

# New Greenhall

## Inspection report

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<b>Unique Reference Number</b>	131295
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	360249
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Eric Craven HMI

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Turrell
<b>Headteacher</b>	Mr Anthony Triska
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Green Hall Close Atherton, Manchester Lancashire M46 9HP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. Fourteen lessons were observed and nine teachers and two higher level teaching assistants were seen teaching. Meetings were held with staff, pupils on the school council, and the Chair of governors, and a telephone conversation was held with the school improvement partner. The inspectors observed the centre's work and examined documentation including the centre's planning, safeguarding documentation and records of pupils' progress and attendance. Inspectors received 6 staff and 51 pupil questionnaires and 33 questionnaires from parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The increased rate of progress the school judges the pupils to be making.
- Personal and social development outcomes for the pupils.
- Improvements in the quality of teaching.
- The effectiveness of whole school planning on pupils' outcomes.

## Information about the school

New Greenhall School provides for pupils with severe and moderate learning difficulties and autistic spectrum disorder. A few pupils have additional physical disabilities. It is known as a school for complex learning difficulties. All but one of the pupils has a statement of special educational needs. All are transported to and from school. Just under half of the pupils are known to be eligible for free school meals. Almost all are of White British heritage and a very small number are looked after by the local authority. Five pupils are currently in the Early Years Foundation Stage. The school has achieved the Investors in People award and has National Healthy Schools status. The headteacher, who is retiring at Easter 2011 after 25 years in post, is a National Leader for Education and the school is a National Support School.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is the second consecutive inspection that New Greenhall School has been judged outstanding. This reflects the commitment and team work of the staff and the excellent leadership and management of the school. The quality of teaching and the curriculum have both further improved since the last inspection. Teaching is at least good and much of it is excellent. Nevertheless, not all lessons include specific objectives for individual pupils when this could improve the learning of a few pupils further. The curriculum has been evaluated and adjusted to ensure it suitably matches the characteristics of the pupil population as these have changed over time. It is an effective balance between the National Curriculum, life skills and vocational skill development.

There is an excellent range of extra-curricular activities and enrichments which provide fun and learning. The pupils' above average rate of attendance reflects their enjoyment of the education they receive. The staff are extremely caring and have a high regard for the 'Every Child Matters' principle that underpins all that the school does. Because the staff know the pupils so well no one misses out. The pupils are guided extremely well and almost all have at least some awareness of their targets and the most able pupils can articulate these well. Because all these conditions are right the pupils make outstanding progress overall. The school's good analyses of its data show that there is no underperformance by different groups of pupils. Where individual pupils do underachieve, this is picked up quickly by staff because of the effectiveness of their assessments. The resulting targeted interventions are successful in accelerating progress or plugging gaps in learning.

The pupils' behaviour is excellent and they learn to keep safe and healthy. The school council makes a strong contribution to the school and all pupils are regularly involved in community-based activities including raising funds for well known charities. Senior staff assiduously check on how well the school is doing. They regularly use the views of pupils, staff, and parents and carers in this process. Parents are very supportive of the school and good communication keeps them well informed about their children's progress. The partnership the school forms with other agencies is also a strength. The governing body fulfils its role extremely well. Its effectiveness has improved further since the last inspection. Reports from subject coordinators and the headteacher keep the governors abreast of developments. However, more information could be provided in these reports about the academic progress pupils are making to more fully inform the governors. The school has demonstrated how well it can build on its successes by improving further since the last inspection and the capacity for further improvement is excellent. The school provides outstanding value for money.

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

- Include objectives for individual pupils in lesson plans where this does not currently happen to more precisely match the work being set to pupils' needs and abilities.
- Include information in reports to the governing body about the rates of progress pupils are making so governors are in a better position to know how well the pupils are doing academically.

## Outcomes for individuals and groups of pupils

**1**

Attainment on entry and the standards the pupils reach are restricted by their abilities and it is inappropriate to compare these to the national expectations for pupils of a similar age. Nevertheless, the data held by the school on pupils' progress is well assured through internal and external moderations and this shows that overall they make excellent progress. In their learning pupils show admirable engagement and concentration relative to their learning difficulties. Even when there are occasional distractions pupils tend to remain on task. Their attitudes to learning are excellent. They are keen to make contributions and take pride in succeeding.

Survey returns from pupils and their parents and carers, including the Ofsted questionnaire, show that they feel safe. Pupils interviewed reported feeling able to share any concerns they might have with all members of staff. The pupils are courteous and polite and show due regard for others. When one of their peers occasionally does cause a disturbance they appreciate that the reason for this is invariably other than naughtiness. Fixed-term exclusions and other incidents that warrant recording are infrequent. Bullying is very rare and when name calling, for example, has occurred it has been dealt with swiftly and successfully by the staff. To the best of their abilities, and with support from staff, pupils apply their understanding of safe and healthy living extremely well. Pupils make an excellent contribution to the school and local community. Many pupils have roles of responsibility that make a difference in the school. Their spiritual, moral, social and cultural development is outstanding overall. They are well prepared for moving on to the next stage of their education and for life beyond that.

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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>1</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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 workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

All lessons are characterised by good relations between staff and pupils and frequent use of praise by staff to reinforce pupils' learning and raise their confidence and self-esteem. Planning overall is a real strength in the best lessons where objectives are included for individuals and small groups of pupils that challenge their learning. However, this isn't the case in all planning. Questioning is used very well in most lessons to check on pupils' understanding. Information and communication technology is used frequently and most often to good effect to enliven lessons. The work of teaching assistants is also a notable strength. Lesson plans often identify their roles in supporting pupils but they also know when to take a back seat and allow pupils to work independently. In the very few less successful lessons slow pace and injudicious use of resources were characteristics that prevented the lesson from being better. Assessment is used extremely well at both an individual pupil level and at a whole school level. Senior staff analyse progress data very well to identify patterns and trends and to check of the effectiveness of teaching and the curriculum.

The curriculum is excellent and provides interest, fun and suitable learning challenges for the pupils. It is enriched very well indeed by themed weeks, visits and visitors, individual instrumental music lessons, cultural and artistic workshops and other relevant projects.

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Off-site education is used well to further the pupils' understanding of the wider world and to practise life skills, for example through the residential experiences many pupils enjoy.

The care, guidance and support provided by the staff are outstanding and make a major contribution to the pupils' enjoyment of school and their excellent outcomes. The school's learning mentor provides excellent support for parents and the pupils. There are very robust systems for the agreement, review and implementation of care plans.

Communication between staff is very effective, for example pupils' needs are considered at all meetings and information is effectively shared to promote consistent practice. There are good transition arrangements as pupils move from primary to secondary and then on to other schools. Pupils have excellent relationships with staff.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school is expertly led by the headteacher and deputy headteacher who encourage and value staff contributions. Staff share the same values and commitment and as a consequence they all pull in the same direction. The school development plan is a working document that is regularly reviewed to ensure that it continues to appropriately guide the school's development. The use of quantifiable outcome measures related to pupil performance has improved since the last inspection. An array of data is used very well to check on how well the school is doing and to determine the next steps to be taken. Safeguarding arrangements are good with health and safety prominent in the work of the staff. The quality of teaching has improved in part because of regular monitoring and feedback to staff by the headteacher in particular. In addition, the staff's continuing professional development is well managed to ensure it makes a positive difference. The staff are vigilant to ensure all pupils are treated fairly and the systems for identifying and tackling the rare cases of discrimination are excellent.

The school runs very smoothly on a day to day basis because there are very effective systems in place. Its effectiveness in promoting community cohesion is good. Pupils are part of a harmonious school community and many are aware and respectful of the needs of others. The school manages its resources very effectively. The accommodation is used to good effect and provides an attractive environment for learning. Staff deployment around the school is regularly reviewed to ensure it best meets pupils' needs. Governors are experienced and most have been in post since the school opened. Reports to the governing body do include helpful references to the outcomes pupils achieve, particularly in their personal and social development but less so with regard to their academic

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progress which detracts from the governors having a complete picture of pupils' achievements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</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>1</b>

## Early Years Foundation Stage

Pupils in the Early Years Foundation Stage make outstanding progress because the provision is very well managed and the teaching is excellent. The staff work extremely well in harmony with each other, knowing their particular roles and making valuable contributions. Continuous record keeping and effective communication mean that staff are very aware of pupils' needs and development and next steps are planned very well indeed. The pupils' vulnerabilities and needs are provided for splendidly in the safe and stimulating environment through a judicious balance of continuous indoor and outdoor provision, focused learning activities and personalised learning. The pupils thoroughly enjoy their education in the Early Years Foundation Stage.

*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	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

The overwhelming majority of parents and carers were very positive about all aspects of the school and its support for their children and themselves. A typical comment was, 'It is wonderful for my son to be accepted for the individual he is.' There were a very small number of parents who disagreed with some of the statements made in the questionnaire, but their disagreements tended not to coincide to give a weight of disagreement to any aspects of the questionnaire. The school's own most recent annual survey of parents painted a very positive picture as well, with unanimously affirmative responses to questions about pupils' enjoyment of school, their safety, learning about healthy lifestyles and preparedness for the future.

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

Ofsted invited all the registered parents and carers of pupils registered at New Greenhall 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	82	6	18	0	0	0	0
The school keeps my child safe	27	82	6	18	0	0	0	0
My school informs me about my child's progress	25	76	8	24	0	0	0	0
My child is making enough progress at this school	24	73	7	21	2	6	0	0
The teaching is good at this school	25	76	8	24	0	0	0	0
The school helps me to support my child's learning	23	70	9	27	1	3	0	0
The school helps my child to have a healthy lifestyle	24	73	9	27	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	67	8	24	1	3	0	0
The school meets my child's particular needs	24	73	7	21	0	0	0	0
The school deals effectively with unacceptable behaviour	23	70	10	30	0	0	0	0
The school takes account of my suggestions and concerns	25	76	6	18	1	3	0	0
The school is led and managed effectively	27	82	5	15	0	0	0	0
Overall, I am happy with my child's experience at this school	26	79	7	21	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.**



17 January 2010

Dear Pupils

**Inspection of New Greenhall School, Wigan, M46 9HP**

I was very pleased to meet you when I recently inspected your school with Dr Tomlin. I am very grateful to those of you on the school council who gave me your opinions.

I am delighted to tell you that we judged your school to be outstanding. Almost all of its work is of the highest standard. Teaching is excellent and the things you are taught are just right for you. The staff care wonderfully well for you and make sure you enjoy school and are kept safe. I was very impressed by your excellent behaviour and your politeness. You get on with each other very well. I was pleased to hear that when a pupil does cause some distractions you understand the reasons for this and do not let it interfere with your work: well done. I was also very pleased to see that your attendance is so good. I do think the staff are helping you prepare for the future very well. For example, the jobs around school that lots of you have and the enterprise work that some of you do helps you learn to work together and to take on responsibilities. Mr Triska leads and manages the school extremely well and I am sure you are going to miss him when he retires.

There are a couple of things I have asked Mr Triska and the governors to do to make your school even better. I think some of you could make even better progress if teachers' lesson plans included individual targets for you more than they do. The governors also need to know how well you are doing in your literacy and numeracy work in particular and I think the reports they receive should include this.

Thank you once again and you have my good wishes for the future.

Yours sincerely

Mr Eric Craven

Her Majesty's Inspector

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