



# Greenhill Primary School

## Inspection Report

**Unique Reference Number** 105678  
**LEA** Oldham  
**Inspection number** 277388  
**Inspection dates** 11 May 2006 to 11 May 2006  
**Reporting inspector** Mr Roger Hartley HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Harmony Street
<b>School category</b>	Community		Oldham
<b>Age range of pupils</b>	3 to 11		Lancashire OL4 1RR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 911 3261
<b>Number on roll</b>	356	<b>Fax number</b>	0161 911 3262
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Cllr Riaz Ahmed
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mrs S Dixie

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools and an Additional Inspector. The inspectors met with the headteacher, members of staff, pupils, governors, and a local authority representative. They scrutinised a range of documentation provided by the school and inspected parts of lessons. The inspection also took account of national and school data.

## Description of the school

Greenhill Primary School is situated in an area close to the centre of Oldham, Greater Manchester. There are 356 pupils on roll aged 3 to 11 years, including 50 who attend the Nursery class, of whom 23 are part-time. All the pupils live in the immediate area, which displays some features of disadvantage. All the pupils are from minority ethnic groups; 58% come from Pakistani and 42% percent from Bangladeshi backgrounds. Last year 74% of the pupils entered school with no English language. Nearly one third of pupils have learning difficulties and/or disabilities, including four with a statement of special educational need. At 40%, the percentage of pupils eligible for free school meals is well above the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

'The school is an inspiration.', and 'we are so lucky that our children come here...', are just two of the positive comments made by parents during the inspection. They are not alone in their views. A pupil declared, 'I wouldn't change a thing at this school, it's absolutely perfect'. High praise indeed. But are they right and is the school so good that it deserves these accolades? The inspection team emphatically says 'Yes!' - Greenhill Primary School is an outstanding school by any measure. It has high expectations of its pupils and provides an excellent education for them.

So what are the characteristics of Greenhill that lead parents, pupils and inspectors to give such praise?

The school works very hard, and very successfully, to ensure that each pupil succeeds, and that their personal development and well-being through the care, guidance and support offered to them, are of the highest quality.

Pupils at Greenhill love coming to school. They speak excitedly about their work saying how much they enjoy lessons, assemblies, playtimes, visits and visitors. Behaviour is good all round especially in lessons. Pupils say their school is a bully free zone and that most of the time everyone gets on well together. They speak knowledgeably about ways to stay safe and keep healthy. They are keen to take on responsibilities and are proud of their roles as school and 'eco' councillors, breakfast and library monitors, friendship mentors and 'Dixie chicks and dudes' (the headteacher's special helpers). Pupils make an outstanding contribution to their community; for example, by recycling waste to make compost, by saving water, and designing the school garden to encourage wildlife. A well-established link with a school in a different locality is supporting good race relations and helping pupils to appreciate people's differences. The school's hard work to improve attendance has been successful and levels are now broadly average. Overall, pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding.

The quality of care, guidance and support is also outstanding. Staff work tirelessly and in an exceptionally well-focused way to help pupils feel secure, develop confidence and achieve as much as they can. The highly coordinated work of the learning mentors is impressive and has had a significant impact on improving pupils' behaviour, attendance, self-esteem and achievement. Other measures in place include individual targets for pupils to be fully aware of what they do well and how they can improve.

Playtimes are very well organised with lots for pupils to do, leaving little time for them to become bored, and transition arrangements to other classes and schools are thorough. Child protection and health and safety procedures are rigorous and well known to staff.

It is in this atmosphere that the right conditions exist for pupils to achieve as highly as they can. They make excellent progress in their learning. Most pupils enter the Foundation Stage with very low levels of attainment and a limited range of skills. Helping pupils learn to communicate and make their needs known is a particular

challenge for the school. For example, in 2005, 20% could only use three words in their home language. By any measure, pupils are well below any national levels of attainment when they join the school.

The staff have an accurate knowledge of what the pupils can and cannot do. They use this to plan exciting and challenging work which not only stimulates their curiosity but helps to develop their language skills. Additionally, role play, art activities, handling a wide range of materials, and working together and individually, broadens their experiences.

Against this backcloth, the pupils make a flying start which is built upon successfully throughout both Key Stages 1 and 2. 'Improvement' and 'doing your best' are strong themes threading through the work. So much so that national test results in Years 2 and 6 have improved each year since 2003, and there have been increases in the number of pupils reaching the higher level 2B+ in reading, writing and mathematics at Key Stage 1, and level 5 at Key Stage 2 in mathematics and science. Pupils with learning difficulties and/or disabilities also make excellent progress. Such is the achievement made by the pupils that, by national benchmarks, Greenhill is in the top 1% of schools nationwide. This is an outstanding performance, particularly when considering the starting point for most of the pupils.

The key to the pupils' success lies in what is taught, how well it is taught, and the quality of the leadership and management of the headteacher and other staff. The curriculum is broad and very well balanced and matches the particular learning needs of the pupils; for example, the quality and range of provision for language is outstanding. All the classrooms and the public areas of school are filled with examples of pupils' work and prominence is given to the printed word, both to stimulate pupils' thinking and to communicate meaning. The school is particularly successful in enhancing the curriculum by providing a wide range of enriching activities, both through clubs and sport, and also by using drama as a means to develop language. The school balances well the need to teach basic skills and the use of those skills in other subject lessons, for example, in history, geography and design and technology. A growing strength is the way information and communication technology is promoting word processing and information gathering. A great strength of the school is the way it achieves balance across all aspects of the curriculum and yet at the same time manages to give sufficient time to specific aspects of English. A major contribution towards making 'every lesson count' is the good quality system of assessing what the pupils have learned and tracking the progress they make. The methods used, which start in the Foundation Stage, are both efficient and effective. A recent initiative to establish ways of monitoring progress in the foundation subjects is at an early stage of development.

And yet, much of this would be of little consequence were it not for the quality of the teaching. Greenhill is fortunate; the teaching is almost always good and much of it displays some outstanding features. The teachers and classroom assistants are highly effective in creating a calm, orderly and stimulating learning environment in which the pupils are well behaved and ready to learn. Lessons are well planned, and usually include a variety of tasks presented in ways which keep the pupils on their toes; for example, role play to develop ideas about slavery in a topic on Ancient Greece and a

teacher who shared her passion for a local football club to stimulate the pupils' ideas about their emotions during national test week. The work is consistently well matched to the pupils' individual learning needs, so they are given work which is neither too easy nor too hard. The staff are skilled at asking questions and know the pupils as individuals. The teachers and support assistants work well as a team. The staff are enthusiastic, enjoy their work and complement the general warm and positive atmosphere felt throughout the school.

It is no surprise, therefore, that the leadership and management provided by the headteacher is of outstanding quality. She is energetic in the pursuit of high standards and has a clear vision for the school and the place of everyone within it. The vision is based on pupils achieving as highly as they can in a secure, stimulating environment, and with teaching of high calibre by adults who pass on their enthusiasm to the learners.

Greenhill School, with its community, is made up of many complex strands and it is to the credit of the headteacher and staff that it appears 'easy' and runs like a well-oiled machine. The senior leadership team, middle managers and support staff know their respective responsibilities and how their contribution fits into the whole. The headteacher very successfully manages to dovetail the different responsibilities of unit and subject leaders, achieves consistency in planning and assessment, and monitors thoroughly the impact of new ideas on the quality of the work. She gauges well when to involve the staff in making decisions and when to say 'this is the way I want you to

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The school is very ably supported by its governing body. Governors know the school well and provide high quality support. The school also benefits from good quality advice and guidance from the local authority, not least in encouraging it to 'push the boundaries' and become involved in new initiatives.

Overall, Greenhill Primary School provides excellent value for money.

## **Achievement and standards**

**Grade: 1**

N/A

## **Personal development and well-being**

**Grade: 1**

N/A

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

N/A

## **Curriculum and other activities**

**Grade: 1**

N/A

## **Care, guidance and support**

**Grade: 1**

N/A

## **Leadership and management**

**Grade: 1**

N/A

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

I would like to say how much Mrs D'Arcy and I enjoyed spending time in your school. We think Greenhill Primary is a fantastic school and one of the best we've seen. We've called it an 'outstanding school'. That means it's 'the tops'! Thank you for being so polite and friendly and telling us about your work and what interests you. A special thank you to Dixie's chicks for showing us round!

We spent a lot of time finding out how well you are learning and by watching you work in some of the lessons and talking to Mrs Dixie and your teachers. Don't they do well! Showing you how to do things, and making sure you have lots of exciting things to do. At the end of the inspection we talked to Mrs Dixie about what we had found out. This is what we said.

We thought you were well behaved children all of the time. You listened carefully to your teachers, did as you were asked, and worked hard in your lessons. Even the youngest children in the Nursery were good at taking turns and sharing things. The older children acted responsibly, taking care of books and equipment. You told us that you enjoyed coming to school and that the adults took good care of you. You certainly seem to enjoy your work and we are pleased that you want to do well.

One of the jobs we have to do when we inspect schools like yours is to see if there are any things which could make your school even better. Of course, we couldn't think of anything that you need to do, because you're brilliant already!

It was difficult to find anything for Mrs Dixie and the teachers to do either because, like you, they work so hard. However, we did talk about the way your teachers check up on how well you are doing, and to see if they can find out as much about your work in the foundation subjects - your teachers can explain that to you - as in your English, mathematics and science work.

So, keep working hard, doing your best and enjoying your school. Remember, if I ever come back to Greenhill, I'll want to know how you are getting on!