

Greenside Primary School and Children's Centre

Greenside Lane, Droylsden, Manchester, M43 7RA

Inspection dates

30 April–1 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in their school work and achieve well. Standards are rising. Differences in achievement between groups of pupils are being eradicated.
- The quality of teaching is good with some that is outstanding.
- The Nursery and Reception classes provide an outstanding quality of education for children entering school.
- Behaviour is good. The school provides excellent care for pupils, including in the before and after-school clubs. Pupils enjoy school. Their attendance is above average.
- The headteacher has been very effective in improving the school. She has built a strong staff team who share her vision for the school's future.
- Governors provide good oversight of the school.
- Pupils are happy and feel safe. Parents know this. Pupils' spiritual, moral, social and cultural development is good. They are well prepared for secondary school.
- The school is particularly effective for pupils who have a disability or special educational needs or who are vulnerable to underachievement in any way.

It is not yet an outstanding school because

- Although the content of pupils' writing is good, their spelling and handwriting require improvement.
- Teachers' marking is not fully effective or consistent.

Information about this inspection

- Inspectors observed 16 lessons. They examined pupils' exercise books and heard a number of pupils read.
- Interviews were held with many staff including the headteacher, deputy headteacher, and teachers with extra responsibilities. Inspectors talked to staff formally after lessons and informally around school. They took into account nine returns from staff questionnaires.
- Inspectors met with five members of the governing body, senior staff from the children's centre, members of the community and a representative of the local authority.
- Parents' views were obtained in interviews and through the analysis of 50 responses from Parent View, Ofsted's on-line parent questionnaire.
- The childcare provided by the school before and after school was inspected.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Brian Padgett, Lead inspector	Her Majesty's Inspector
Terry Bond	Additional Inspector
Deana Aldred	Additional Inspector

Full report

Information about this school

- This is a large primary school with approximately twice the number of pupils of an average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above average. The pupil premium is extra funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils identified with a disability or with special educational needs is above average at school action level and also at school action plus or with a statement of special educational needs.
- The school met the floor targets for primary schools in 2013. These are the minimum standards set by the government for pupils' performance.
- The school shares its site with a day nursery and a children's centre. Each is inspected separately by Ofsted. Their reports are available on the Ofsted website. At the time of the last school inspection, the children's centre was managed by the governing body. The centre's management is in the process of being transferred to the local authority.
- The school provides childcare before and after school. The breakfast club and after-school club were inspected during the school's inspection.

What does the school need to do to improve further?

- Improve the accuracy of pupils' spelling and the quality of their handwriting.
- Provide more information within marking to enable pupils to improve their work and ensure that the marking policy is consistently applied.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage, comprising Nursery and Reception classes, with levels of development below those usually attained by children of this age. This is particularly noticeable in their communication and language skills and in their early understanding of numbers.
- They receive top-quality education and care within the Nursery and Reception classes, rapidly gaining ground in all areas of learning and especially noticeably in their confidence and independence. The improvement in quality in the Early Years Foundation Stage is ensuring an increasing proportion of children begin their formal schooling having achieved a good level of development and a good start to early reading.
- Improvements in standards and the progress pupils made in reading, writing and mathematics were noted in the last inspection in 2012. At the time, improvement was not consistent. Improvement is now well established in these core aspects of learning, especially in mathematics.
- The inspection took place shortly before the end of Key Stage 2 national tests. Year 6 pupils have a good understanding of the levels they are working at and were keen to show what they could achieve in the examinations. The school's tracking information shows that pupils in all year groups are in line to reach challenging targets for progress, and results at Year 6 are expected to exceed comfortably those attained in 2013.
- High aspirations to achieve can be seen throughout the school. For example, in a Year 6 mathematics lesson, no fewer than eight more able pupils were tackling complex and lengthy problems at Level 6 of the National Curriculum: a level normally encountered in Year 9 in secondary school.
- Young pupils thoroughly enjoy learning to read. Their reading skills are improving and many are developing skill in blending sounds to make words. Less-able readers are just as enthusiastic as good readers, reading in school and to parents each day.
- Good quality writing is displayed around school. Pupils' writing has been a better aspect of their work for some time. However, as the low scores in the 2013 national End of Key Stage 2 tests showed, pupils' spelling is relatively weak and incorrect spellings are not always picked up by teachers. The quality of handwriting is uneven, as this is an aspect that has not been a priority for improvement.
- Pupils who fall behind with their work are given every opportunity to catch up; one of the reasons why differences in achievement are reducing. The support and coordination of help for pupils with disabilities and special educational needs are highly effective and both groups make good progress, something that is much appreciated by their parents.
- In 2013, pupils eligible for the pupil premium, including those known to be eligible for free school meals, left school with standards that were well below the standards of other pupils, by as much as two years. This was despite having made better progress in their last year. Now, in all year groups, such pupils are making similar progress to other pupils and, although a gap in standards remains, the difference is measured in a few months, not years.

The quality of teaching

is good

- Teaching is consistently good, with some of outstanding quality.
- Each aspect of teaching has been thoroughly developed. Teachers' planning for lessons is very thorough, with different, equally challenging tasks targeted at groups of pupils who are at different stages of understanding. Particular attention is given to pupils who are vulnerable to underachievement, including pupils eligible for the pupil premium.
- Classrooms and corridors are bright and vibrant. They are full of functioning displays that support work in progress and that act as galleries, celebrating pupils' work.

- The provision for pupils identified as falling behind is a strength of the teaching. Teaching assistants often teach groups and individual pupils outside class. The six or 12 week intervention programmes are rigorously implemented and monitored to check whether they have had the desired effect. Their success is one of the main reasons why gaps in achievement between different groups of pupils are reducing.
- Assessment of whether learning in lessons has been effective and assessment of progress over time are routinely performed effectively. Pupils are well informed about their progress and standards and they have a good knowledge and understanding of their ultimate targets. The staff have put much thought into developing an effective and manageable marking system. Generally, pupils are given time to complete work and tackle corrections but this remains an area for development as a scrutiny of pupils' exercise books shows inconsistency in how marking is implemented.
- At the heart of the good teaching and learning are excellent relationships between teachers, staff and pupils. The ethos of classrooms is very positive. Teachers and teaching assistants praise pupils often, providing good guidance and support. In discussions with pupils, the knowledge that teachers want the best for them and will always help them are two of the first things pupils said when asked why they liked school. Teachers have high expectations of pupils and they respond by doing the best they can.
- The quality of the provision in the Early Years Foundation Stage is outstanding, including good opportunities for learning through play outdoors. There has been much improvement since the last inspection. High expectations are evident in behaviour and learning. For example, three-year-olds in the Nursery class were successfully estimating numbers accurately without counting and could explain the meaning of the word 'estimate'.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils enjoy school. They like their teachers and staff. They learn to respect each other's views. They develop very good attitudes to learning and want to do well.
- Pupils, parents and staff all agree that behaviour has improved considerably. Setting high expectations of behaviour so that good learning could take place was a priority for the headteacher. Initially, there was a peak in the number of exclusions for inappropriate behaviour. This has now subsided.
- Pastoral support for pupils is very good. The combination of a highly caring staff, specialist support staff, including pupil and family support officers and a play therapist, and the setting of clear boundaries for pupils in a staged behaviour management policy has resulted in a school with a very positive ethos that is particularly successful with pupils experiencing emotional and behavioural difficulties.
- Before- and after-school childcare is of good quality. Pupils of all ages get along together very well. Parents who work can be confident that their children are safe and cared for well. Moreover, the childcare sessions have the relaxed ethos of a good youth club that is highly appropriate before and after the structure and demands of the school day.
- The school's work to keep pupils safe and secure is outstanding.
- One hundred percent of parents responding in Parent View believed the school kept their children safe. This feeling was repeated in the face-to-face meetings with parents. Many could evidence occasions when the school had 'gone the extra mile' for their children and occasionally, for the parents themselves, particularly for parents with children who have special educational needs.
- Discussions with pupils revealed that bullying of various forms, particularly name-calling, exists. Older pupils in particular have a mature perspective on why this happens. They are clear, as staff are, that further work is required to eradicate it. In general, though, they show mature attitudes and good moral development, clear about what is right and wrong. Pupils' social development is good. It is promoted strongly by the school. Pupils work together very well, in

class, supporting each other, and on the playing field, where boys' and girls' teams are particularly successful. Each element of pupils' spiritual, moral, social and cultural development is good.

- Attendance is above the national average. Persistent absence has been tackled successfully and exclusions much reduced.

The leadership and management are good

- The headteacher provides a clear vision of what she wants for pupils. Her purposeful and determined leadership has driven the considerable improvement in the school. She has built a team of teachers and support staff who share her aims and who, having come so far, are ambitious for the school to become better still.
- The drive to raise standards through improved teaching has proved successful. Staff with leadership responsibilities set good examples for other staff and there is now leadership strength in depth. The school is innovative and open to learning from other successful schools. It has taken advice from consultants and a school improvement partner brokered by the local authority. The monitoring of teaching by senior staff is very rigorous. Strengths and weaknesses in teaching are closely tied to performance management, targets for teachers and performance related pay.
- Information about the progress pupils make in reading, writing and mathematics is collected each half term. This assessment information is used intelligently to inform discussions with teachers about keeping pupils on track, monitoring the progress of different groups of pupils and to provide summary information for governors.
- The school has strong links with the community, such as a link with a local football club and an allotment association. Links with families are good. The school communicates well with parents. It involves them as partners in children's learning, in reading and more generally in visits related to class topics, which parents clearly enjoy.
- There are clear policies to inform practice. Special government funding, mainly the pupil premium but also the primary school sports funding, is allocated wisely. The impact of the extra funding is carefully evaluated. Pupils eligible for the pupil premium are doing better, and the gaps in achievement between them and others are closing. Sports funding is used successfully to promote greater participation in a wide range of competitive sports, for example, girls' football teams, which are notably successful, basketball and fencing.
- Safeguarding arrangements fully meet statutory requirements.
- The school promotes equal opportunities well. It is highly inclusive, and successful with pupils with a range of disabilities and special educational needs. Parents of such children hold the school in high regard.
- The local authority has confidence in the leadership of the school and has provided only light-touch monitoring since the previous inspection. At the request of the headteacher, the local authority arranged support for improvement, including linking the school with a school improvement partner and a teaching school. The local authority is re-structuring its provision for the Early Years. It is taking over the management of the on-site children's centre. The advantages of close physical proximity to the centre are not as marked as they once were or as significant as the school would like, since the centre now serves a wider community.
- **The governance of the school:**
 - The governing body has several new members since the previous inspection and has been through a re-structuring exercise to improve its efficiency. Parents and the local community are well represented and governors have an appropriate range of skills to bring to governance. They have made good use of training offered by the local authority, which has quickly brought new members up to speed on performance management and, for example, the quality of teaching. The governing body is led by an experienced and knowledgeable Chair. The minutes of the governing body and committee meetings are of good quality. They clearly show how the governors challenge the headteacher and hold her to account for the performance of the

school, including the effectiveness of pupil premium funding spending.

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	431661

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	463
Appropriate authority	The governing body
Chair	Joe Johnson
Headteacher	Judith Bowen
Date of previous school inspection	18 September 2012
Telephone number	0161 370 8496
Fax number	0161 301 6720
Email address	admin@greenside.tameside.sch.uk

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