



11 May 2006

Mr L Taylor  
Headteacher  
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Burnage  
Manchester  
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Dear Mr Taylor

## **SPECIAL MEASURES: MONITORING INSPECTION OF GREEN END PRIMARY SCHOOL**

### **Introduction**

Following my visit with Margot D'Arcy and Henry Moreton, Additional Inspectors, to your school on 9 and 10 May 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in November 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### **Evidence**

Inspectors observed lessons in each class and three assemblies. A range of documents was examined. Discussions were held with the headteacher, the associate headteacher, leaders for literacy, assessment and learning difficulties and/or disabilities, the chair and vice chair of governors, a representative from the local authority (LA) and pupils.

### **Context**

Following the inspection in November 2005 the LA considered options for the school's future, including possible closure. The appointment of a deputy headteacher had to be delayed until a decision was made. The school was informed in March that it would remain open, and the recruitment process

has now begun with a view to making an appointment for September 2006. An associate headteacher is working with the school for three days a week until the end of the current term. A maternity leave in Year 6 is being covered by a temporary teacher. The school moved into its new building in February 2006. Work continues on developing the grounds and is scheduled for completion by the end of term. The LA has appointed two experienced additional governors.

## **Achievement and standards**

The November 2005 inspection judged that standards reached by pupils at the end of Key Stage 2 had been significantly below the national average for several years. It also noted recent improvements in science and mathematics, but judged standards in English as too low. Since being subject to special measures, some helpful action has been taken to improve standards, with a specific focus on English. Pupils' standards are more frequently assessed and there is more use of target setting to promote progress. Pupils' work is analysed regularly to see how well teaching is tackling weak aspects, especially of writing. The daily literacy lessons have been re-organised to make more time for reading and writing, and opportunities for pupils to practise key literacy skills across the curriculum have been identified. These strategies are beginning to have an impact; for example, pupils' writing is neatly presented and shows some improvements in punctuation, spelling and sentence construction. The pupils' understanding of how to write for a range of purposes within different subjects is developing. However, there are still inconsistencies in progress, linked to the quality of teaching and the legacy of underachievement. The impact of action taken to improve writing is yet to be felt fully because the changes are relatively new.

The pupils in nursery and Reception get off to a good start. They make good progress in all areas of learning in response to good teaching and well planned learning experiences. There is some good progress at Key Stage 1. Examples of good quality writing were seen in English and in other subjects in Year 2.

Progress on the areas for improvement identified by the inspection in November 2005:

- raise the standards attained by pupils in Key Stage 2, especially in English – **inadequate**
- maintain the improved standards in the Foundation Stage and Key Stage 1 – **satisfactory**.

## Personal development and well-being

Pupils' attitudes to school and their learning are good and most behave well. They have positive relationships with each other. They are keen to do well and try hard to do what teachers expect of them. Their delight with their new school building is evident. Their sense of belonging to a community which cares about them is promoted successfully through assemblies. They are taking an active part in deciding how best to use the new outside play areas.

Appropriate strategies have been put in place to raise the levels of attendance. Now that general arrangements have been strengthened, attention is being given to areas where there are specific issues to be tackled. The success of the work is seen in the improved attendance for the current year. At about 94%, it is now much closer to the national average. This figure masks considerable variation between classes. In order to sustain developments, arrangements need to be secured for when the associate headteacher, who is leading on this work, leaves.

Progress on the areas for improvement identified by the inspection in November 2005:

- improve levels of attendance – **satisfactory**.

## Quality of provision

The quality of teaching and learning has not improved sufficiently. It is still inadequate in too many lessons - four out of the fifteen observed. Eight lessons were good and three were satisfactory. While the overall picture is broadly similar to that in November, a significant difference is that teaching is not as strong at Key Stage 1 as it was then and, despite some good teaching at Key Stage 2, it remains inadequate overall. However, pupils receive consistently good teaching in the Foundation Stage.

Relationships between pupils and adults are good in most lessons. Classroom management is secure and routines are well established. In the best lessons tasks are usually appropriate and enable pupils to make good progress because they contain the right amount of challenge for the range of abilities within the class. Pupils almost always respond well to their teachers and work hard. Marking is diligent, and in the best cases helpfully informs pupils of how to improve their work, including setting targets. Not all marking gives such useful advice however.

The weaker lessons usually stem from planning that takes too little account of pupils' differing needs. There is an over-reliance on published programmes of work without enough regard to the starting points of pupils of different abilities. At the same time they are moved on before the teacher is sure that current learning is understood and consolidated. Sometimes, teachers' poor subject knowledge, especially at Key Stage 2, leads to explanations that are unclear.

Apart from in English, there has been relatively little development of the curriculum. Subject leaders have yet to monitor or evaluate provision in their areas of responsibility.

Improved systems for assessing pupils' work and setting targets are helping both teachers and pupils gain a clearer picture of strengths and weaknesses. Systems to record and track pupils' progress are developing adequately. Some effective use is being made of the resulting information to target pupils for support and provide specific programmes of work. However, teachers do not make enough use of it to inform their planning. The amount of support for pupils who speak English as an additional language has improved and careful thought is now being given to its use so that it has maximum impact.

Progress on the areas for improvement identified by the inspection in November 2005:

- improve the quality of teaching and learning in Key Stage 2 – **inadequate**.

## **Leadership and management**

The rate of progress in the months immediately following the inspection was very slow. Staff were anxious about the school's future. The planning for, and subsequent move to, the new building, although well managed by the headteacher, was time consuming. With confirmation that the school will stay open and the move, which has brought all staff and pupils together on the same site for the first time, there are signs of improvement, such as a more consistent approach to implementing school procedures. However, there has not been sufficient progress since the November 2005 inspection.

The capacity of senior leadership to improve the school at a fast enough rate has been hindered by the lack of a permanent deputy headteacher. A focus on developing the skills of some leaders, such as those for assessment and literacy, has been helpful and they have been instrumental in key developments, such as improving standards in English. However, the new

structure for responsibilities is not yet in place. As a result, the headteacher is leading on too many areas of work. This heavy load, despite much effort and commitment, is limiting effectiveness especially at a strategic level. The associate headteacher is providing valued support but her expertise is not being utilised well enough, especially on strategies to raise attainment. Only limited work on improving the leadership and management skills of other subject leaders has taken place.

The school's plan to guide action for improvement is satisfactory and forms the basis for evaluating the progress made. The associated timeline to indicate precisely what actions will take place when is not comprehensive, limiting its usefulness in managing developments. Some good action to promote improvement is being taken. Specific weaknesses in teaching are being formally tackled, for example, although not enough is yet being done to improve the quality and consistency of teaching overall across the school. There is an increased range of monitoring and evaluation of teaching and pupils' work. While helpful, it is not yet comprehensive or systematic enough and does not always result in clear judgements about the quality of provision or impact on outcomes.

The governing body is more effective than previously, strengthened by the two additional members. It has had training, with more planned. Governors are more aware of their responsibilities, more knowledgeable about the school and are more questioning of both it and the LA.

A budget deficit has been reduced and a balanced budget is forecast for the end of the year. Savings have been made from reduced costs for staffing and temporary teachers and for energy due to the increased efficiency of the new building.

Progress on the areas for improvement identified by the inspection in November 2005:

- improve the capacity of senior managers and governors to evaluate the school's effectiveness – **inadequate**
- improve subject leadership across the school – **inadequate**
- reduce the budget deficit to allow for prudent financial management – **satisfactory**.

### **External support**

The LA's action plan indicates a suitable amount and range of support for the school. That provided so far, such as assisting staff to develop writing and

track pupils' progress, has been appropriately targeted and helpful. However, the plan does not indicate how the overall package of support is to be co-ordinated to ensure it is manageable for the school. There are suitable arrangements for monitoring progress although there is some lack of quantified success criteria in the plan.

### **Main Judgements**

Progress since being subject to special measures – **inadequate**.

Quality of LA's statement of action – **satisfactory**.

Newly qualified teachers may not be appointed.

### **Priorities for further improvement**

In addition to the issues in the original report the school should:

- implement the new structure of responsibilities in order to strengthen leadership and management at all levels
- ensure improvement and greater consistency in the quality of teaching and learning across the school as a whole.

I am copying this letter to the Secretary of State, the chair of governors and the Chief Education Officer for Manchester.

Yours sincerely

**Ms Joan McKenna**  
**Additional Inspector**