuring that teachers are fully updated in their training.
- 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**

Boys and girls make equal progress and say they thoroughly enjoy learning. All age groups have positive attitudes and work hard. By Year 6, pupils show their enthusiasm for school by researching and recording work for their 'learning logs' to a good standard. All age groups used their skills in information and communication technology (ICT), mathematics, art and design and technology to produce items for sale as part of an enterprise project. Achievement is satisfactory for all groups of pupils, including those with special educational needs and/or disabilities.

Pupils enter Key Stage 1 with a well below average range of skills. Across both key stages progress is accelerating rapidly and pupils are increasingly meeting the challenging targets that their teachers set. They are making up for shortfalls in their previous learning so the legacy of underachievement is being systematically eradicated. However, in the short timescale, this better learning has not yet made an impact on overall attainment, which remains well below average by the end of Key Stage 2. Some basic misunderstandings in areas, such as grammar, punctuation, spelling and computation are still evident and have not yet been fully addressed. Pupils learn to write in different styles and for various purposes and have a sound understanding of numbers. However, they have too few opportunities to work independently in order to build up speed, accuracy and confidence.

Pupils are polite, considerate of each other and clearly know the difference between right and wrong. They demonstrate a good understanding of healthy living and enjoy plenty of exercise. This includes the daily 'Freddie Fit' sessions as well as an exciting programme of outdoor activities, such as kayaking, skiing and climbing. They assert that they feel safe and have a good awareness of potential dangers. Pupils contribute well to the school and wider community. The school council ensures that pupils' views are represented in the decision making process and pupils contribute enthusiastically to events within the local community and joint ventures with other schools. Attendance has improved considerably and is now above the national average. Pupils are soundly prepared for their future education and work because they make satisfactory progress and have good attitudes.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

There have been many improvements in teaching over the last year. These have resulted in a very efficient deployment of teaching staff, better use of assessments in planning work, and higher expectations of what pupils can achieve. Good relationships exist in all classes and pupils say their teachers provide lots of help. The purpose of lessons is made clear so that pupils know exactly what is expected of them. An innovative organisation of lessons takes good advantage of the teaching assistant's expertise and skills. Pupils are often taught in small focused groups, where the work is tailored to their needs and progress is often good. However, teachers do not always allocate sufficient time for pupils to embed their developing skills, knowledge and understanding. The use of the most recent guidance for teaching English and mathematics is relatively new to this school and some teachers have not received all of the training they need to make lessons as effective as possible. Some strengths in teaching are not extended across all classes. For example, the use of computer programs, prompt sheets, resources and helpful, personal targets make a good contribution to learning in some lessons, but not all.

Links between subjects are developing well to provide an exciting curriculum with lots of opportunities for active and collaborative learning. Good enhancements help to broaden pupils' experiences and horizons. For example, pupils have opportunities to be involved in Forest School work or to learn a musical instrument. They also take advantage of a wide

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selection of after-school clubs. Programmes of support have been successful in boosting progress but are not yet wholly effective in eliminating some basic mistakes in writing and mathematics. The provision for gifted and talented pupils is in the early stages of development.

The school takes good care of its pupils and their welfare is at the heart of its work. Pupils are cocooned within this safe, nurturing environment. Good systems to deal with any incident of bullying are established and pupils say that adults act swiftly to address any concerns or worries they express. Mentors provide very effective therapy and counselling for vulnerable pupils. The calm, supportive sessions in the 'rainbow room' are popular and especially effective in promoting self-esteem and social skills. Playtimes are well supervised but there are few quiet seating areas and little play equipment available.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The new headteacher provides focused, determined leadership and strong direction for the school. Aply supported by the senior leadership team, she has introduced many important improvements to teaching and assessment, the curriculum and the learning environment. Teamwork is good and staff share an ambitious agenda for success. Managers check on the quality of lessons and work and pupils' progress is tracked closely. Detailed assessment records enable staff to identify pupils who are not making the expected progress, and actions are put in place to support their learning. This is a key factor underpinning pupils' improved progress. However, the short timescale means that the full impact on standards has yet to emerge. Procedures and policies are consistently followed and the school gives satisfactory value for money.

Safeguarding, including safe recruitment and child protection, is given a high priority. Staff have regular updates in their child protection training and are well equipped to deal with any concerns. The school's equality policy is followed in practice and regularly evaluated to minimise any barriers to learning. However, the school recognises that standards for some pupils are still too low. Community cohesion is good and links with a school overseas are being established. Parents and carers are well informed about their child's progress and most provide good support for homework. The governing body brings a good level of expertise to support management and has a secure overview of safeguarding, standards and achievement. With some new members, the governing body is further developing its active role in monitoring and evaluating key policies and performance.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</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>3</b>

## **Early Years Foundation Stage**

As they enter the nursery, children's skills are generally well below that expected for their age. Many are in the early stages of learning English as an additional language. Progress is satisfactory overall but, given children's starting points, not good enough to prepare them effectively for their Key Stage 1 work. By the time they enter Year 1, their attainment is still well below average overall, although it is stronger in personal, social and physical development.

Children are enthusiastic to learn; they select from a range of activities and work independently. Behaviour is good. Children take turns and are willing to share resources and ideas. Leadership and management of this phase are satisfactory and

many improvements have been made to the accommodation, resources and curriculum. Welfare arrangements meet requirements and children are safe. A pre-nursery project was trialled this year and proved to be very successful in helping parents and carers to support their children's learning at home and ensure a smooth induction into school. Some good practices in teaching are emerging but are not embedded and are not having the intended impact on learning. For example, children's progress is assessed and targets for learning are in place but these are not fully integrated into planning to ensure consistently good challenge for groups and individuals. Indoors, children have satisfactory opportunities to explore and investigate their world but the good amount of space is not utilised to the full in order to encourage curiosity and develop imagination. Similarly, the outdoor learning area is not fully developed and provides only a few purposeful activities. Some adults intervene expertly in children's play and promote good progress, while others are less effective in extending learning.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The parents and carers who responded to the questionnaire have positive views and the vast majority are happy with their child's experience at the school. Quotes that reflect these opinions include 'I am very happy with the school and my child's progress' and 'the staff are very helpful and always there when you need help'. There are commendations for the good quality of care, especially for pupils who have special educational needs and/or disabilities, and for the information that is available. Inspection findings endorse these views. Some parents and carers felt that the school does not take enough account of their concerns and suggestions. Inspection found that there are good systems in place for gathering views and development planning shows how managers and governors have taken these into consideration.

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

Ofsted invited all the registered parents and carers of pupils registered at Greenbank 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 183 completed questionnaires by the end of the on-site inspection. In total, there are 397 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	55	81	44	1	1	0	0
The school keeps my child safe	92	50	88	48	1	1	0	0
My school informs me about my child's progress	82	45	95	52	3	2	1	1
My child is making enough progress at this school	64	35	113	62	3	2	0	0
The teaching is good at this school	85	46	95	52	2	1	0	0
The school helps me to support my child's learning	72	39	99	54	9	5	0	0
The school helps my child to have a healthy lifestyle	67	37	107	58	5	3	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)	67	37	101	55	5	3	1	1
The school meets my child's particular needs	60	33	114	62	5	3	1	1
The school deals effectively with unacceptable behaviour	66	36	99	54	13	7	0	0
The school takes account of my suggestions and concerns	47	26	113	62	16	9	2	1
The school is led and managed effectively	69	38	102	56	7	4	1	1
Overall, I am happy with my child's experience at this school	90	49	87	48	3	2	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	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](http://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"><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.**



5 November 2010

Dear Pupils

**Inspection of Greenbank Primary School, Rochdale, OL12 0HZ**

Thank you for the very warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

Greenbank Primary is a happy and safe school. It provides you with a satisfactory standard of education and helps you to develop into well mannered and caring people. You get on well together and take good care of each other. Well done! Thank you to the pupils who filled in their questionnaire and those who chatted with us. It was good to hear comments such as 'the outdoor activities make learning fun', 'this school makes me confident' and 'teachers help you a lot'.

You are keen to learn and work hard. Your progress is improving well. In reading, it is sometimes good and it is getting better in mathematics and writing. However, we think it could be improved further so we have asked the adults in your school to make sure those of you in the Nursery and Reception classes learn quicker by providing a wider range of activities and helping you to make the very best of the opportunities for play and work. We have also asked the school to help those of you in Key Stages 1 and 2 to fill in some gaps in your learning, that are causing you to make mistakes. This can be done by increasing opportunities for you to work independently in mathematics and finding time for you to write at length. It will also help you if teachers work together to share their good ideas and make lessons even better.

You can help by continuing to work hard, being keen to learn, completing your homework logs and keeping up the improved attendance. Thank you once again for the interesting conversations we had. Please accept our best wishes for the future.

Yours sincerely,

Mrs Lynne Read

Lead inspector

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