

# Greenacres Junior Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	105631
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	308899
<b>Inspection dates</b>	22–23 October 2007
<b>Reporting inspector</b>	Peter Jones

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Howard Douglas
<b>Headteacher</b>	Ms Caroline Ireland
<b>Date of previous school inspection</b>	16 June 2003
<b>School address</b>	Dunkerley Street Oldham Lancashire OL4 2AX
<b>Telephone number</b>	0161 6241802
<b>Fax number</b>	0161 6285914

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	22–23 October 2007
<b>Inspection number</b>	308899

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school serving a community of varied social and economic backgrounds. The majority of pupils are of White British heritage with the proportion of pupils from minority ethnic backgrounds rising steadily to around twice the national average. The proportion of pupils eligible for free school meals is high. The proportion of pupils with learning difficulties and/or disabilities is above average. The school holds the Activemark, the Silver Ecology Award, The Platinum Dental Award and the Healthstart UK Award. It has Healthy Schools status and also coordinates the local authority Business Challenge initiative.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has some outstanding features. It provides good value for money and has made good progress since the last inspection. In view of its current performance, it has good capacity for future improvement. The school has responded well to meet the needs of the growing numbers of pupils with English as an additional language. The motto on the school's entrance sign declares its aim of providing 'High standards within a broad and well-rounded education'. It has certainly made considerable strides towards realising this ambition.

The school culture is happy, caring and positive. The outstanding personal development of its pupils underpins its improved performance. Parents say that the school, 'is a wonderful support for all things involved with children's learning'. Pupils and parents are intensely proud of their school. The smart new uniform is popular with pupils and they appreciate the school's success in providing them with high quality resources. Pupils love coming to school. This is reflected in their consistently high attendance and their enthusiasm to take part in the wide range of stimulating activities the school provides for them. There were lots of positive comments made by pupils such as, 'This is a really good school and we are lucky to be here. Everyone is so nice and friendly.' Pupils feel safe and happy and benefit from the strong bonds of affection and respect for each other and with the staff. There is tolerance and understanding between the increasingly diverse faiths and cultures that exist within the school community. The school's powerful reward system has helped to raise the aspirations of all pupils. Success of all kinds is celebrated in all aspects of school life. Assemblies are often joyous occasions, with parents and relatives contributing to the pleasure and pride the school community takes in the effort and achievement shown by teams and individuals. Behaviour is excellent at all times and pupils say that they feel safe from bullying and discrimination. Pupils have excellent awareness of the need to follow a healthy lifestyle and the school has a number of awards that recognise the effectiveness of its work in this area. The school works hard to ensure that pupils have the skills and abilities they will need to do well in later life.

The quality of teaching and learning is good throughout the school. Standards and progress have risen since the last inspection, most markedly in the last three years. Achievement is good, with pupils making good progress to reach average standards by the end of Year 6. This is the successful result of the school's intensive drive to improve the skills and abilities of its staff. Teachers' willingness to take on new skills to meet the widening needs of their pupils is commendable. Those pupils with English as an additional language and those with learning difficulties and/or disabilities receive very good support and achieve as well as their classmates. Although progress overall is good, potentially higher-attaining pupils are not reaching the higher levels in national tests in sufficient numbers. Teachers do not consistently plan to meet the needs of these pupils so that they are stretched to achieve their potential.

The school's curriculum is good and has successfully combined provision in the basic skills with interesting and exciting enrichment opportunities. Its developing topic based approach has increased the motivation of pupils of all ages and abilities. The school provides outstanding care, guidance and support for its pupils. It provides a warm and welcoming atmosphere so that every pupil feels part of a bigger family. The school provides strong academic guidance for its pupils. Work is regularly marked and gives pupils praise as well as pointing out the next steps in their learning. Their progress through school is conscientiously tracked and they are given support should their progress falter.

Leadership and management are good. The headteacher provides energetic and inspiring leadership and receives good support from a skilled leadership team. The careful checking of the school's work has led to significant improvement in teaching, learning and achievement. The governing body carries out its roles and responsibilities well. It uses its broad range of expertise and experience to support the school effectively. The school's self-evaluation of its work is broadly accurate, but it overestimates the current impact of the school's leadership and management on its overall effectiveness. However, its planning and evaluation paint a clear picture of an exciting future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good. Staff are adapting well to the changing nature of the school's intake. They have improved their effectiveness in teaching children with English as an additional language. They are also refining their strategies to take account of the gradual decline in the levels of skills and abilities of children on entry to the Nursery in recent years. As a result, children make good progress, although standards remain below expectations by the end of Reception. Children's needs are quickly identified and provided for. Activities concentrate on developing basic skills in language and mathematics. However, children do not always have enough opportunities to develop their language and communication skills through speaking and responding to questions. Their personal development improves rapidly as a result of the well structured and stimulating teaching they receive. Their development is further enhanced through good use of the well-resourced outdoor facilities. Behaviour is excellent and children respond very well to the clear instructions and show good understanding of their individual targets. Teaching assistants make a highly effective contribution to the children's good progress.

### **What the school should do to improve further**

- Provide more opportunities for higher ability pupils to develop their skills in order to raise their achievement.

## **Achievement and standards**

### **Grade: 2**

Achievement across the school is good. The school's older pupils entered the Nursery with skills and abilities below those expected nationally. As a result of the good teaching they receive, they make good progress to reach broadly average standards in all subjects by the end of Year 6. Girls do better than boys, but the school's strategies are closing the gap significantly. The number of pupils reaching the higher levels in national tests has risen but higher-attaining pupils do not consistently do as well as they should. The growing numbers of pupils with English as an additional language and those with learning difficulties and/or disabilities make good progress. This is thanks to the high quality support they receive. Although the children entering the Nursery in recent years have skills and abilities well below those expected nationally, the good progress is being maintained.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Visitors to the school are immediately aware of the sense of pride and care that staff and pupils show for their school

and each other. Pupils are confident, smiling and purposeful. The 'Greenhats' guide visitors on a lively and informed tour of their school. This level of service to the school is developed from an early age. Pupils are given a strong voice in the work of the school. The school council and eco warriors have helped improve the school site and make the school more energy efficient. Issues of school improvement are shared with the pupils in class and assemblies. They know what the school's target is for attendance and how their class is contributing towards achieving it. Each step towards success is celebrated. Pupils show a strong understanding of health and safety issues. Healthy eating is encouraged, and the school meals are of an exceptionally high quality. There is an extensive programme of physical exercise. The school's excellent work in these areas has been recognised with the award of the Activemark, the Platinum Dental Award, the Heartstart UK award and Healthy Schools status. Pupils show very good knowledge and understanding of other faiths and cultures. Their pride in their own school is matched by the compassion and generosity they show to those less fortunate through their fund-raising and charity work. They are encouraged to sing and take up a musical instrument. Many reach high standards as shown by the quality of the school choir and orchestra. Pupils are well equipped with the skills they will need in later life. The school is a leading light in developing the Business Challenge initiative. This provides pupils of all ages with opportunities to develop commercial skills and make links with local business and industry.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, with some outstanding teaching seen during the inspection. The school has improved this area considerably. Lessons are well planned and use a variety of strategies to engage and motivate learners. The excellent behaviour and relationships in school are key to the improved learning now taking place. Pupils are eager to do well and they work hard. The professional partnership between teachers and teaching assistants has raised the effectiveness of teaching throughout the school. There are high expectations and lessons are well paced. Good links are made with other subjects and the main teaching points of lessons are communicated well. Good use is made of computer resources to develop skills and promote independent learning. Teachers are working hard to realise the school's priority to raise standards in writing. Pupils who need extra support such as those with English as an additional language are well provided for and make good progress. The school's higher-attaining pupils are not always given appropriate time and opportunities to develop their skills as far or as quickly as they might. As a result, their progress is not as consistently good as it should be.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is broad and balanced and makes a significant contribution to pupils' excellent personal development and to their academic achievement. The school has increased the enrichment opportunities available to all pupils. They benefit from a variety of visits and visitors that bring exciting and informative experiences, particularly in sport, music and drama. There are many memorable visits, such as the recent trip to the Beatles Museum in Liverpool enjoyed by Year 6 pupils. The school is innovative in its introduction of peer massage that helps pupils' emotional and social development. The school is gradually introducing a topic based curriculum that encourages first-hand learning experiences. This is engaging pupils more in their learning.

Links are currently being made through geography and history but the school is aware of the need to assimilate science, and information and communication technology into its planning.

## **Care, guidance and support**

### **Grade: 1**

The school provides an outstanding level of care, guidance and support to its pupils. This area is at the very heart of the school's values. Pupils feel safe and secure and know they will be listened to with respect and understanding. They make good progress in their learning as a result. The staff know their pupils very well. There is a bond of trust and respect between parents and staff. The vast majority of parents are extremely pleased with the school's work. Child protection and health and safety arrangements meet local and national guidelines. The learning mentor provides highly effective links between home and school. Pupils' academic guidance is of a high quality. Pupils each have individual targets to guide their learning. Their progress is carefully tracked and any support needed is quickly made available. Pupils are given clear advice on how to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher's drive and vision combined with her openness and approachability have proved inspirational. Pupils, parents, staff and governors are confident and excited about the work and future of the school. The aim of improving teaching and learning and raising achievement is being realised. The strong team approach has resulted in considerable improvements in the effectiveness of managing subject coordinators. The school's performance is checked in depth. It is beginning to produce high quality and powerful data to inform its work. This information is used well to identify and address the needs of individual pupils, particularly those who need support. However, the school is aware that its systems are not yet sufficiently refined to provide an accurate overview of whole-school performance to further guide its work. The governing body is highly involved in the work of the school. It carries out its role as a 'critical friend' with enthusiasm. Members give their time and talents generously. For example, one governor was in class teaching pupils how to bake several varieties of bread during the inspection. The school uses its budget well to achieve value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I am writing to you to let you know what we found out about your school after our recent inspection. We enjoyed our time with you. Thank you for making us very welcome and for telling us about your school.

You go to a good school. We saw how hard you work in lessons and we were very impressed with your behaviour at all times. Your progress is improving as a result of your hard work and the good teaching you receive. You are very proud of your school and its achievements. We think you look really smart and ready to learn in your new school uniform. You care about each other, and your 'Greenhats' help make sure you are safe and happy. Your school council and eco warriors have helped make your school a better place. You enjoy your lessons and taking part in the clubs and activities that your school provides for you. The Year 6 pupils told us about the fun and learning in their recent visit to the Beatles Museum in Liverpool. We were pleased that so many of you are learning to play musical instruments. All the staff and governors really care about you and look after you very well. They are always thinking of ways they can make Greenacres even better.

We would like you to be even better learners and so we have suggested something that will help. We would like your teachers to make sure that those of you who are capable of reaching the highest levels have the chance to improve your skills as much as possible in lessons. You can help by continuing to work hard and thinking of how you can improve even more. It will be worth the effort and we know you can do it.