

New Greenhall

Green Hall Close, Atherton, Manchester, M46 9HP

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make good progress from their very varied starting points. Some make outstanding progress, especially, but not exclusively, in the Early Years Foundation Stage and Key Stage 1.
- Teachers are adapting well to the rapidly changing need of pupils. They manage large classroom teams very well to make sure that all individuals have their learning, behaviour and personal care needs particularly well met. Teachers are particularly good at helping pupils communicate and to get on well with each other.
- Pupils love coming to school and do so whenever they can. They behave exceptionally well. They pay attention in class and mix well out of it.
- Pupils feel safe and secure. Their parents agree. For many parents, the safety, happiness and personal development of their children is of the utmost importance and, in this respect, the school does particularly well.
- Leaders and managers, including governors, are managing change well. They make sure that everything they do is done for a clearly stated purpose. Whenever they check what is going on in school, they praise the good and offer support to eliminate anything that is less than that.
- Leaders, managers and governors have taken considerable steps to improve teaching. Weaker practice is being eliminated and stronger practice is being rewarded.
- Parents like this school. Pupils like this school. Staff are proud to be a part of the way it is helping pupils to learn and enjoy life.

It is not yet an outstanding school because

- Teaching is not outstanding. There are too many inconsistencies in the way teachers mark books and tell pupils what they need to do to do better.
- Pupils are not always moved on to harder work quickly enough once they have mastered what they are doing, especially the most able.

Information about this inspection

- Inspectors visited every classroom at least once. They saw all teachers and observed 10 lessons. Four of these were in the company of senior leaders.
- Inspectors looked at many samples of pupils' work and records of their progress.
- Inspectors had many informal chats with pupils and met with a few parents collecting their children at the end of the school day. They took note of the responses that parents, pupils and staff have made to questionnaires issued by the school and Ofsted.
- Inspectors talked to a representative of the local authority and two members of the governing body.
- Inspectors looked at a lot of documentation relating to the way it keeps pupils safe and is working to improve teaching and learning.

Inspection team

Alastair Younger, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- Nearly all pupils have a statement of special educational needs. Most of these show a significant degree of learning difficulty. Many pupils have additional difficulties including autism. In recent years, pupils' special needs have become increasingly severe and complex.
- Nearly all pupils are White British. Boys considerably outnumber girls.
- Nearly a half of all the pupils on roll are known to be eligible for free school meals. The proportion of pupils who are looked after by the local authority is also larger than average. A larger than average proportion is therefore eligible for support through the pupil premium, which provides additional government funding for these two groups.
- The school is subject to reorganisation. It is going to become a special school for primary-aged pupils. As pupils in Key Stage 3 leave they are not being replaced. The current Year 6 pupils will transfer to a different school at the end of the current academic year.
- A new headteacher was appointed shortly after the last inspection. The deputy headteacher is currently on maternity leave. There is currently an acting deputy headteacher and an acting assistant headteacher.

What does the school need to do to improve further?

- Improve teaching further by making sure that:
 - teachers mark pupils' work consistently well and by making it very clear what the pupil has achieved and what the pupil needs to do to move on
 - pupils are moved on to harder work as soon as they have mastered what they are doing, especially the most able.

Inspection judgements

The achievement of pupils is good

- All pupils join the school at a lower level of learning and development than is typical for their age. Staff quickly establish just what these starting points are and promptly build up individual programmes to meet these needs. For many this includes plans to support behaviour and personal care as well as learning.
- From these starting points, pupils make good, and occasionally outstanding, progress. There are no pupils who make worse than expected progress. Achievement is good because whenever progress is seen to be faltering, or not as good as expected, individuals are given effective extra support to help them catch up. More pupils could be making outstanding progress if they were given harder work as soon as it became clear that they were already able to do the work they had been set. This tends to happen more with the most able pupils.
- Children in the Early Years Foundation Stage and Key Stage 1 achieve particularly well. They are often exceptionally well taught and given exciting opportunities to learn and develop, both indoors and outdoors.
- Apparent differences in the performances of groups of pupils often amount to the under, or over, performance of one or two individuals. None are disadvantaged. There is good promotion of equal opportunities because teachers take care to vary work to meet different needs. Pupils known to be eligible for free school meals, and others supported through the pupil premium, make very similar progress to all other pupils. Sporting talent is recognised and extra support given to help individuals to make the best of it. Quite often this involves a good mix of support funded through additional sports funding and the pupil premium.
- There is little significant difference between the rate of progress pupils make in English or mathematics. Pupils make equally good progress across a wide range of subjects and learning. Indeed, what they learn in one subject often helps them to make progress in another.
- Not all pupils can read but nearly all of them enjoy books and get excited when they are reading stories.

The quality of teaching is good

- There is rigorous monitoring and evaluation of the quality of teaching. Teaching is good and pupils learn well. Over time, this good learning adds up to pupils making consistently good progress and this is clearly evident in pupils' workbooks and records of their progress.
- Parents are very happy about the way their children are taught and pupils clearly enjoy their lessons. Teachers manage their classrooms well; rooms are clean but some are untidy and cluttered. Most teachers balance the celebration of pupils' best work, through well-presented displays, and the prominent display of helpful information, very well.
- Over time, the school's leaders and managers have, through their rigorous monitoring and evaluation, identified pockets of stronger and weaker teaching and taken prudent steps to reward the former and eliminate the latter.
- Relationships between adults and pupils in classrooms are exceptionally good. There is harmony. Pupils are confident that they are safe. They like their teachers.
- Most teachers plan lessons well to meet the needs of individuals. A few do not adapt their planning quickly enough when it becomes obvious that pupils can do the work they have been set a little too easily.
- Leaders and managers have carefully monitored the way teachers mark pupils' work. Their findings are well supported through the evidence of inspection. Most marking is good but there is also some that requires improvement. In one book, inspectors saw this comment: 'Good matching of English and Spanish words, now can you find out the right words for the rest of the list?' In another, they saw: 'Super work'. The first example is highly specific and points the pupil towards further success. The second, although praising of their achievement, does not help to

explain what is super about their work or how it could be made even better.

- Teachers are becoming increasingly skilled in meeting the demands of an increasingly complex range of pupil needs. They are getting a lot better at helping pupils to communicate through whatever means possible. They are responding well to the training they are being given in working with pupils with autism.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. All instances of misbehaviour relate closely to pupils' assessed needs. Teachers are well aware of these, plan carefully to address them and manage misbehaviour sensitively and very well. Parents are very happy with the standard of behaviour in the school and the vast majority of staff agree with them.
- It is highly significant that leaders and managers can devote their attention to improving teaching and raising standards rather than worrying about how to manage pupils' behaviour.
- Pupils like each other. They understand each other's difficulties and are tolerant and inquisitive.
- Pupils like coming to school.
- Whenever questions arise about absence they are quickly followed up by learning mentors. When pupils are unexpectedly absent staff quickly establish why. If absence tends to be repeated the school is good at contacting other support to establish why.
- There is no recorded evidence of bullying, harassment or serious unpleasantness and none was seen by inspectors or reported by parents, pupils or staff.
- The school's work to keep pupils safe and secure is outstanding. Parents and pupils have total confidence in the school. Pupils are given a lot of good advice about how to keep themselves safe when using public transport, computers or other forms of technology.
- All pupils know what to do if they have worries. They are not made fearful of the outside world but are given good advice about what to do if they ever become scared about anything or anyone.

The leadership and management are good

- The headteacher is effectively promoting much needed change in staff expectations and practice. There was some resistance at first but staff are now firmly behind her and her vision for improvement. Leaders, managers and governors have an increasingly realistic idea of where the school is now and where they want it to be in the future.
- The acting deputy headteacher and assistant headteacher have taken on their additional responsibilities well. They are both teachers who can lead by example. Unlike the headteacher they find it harder to confront underperformance; but they are getting much better at it.
- Middle management has recently been extended to include two senior teachers to complement the existing senior teacher and two higher-level teaching assistants. Their work is effective. There has been a huge and effective focus on improving teaching. Following the previous inspection, some teaching became less effective and some aspects required improvement. Over the past two years, this decline has been halted. Teaching that requires improvement is quickly identified, and successful teaching is being increasingly recognised and rewarded.
- Teachers manage large classroom teams very well. They make sure that classroom assistants understand what they are expected to do and balance responsibilities very well.
- Teachers are set targets for improvement that recognise the importance of raising standards.
- Parents are happy with the work of the school. They like the friendliness of staff and the way they let them know how well their children are getting on. They are pleased that the school keeps making their children's lives better. Much of this is down to the way that the school promotes the spiritual, moral, social and cultural development of pupils through a particularly well developed range of activities.
- This is a school that has caused the local authority no concern for many years. It is also

recognised by the local authority as a school that has a great deal to offer other schools. Many staff play a big role in helping other schools to cope with pupils with similar, but less extreme, needs as those who attend this school.

■ **The governance of the school:**

- Governors have a clear understanding of the school's strengths and weaknesses. They are well informed by the headteacher but also take care to check up on whether what is being reported is happening. Governors have supported the headteacher's actions to improve teaching and raise standards. They recognise that there was a quick decline in teaching following the last inspection and have supported the headteacher well in addressing this issue. Governors know how well pupils are achieving, how well they are attending, and how well they are behaving. They also show awareness of how extra money coming into the school through the pupil premium and primary sport funding is being used and to what effect. Governors are aware of the fact that not all staff are performing at a level that justifies their pay. Governors are very vigilant in making sure that all pupils are kept safe and well looked after.

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	131295
Local authority	Wigan
Inspection number	439649

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

Type of school	Special
School category	Community special
Age range of pupils	2–14
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Brian Turrell
Headteacher	Liz Loftus
Date of previous school inspection	12 January 2011
Telephone number	01942 883928
Fax number	01942 870069
Email address	headteacher@admin.newgreenhall.wigan.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

