

Inspection of a school judged good for overall effectiveness before September 2024: Greenmount Primary School

Holhouse Lane, Greenmount, Bury, Lancashire BL8 4HD

Inspection dates:

17 and 18 December 2024

Outcome

Greenmount Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Greenmount Primary School has a warm and inviting atmosphere. It fosters a strong sense of community among pupils and staff, and within the wider local area. Pupils are happy and feel part of this close-knit school.

The school supports pupils' emotional needs effectively. This begins in the early years where children benefit from positive, caring relationships with staff. As a result, pupils feel safe at school. They know that staff will support them if they have any worries.

Pupils behave well. They follow well-established routines during lessons and enjoy playing together at social times. The school is aspirational for all pupils. It prioritises reading, writing and mathematics from the start. All pupils study an ambitious curriculum and achieve well across a range of subjects. Pupils with special educational needs and/or disabilities (SEND) have the support they need to be successful alongside their peers.

The school provides strong support for pupils' personal development. The school encourages pupils to be welcoming and to value and include each other. Pupils learn the importance of treating each other with kindness and respect. Difference is celebrated here.

Pupils enjoy having responsibilities in school. Roles as school councillors and buddies help pupils to build leadership skills. Older pupils also benefit from residential trips where they develop their independence and enjoy opportunities to engage in teamwork.

What does the school do well and what does it need to do better?

The school has sustained a good quality of education. It has developed a well-structured curriculum. There is well-thought-through progression from the early years to Year 6. Pupils, including children in the early years, achieve well as teachers prepare them successfully for their next stage of education.

The school monitors what pupils know and can do. In most subjects, teachers identify and address pupils' misconceptions as they arise. Pupils can explain their current learning, for example number bonds in mathematics and how to make a bridge stronger in design technology. Children in the early years learn about winter by exploring puddles in the outdoor learning area. They have secured the vocabulary they need to describe what they think happens when water freezes.

In a small number of subjects, however, the activities that teachers provide do not enable pupils to apply their learning in greater depth. This hinders pupils from making deeper connections between new learning and what they know already.

Pupils enjoy reading. The school uses a structured early reading programme that supports pupils to learn the sounds they need. It carefully matches the books pupils read to the sounds they know. Teaching is precise. The support for pupils who need extra help is effective. This means that most pupils are able to catch up and keep up with their peers. Pupils have access to a wide range of books that they enjoy reading throughout the school day and at home.

The school uses information well to quickly identify the additional needs of pupils, including pupils with SEND. Staff then provide the necessary extra support to help these pupils. This support enables pupils with SEND to feel included, overcome learning obstacles and achieve well.

From the youngest age, there are high expectations of pupils' behaviour. Behaviour in lessons is calm and purposeful. Pupils concentrate well and persist when learning is difficult. In the early years, children are able to sustain focus on playing, talking and learning. At social times, pupils are kind to one another. Older pupils enjoy helping younger pupils to play kindly together. Pupils are keen to attend school. They know why education is important. The school keeps attendance high on its agenda and this work is having a positive impact.

Personal development is a strength of the school. From Reception onwards, pupils learn about the similarities and differences in how different religions celebrate their beliefs. They appreciate the importance of respecting others' points of view. Pupils have a strong understanding of fundamental British values, such as democracy, which prepares them well for life in modern Britain.

The school has a passion and focus for outdoor learning. All pupils get a chance to take their learning into the open air. Pupils enjoy the walks they take in the local community and recognise the impact that this has on their well-being. The school productively uses

visits to enrich the curriculum. Pupils benefit from regular opportunities to take part in a range of sporting events and clubs.

Leaders are attentive to staff's well-being and committed to supporting them in their roles. Staff and governors are dedicated to providing pupils with a high-quality education. Parents and carers value this commitment and praise staff for the care and support provided to their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, pupils do not get enough chances to apply their learning in sufficient depth. As a result, they miss out on gaining a broader and deeper understanding in these subjects. The school should ensure that teachers are equipped to design learning that supports pupils to develop a deep and rich body of subject knowledge.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105301
Local authority	Bury
Inspection number	10347948
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Catrina Dyer
Headteacher	David Griffith
Website	www.greenmountprimarybury.co.uk
Dates of previous inspection	15 and 16 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school provides a breakfast and after-school club.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with the headteacher, other senior leaders and a range of staff. The inspector also met with members of the governing body.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site. Additionally, she spoke to pupils to discuss their views about the school.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the online staff surveys.

Inspection team

Rebecca Sharples, lead inspector

His Majesty's Inspector

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