

Greenside Primary School and Children's Centre

Greenside Lane, Droylsden, Lancashire, M43 7RA

Inspection dates

18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Recent improvements introduced by the acting headteacher have improved pupils' progress though there has not been sufficient time to ensure this is consistently good across all groups or cohorts.
- While teaching has improved across school inconsistencies remain in the use of assessment to ensure that work is matched accurately to pupils' needs.
- Progress in reading, particularly at Key Stage 2, is not as strong as in writing because analysis of the provision is not detailed enough.
- The tracking system does not give an overview of the progress of different groups in the school to enable all leaders, including governors to check that action is taken to secure further improvement.
- Although recent actions are improving progress in mathematics it is slower than in English and attainment, though average, remains below that of English.

The school has the following strengths

- The acting headteacher is accurate in her self-evaluation and is successfully tackling weaknesses in teaching.
- The monitoring of teaching and learning is starting to improve the quality of teaching. It is used successfully to support robust performance management.
- Senior leaders are strongly committed to improving both achievement and the quality of teaching and are holding staff to account for this.
- Pupils enjoy school and attendance has improved and is now high. Pupils behave well, feel safe and are well cared for.
- Standards in writing at the end of Key Stage 2 are above the national average and have improved.
- Governors provide effective challenge, support and advice to assist the school's improvement.

Information about this inspection

- Inspectors observed 25 lessons or part-lessons taught by sixteen different teachers.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 16 responses on Parent View and questionnaires completed by staff.

Inspection team

Vanessa MacDonald, Lead inspector

Additional inspector

Lyn Pender

Additional inspector

Philip Choi

Additional inspector

Full report

Information about this school

- Greenside Primary is larger than the average-sized primary school. The majority of pupils are of White British heritage and there is a small number who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs at the school action stage is above average. Those with statements of special educational needs and those at the school action plus stage, is below average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is above the national average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The school provides a breakfast- and after-school club for pupils, which was part of the inspection.
- The school is a designated Children's Centre which will be inspected separately.
- There is a private day Nursery on site which will be inspected separately.
- The acting headteacher has been in post since April 2012. Since the last inspection there have been changes in the teaching staff including additions to the leadership and management structure.

What does the school need to do to improve further?

- Accelerate pupils' progress in reading and mathematics by:
 - closer monitoring to ensure that all teaching is consistently good or better by ensuring that all activities are precisely matched to pupils' needs, taking account of prior learning and assessment
 - pupils are given sufficient time to complete tasks and work independently
 - consistently giving pupils the opportunity to respond to marking
 - creating more opportunities for pupils to engage in mathematical activities in a variety of subjects.
- Further strengthen leadership and management by:
 - improving the analysis of pupils' reading skills and using the information to ensure pupils have the opportunity to acquire the skills needed to reach the higher levels in Key Stage 2
 - making more effective use of the school's tracking systems to identify the overall progress of different groups in the school to ensure action is targeted to those needing most support
 - sharing detailed data on progress with the governing body so that all members, including new governors, are aware of how much progress groups of pupils make and use this information to support and hold leaders to account in the continued drive for school improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Since the last inspection there has been a rise in pupils' attainment and progress though overall it continues to require improvement.
- Children enter the Early Years Foundation Stage with skill levels which are generally below those typically expected for their age, make good progress and generally reach expected levels.
- Although progress in Key Stages 1 and 2 requires improvement it is showing an improvement by the end of Key Stage 2, particularly in writing. However, the picture is variable across the school because the quality of teaching varies and pupils do not always build continuously on their skills as they move up from class to class.
- Attainment in mathematics at both key stages is average. Progress has improved though this is not as rapid as it is in writing. The school has recently begun to address this through specific support in developing the teaching of mathematics and opportunities for using and applying these skills.
- Pupils' attainment has improved at Key Stage 1 and is now broadly average, especially in reading and writing. Attainment at Key Stage 2 is broadly average, with writing being above average as a result of strategies, such as regular opportunities for extended writing, implemented by the school.
- Regular teaching of letters and the sounds they make is having a positive impact on improving pupils' reading skills. Pupils at Key Stage 1 read confidently and use their knowledge of letters and sounds they make to tackle new words. However, progress in Key Stage 2 is not as strong because a closer analysis of pupils' skills is needed to check that provision is planned for pupils to acquire the skills required to reach higher levels.
- Pupils who receive additional funding through pupil premium make good progress from their starting points both through additional support and opportunities to enhance their experiences.
- Pupils who have special educational needs and those who are disabled make good progress, particularly in English because of the well-targeted support they receive.

The quality of teaching

requires improvement

- School monitoring records show the proportion of good and better teaching is increasing. Some good and outstanding teaching was seen, though there are inconsistencies across school, with teaching requiring improvement overall.
- Good or better teaching features good subject knowledge and questioning, effective use of assessment information which challenges all pupils and lessons move along at a lively pace. Year 6 pupils were totally engaged in a collaborative activity to assess and redraft a piece of written work, using and applying their skills highly effectively in response to high quality feedback.
- However, expectations of what pupils can achieve are not consistently high. Staff do not always use assessment information and pupils' prior learning sufficiently well to match activities to pupils' abilities ensuring they are all challenged.
- Sometimes lessons lack pace and pupils do not always have enough time to complete tasks or work independently, which slows the rate of progress.
- There is a consistent approach to identification and use of pupils' targets. Pupils say they know their targets and receive feedback on how to improve. Marking, particularly in writing, gives pupils clear guidance in how to improve their work. However, pupils are not always given opportunities to respond to marking and to improve their work.
- Positive relationships between adults and pupils support learning and progress and ensure that pupils are usually ready to learn.

- The school recognises that progress in mathematics needs to improve. Initiatives include the recent mathematics day and pupils enjoyed being engaged in using and applying their skills. Opportunities for pupils to apply mathematical skills in other subjects are limited.
- Teaching assistants are well trained and are usually deployed to where they are most needed. This contributes to the effective teaching of disabled pupils and those who have special educational needs as they benefit from support in and out of class.

The behaviour and safety of pupils are good

- Since the last inspection the whole school community has been involved in devising and implementing the new behaviour policy. Pupils clearly articulate the rewards and sanctions which are consistently applied across school and pupils find this had improved behaviour. The majority of pupils are well behaved and show good attitudes to learning. They play together happily at break times and in most lessons they cooperate well and help each other. However, when the pace of learning in lessons does not match the ability of pupils some occasionally became restless, although they respond quickly to teachers' direction.
- The majority of parents who responded to the on-line questionnaire (Parent View) were positive about behaviour. They also strongly believe that their children are safe at school. Pupils feel behaviour is positive and any behaviour that is not good is swiftly dealt with.
- Pupils feel safe in school. They understand the importance of looking after themselves, for example when using the Internet or on the roads. They were involved in suggesting improvements to the car park to make it safer.
- Pupils were involved in the writing of the anti-bullying policy and activities such as anti-bullying week ensure they are aware of different forms of bullying such as cyber-bullying or racism. Such incidents are rare and pupils say they are confident that they will be dealt with swiftly and effectively.
- Attendance is above average and has improved since the last inspection due to the school's rigorous actions. Punctuality has improved though this remains a focus for the school through regular monitoring of pupils who are late.
- The breakfast- and after-school clubs provide a positive environment so pupils who attend are well supported and benefit from the provision.

The leadership and management requires improvement

- The acting headteacher has moved the school forward with the support of a new leadership structure. This has ensured that there is shared leadership among key staff and increased accountability for school improvement. Self-evaluation is thorough and leaders are clear about the areas for improvement and the actions to be taken. Although some improvements can be seen there has not been sufficient time for these to fully impact on outcomes.
- The leadership team have effectively put in place more robust procedures to monitor and evaluate teaching and learning. The focus is clearly on priorities and progress is regularly monitored and measured for impact. Professional development and training are provided as a result of monitoring. As a result, teaching has improved though this requires continued improvement to eradicate fully inconsistencies across subjects and cohorts.
- The school tracking system enables leaders to identify the progress and achievement of the different year groups. However, the system does not yet provide a whole school overview of the progress of different groups and as a result, leaders cannot be sure that actions are always targeted specifically to the different groups that require attention.
- Performance management for teachers is now rigorous and regular. Focused pupil progress meetings have improved the accountability of all staff to drive school improvement.
- The curriculum is being adapted to enable pupils to maximise their progress, promoting

equality of opportunity and tackling discrimination, though some of the recent changes have not yet had time to impact on the pupils' outcomes.

- Opportunities are provided which enhance pupils' spiritual, moral, social and cultural development well. These include the well-established partnerships with other schools and organisations, including close links with the Children's Centre and the local church. Visits, visitors and extra-curricular activities support the enrichment of the curriculum.
 - The local authority provides effective support for the development of leaders at different levels and through support which has improved the quality of teaching.
 - Safeguarding arrangements meet all statutory requirements.
 - **The governance of the school:**
 - provides knowledgeable, informed challenge and support for the new leadership team, particularly in the drive to raise standards
 - has a good understanding of the strengths and areas for development of the school
 - ensures school performance continues to improve through robust performance management systems
 - provides effective financial support, ensuring that money is allocated appropriately, including pupil premium funding
 - does not access data on the performance of different groups of pupils to check closely on the impact of leaders' strategies to raise attainment and increase pupils' progress for all groups.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106218
Local authority	Tameside
Inspection number	405027

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	460
Appropriate authority	The governing body
Chair	Joe Johnson
Headteacher	Judith Bowen
Date of previous school inspection	19 October 2010
Telephone number	0161 370 8496
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