

Greenmount Primary School

Holhouse Lane, Greenmount, Bury, Lancashire, BL8 4HD

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides very strong leadership. The quality of teaching and achievement has improved because of effective action and school leaders are determined to move the school towards becoming outstanding.
- Governors share the united determination that the school will continue to improve. They support the headteacher effectively and are well informed about teaching and pupils' progress. They ask leaders probing questions to check on the impact of changes.
- The curriculum is rich. Visits are used well to enrich pupils' experiences and enhance their skills.
- Pupils' spiritual, moral, social and cultural development is promoted very successfully across the curriculum. As a result, pupils work together happily and show respect and consideration for others.
- Behaviour is good in and around school. Pupils enjoy their work and like their teachers. Pupils feel safe because of the warm and effective care provided by staff.
- Teaching is at least good and some is excellent. Teachers and teaching assistants work well together and classrooms are vibrant, harmonious places. The marking of pupils' work is of a high quality.
- The above average standards attained by pupils at the end of Key Stage 1 and 2 in reading and mathematics are reflective of their good achievement.
- Early years provision in the Reception classes is good and so children enjoy school, make good progress and achieve well.

It is not yet an outstanding school because

- In some classes, pupils' achievement in writing is not as strong as it is in reading and mathematics.
- Pupils have too few opportunities to write at length in different subjects. There are few examples of good quality writing by pupils displayed around the school.
- The quality of learning and teaching is not yet consistently outstanding across the school.
- Middle leaders are not yet fully involved in checking on pupils' progress in their areas of responsibility.

Information about this inspection

- Inspectors observed teaching and learning in all classes taught by teachers, and in activities taken by teaching assistants. One part lesson was observed jointly with the headteacher and a learning walk around the school took place.
- Inspectors met with two groups of pupils, and observed and spoke to pupils during lessons, play times and at lunchtime. They also listened to pupils reading.
- Meetings were held with staff, senior leaders and managers and members of the governing body. A representative from the local authority spoke to an inspector on the telephone.
- A range of documents were considered by inspectors including the school’s analysis of how well it is doing, the school development plan, information about pupils’ progress, checks on the quality of teaching, minutes of governing body meetings, and records relating to attendance and safeguarding. Inspectors also examined work in pupils’ books.
- Inspectors took account of 52 responses to the online questionnaire (Parent View) and of a summary of the responses to a parental questionnaire recently distributed by the school.
- Inspectors also considered responses from 29 staff to the inspection questionnaire.

Inspection team

Louise Murphy, Lead inspector	Additional Inspector
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Sheila Iwaskow	Additional Inspector
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Prydwen Elfed-Owens	Additional Inspector
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Full report

Information about this school

- This school is similar in size to most primary schools.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals and those looked after by the local authority) is well below average.
- The proportion of disabled pupils and those who have special educational needs is well below the national level.
- The proportion of pupils from minority ethnic groups is well below average and there are no pupils at the very early stages of learning to speak English as an additional language.
- The school provides full-time places for children in the Reception classes.
- A before- and after-school facility, the Greenmount out of school experience (GOOSE), is provided by the governing body.
- Since the previous inspection, a new headteacher has joined the school and a deputy headteacher has been promoted from among the school staff. Three teachers have also joined the staff.
- A substantial building programme has taken place and more refurbishment is planned.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Continue to improve the quality of teaching and learning, particularly in writing, so that they are of the same high standard across the school by:
 - providing pupils with more opportunity to write at length in subjects other than English
 - increasing the amount of good quality written work displayed around the school.
- Improve the impact of middle leaders by extending their opportunities to check on pupils' learning and progress.

Inspection judgements

The leadership and management are good

- The headteacher is a highly effective school leader and relentless in his aim to improve the school further. He is well supported by the senior leadership team, staff and governors. Their actions are leading to improvements in the quality of teaching and raising pupils' achievement.
- There are robust systems for checking how well pupils are doing, and school leaders make good use of information about pupils' attainment and progress. They have an accurate view of how well the school is performing and where it could improve further. For example, they are aware that attainment and progress in writing is not as strong as in reading and mathematics in some classes. There have been successful improvements made to how pupils are taught to develop their writing skills, and plans are in place to continue to improve pupils' writing skills further.
- Senior leaders closely monitor the quality of teaching, and check and evaluate pupils' performance, particularly in English and mathematics. Middle leaders are becoming more effective by being actively involved and accountable for the quality of teaching in their areas of responsibility. However, they are not yet fully involved in checking the impact of their actions on pupils' achievement to enable them to identify precise priorities for subjects other than English and mathematics.
- The curriculum is well planned and highly effective in engaging pupils in their learning. It is enhanced by a wide range of activities, clubs, trips and visits. Behaviour is good and pupils mix very well together. The school has a very clear set of core values, which include listening to each other, being considerate and respectful. Consequently, good relations are successfully fostered, any discrimination is effectively tackled and pupils are well prepared for life in modern Britain.
- There are very few disadvantaged pupils at the school. However, the pupil premium funding is spent wisely to support the learning of pupils who are eligible for support through the grant and to ensure access to after-school activities and trips. This confirms the school's commitment to making sure that all pupils have the same opportunities to succeed.
- The additional primary school sports funding has been used to employ a specialist sport teacher. This has resulted in increased high quality access to physical education through improving the skills and knowledge of staff, and enabling pupils to benefit from specialist teaching. In addition, the school successfully participates in a wider range of competitions with local schools. As a result, the variety of sporting activities has increased and more pupils participate and take part in competitions.
- The local authority provides light touch support for this effective school because it has every confidence in school leaders, including governors.
- The school takes care to ensure that it has effective arrangements for safeguarding staff and pupils, including children in the early years.
- **The governance of the school:**
 - Governance is highly effective. Governors work successfully with senior leaders to ensure that teaching and learning are continually improving. Governors are very knowledgeable and bring a broad range of relevant skills to their various roles. They challenge senior leaders systematically and are highly effective in the execution of their link governor responsibilities.
 - Governors support the headteacher's high expectations of the quality of teaching and play a part in actions taken to improve teaching. Pupils' progress data are thoroughly reviewed and questions asked when necessary, for example about the reasons for the dip in pupils' performance in writing. Governors regularly check that actions put in place by school leaders are having a positive impact on the quality of teaching and pupils' achievement. Governors manage the budget efficiently and check that salary rewards are given only when targets are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered, take good care of each other, and show respect for each other and the adults around them. Pupils take great pride in wearing their uniform smartly. The school environment is well looked after by pupils and classrooms are bright and vibrant.
- Pupils are eager to learn and they speak enthusiastically about the way their teachers help them and make learning fun. Most pupils try their best and know that their hard work is valued. Pupils who spoke to inspectors told of how important it is to them to do well and earn 'green dojos rewards' so that their

teachers can record the achievement and behaviour awards online; parents are able to log in daily and check how well their children are doing.

- Pupils take on responsibilities around the school; for example, older pupils act as buddies to younger friends and help them settle well into school life. The school council arranges fundraising events to help buy equipment for school and to donate to both local and international charities. For example, pupils raise money to support a child in Honduras and sponsor nine guide dog puppies.
- The before- and after-school club provides an enjoyable start and end to the school day. Pupils who spoke with an inspector said that they really enjoyed the club because they could play with friends and have a nice snack.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in school because they know that the adults care for them well. They are confident that there is always a member of staff who will listen to them and any concerns posted in the school worry box will be quickly and effectively dealt with.
- Pupils know about different types of discrimination and bullying. Pupils say that there is no bullying at their school and school records confirm that bullying is rare.
- Staff make sure that pupils have a good understanding of risk, including risks associated with using the internet.
- Pupils whose current circumstances might make them vulnerable are well supported by school staff who work actively work with families and engage the services of external agencies, when necessary.
- Parents are highly supportive of the school and are confident that their children are kept safe and secure.
- Pupils arrive at school on time. Attendance is above national average levels and continues to improve. This reflects how much pupils enjoy the time that they spend at Greenmount Primary School.

The quality of teaching

is good

- School assessment information and work in pupils' books show that pupils in school make good progress over time in reading, writing and mathematics. This is because they are consistently well taught and some teaching is of an excellent standard.
- Reading is taught effectively across the school. Phonics (letters and the sounds they make) is well taught to younger pupils. This ensures that pupils get off to a good start with their reading. The school has recently purchased a range of new books for pupils to enjoy. Older pupils talk knowledgeably about their favourite authors and types of books. One pupil who read with an inspector knew that reading helped to develop writing skills and said, 'Books help you to go on an adventure with the characters.'
- The teaching of writing has rightly been a whole-school focus. It is now good, though not consistently well improved in all classes. Interesting trips and visits provide a good stimulus to help develop pupils' writing skills. There are good quality thank-you letters displayed in the Year 4 classroom, detailing how a visit to the Lowry Centre in Manchester has impacted on pupils' art work. This display clearly shows pupils the features that a formal letter needs to include. However, pupils' writing is not always displayed so well in other areas of the school, and there are too few opportunities for pupils to practise writing in subjects other than English.
- Well-planned lessons, a range of practical resources and challenging activities enable pupils to achieve well in mathematics. For example, in Year 3, pupils provided clear and accurate descriptions using the correct mathematical language that enabled partners to identify three-dimensional shapes unseen.
- Teachers have a clear focus on what pupils are learning. They question pupils skilfully to assess their level of understanding and assess pupils' work accurately. They then use all available information to plan work that challenges pupils at the correct level. Pupils are given ample time to share their ideas and learn from each other. Teachers also use praise effectively to encourage pupils to work well together and independently.
- Teachers' marking is of good quality. Pupils are provided with good advice on how to improve their work and teachers celebrate work that is well done. They then check that pupils complete their corrections during 'green time' so that they can learn from their mistakes.
- Staff take great care to make sure that the individual learning needs of all pupils are met well. Effective team work between teachers and teaching assistants guarantees high quality support for all pupils, including the most and least able.

The achievement of pupils is good

- In Key Stages 1 and 2, pupils make at least good progress in most classes across the school in reading, writing and mathematics, and some pupils make outstanding progress. Attainment by the end of both key stages has been above average in recent years.
- However, in 2014 at the end of Key Stage 2, results in writing dipped unexpectedly. Leaders and managers have identified the causes of this dip. They have taken prompt and effective action to tackle the causes and restore the quality of pupils' writing to its former levels. Staff training has resulted in new teaching methods and more interesting topics for pupils to write about. School data and work seen in pupils' books show that in a few classes attainment and achievement in writing remain relatively weaker than in reading and mathematics, although they are improving and are now good overall.
- Results of the 2014 Year 6 national tests show that the proportion of pupils making or exceeding the progress expected of them was broadly average in reading, above average in mathematics and well below average in writing.
- The proportion of Year 1 pupils who reach the required standard in the national screening check for phonics is above national levels. Older pupils read well and enjoy the wide range of books available at school.
- At the end of Year 6 in 2014, there were too few disadvantaged pupils to make possible any meaningful comparison with other pupils in the school or other pupils nationally. Scrutiny of the work of current disadvantaged pupils in school shows that the majority of them are making good progress and achieving well in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs achieve well. Their additional needs are met well because they are identified early, effective interventions are put into place and progress is carefully checked.
- In the 2014 end of Key Stage 2 national tests, the proportion of the most-able pupils who reached the higher Level 5 in reading and mathematics was well above average. Additionally, a higher proportion of pupils attained the highest Level 6 in mathematics than did so nationally. Though few pupils attained at Level 5 in writing in 2014, inspection evidence shows that the figure is set to increase this year because the most-able pupils currently in school are making good progress. Teachers provide challenging tasks for the most-able pupils during lessons. In addition, talented mathematicians attend activities at the local high school.

The early years provision is good

- Most children join the early years with skills and knowledge that are around or just below those typical for their age. However, this can vary from year to year. From their individual starting points, children make good progress. The proportion who achieved a good level of development at the end of the Reception Year in 2014 was above the national average. As a result, children are well prepared for the move into Year 1.
- The leadership and management of the early years are good, as is the quality of teaching. Learning activities have a clear focus and structure; this helps children to make good and sometimes excellent progress. For example, a group of children were working with an adult to find new words linked to their topic theme. They were excited about doing this because they knew that they could use these new words to make their writing even more exciting.
- All early years staff rigorously assess children's development and record their progress. This ensures that activities are well matched to meet the needs of individual children, including disabled children and those who have special educational needs.
- Children's behaviour, safety and personal development are good. Children enjoy learning and the early years provision makes a good contribution to children's physical and emotional health and well-being. School leaders recognise that the outdoor area could be developed further to provide more opportunities for children to explore and investigate. However, there are well established plans in place to remedy this.
- Links with parents and nursery providers are good and these help children to settle quickly into the early years provision. Parents make a valuable contribution towards their children's learning by keeping staff informed of any learning milestones reached at home. Staff are then able to build upon these developments at school.

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	105301
Local authority	Bury
Inspection number	461748

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Robert Findlow
Headteacher	David Griffith
Date of previous school inspection	13 March 2012
Telephone number	01204 884031
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