

# Greenside Primary School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	106218
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	309057
<b>Inspection date</b>	18 March 2008
<b>Reporting inspector</b>	Stephen Wall

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

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<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	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Joe Johnson
<b>Headteacher</b>	Mr J Rogers
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Greenside Lane Droylsden Manchester Lancashire M43 7RA
<b>Telephone number</b>	0161 3708496
<b>Fax number</b>	0161 3016720

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement, teaching and learning, and care guidance and support with particular emphasis on the school's use of assessment to support pupils' academic progress. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is a much larger than average school. It serves a diverse urban area containing large pockets of challenging social and economic circumstances. The proportion of pupils entitled to free school meals is well above average. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is much higher than usual. The school is a designated Children's Centre offering a wide range of on-site community services. The headteacher and governing body are responsible for its management.

## 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 gives good value for money. Parents value the education and care it provides for their children. 'My child looks forward to going to school every day. The teachers are approachable and do everything they can to help my child make good progress and enjoy learning', was a typical comment. The school is held in high esteem in the area it serves. It is deservedly popular and has forged very effective links with the local community through its status as a designated Children's Centre.

Children get off to a good start in the Foundation Stage from starting points that are well below those usually expected of children of this age. Most children make good and some make excellent progress. Pupils continue to make good overall progress in Years 1 and 2 to attain average standards in reading, writing and mathematics by the end of Year 2. For the most part, good progress and achievement is maintained during Years 3 to 6. In the 2007 national tests, results in English and science were broadly average and the school's targets were exceeded. In mathematics, however, pupil's good achievement was not built on from Key Stage 1. Standards were below average and not as high as they should be considering pupils' starting points. The school recognises that improving standards and achievement in mathematics is a priority in Years 3 to 6 and has recently started a rigorous programme to rectify the situation. Pupils with learning difficulties and/or disabilities make similar rates of progress to other pupils because the teaching and support they receive is good.

Pupils' overall good achievement is the result of good teaching and a curriculum which successfully meets their needs. Classroom relationships are strong. They encourage high levels of respect and behaviour. Most teaching is conducted at a good pace and with a variety of activities to keep pupils interested and enjoyment levels high. Teaching assistants are deployed effectively to support the large numbers of more vulnerable pupils so that they achieve well.

Pupils enjoy school. 'Our teachers look after us and make lessons fun' was said by pupils on several occasions. Attendance is improving year on year because the school's recently appointed family and pupil mentor has tightened procedures and made parents more aware of the importance of regular attendance. Pupils know how to lead healthy lifestyles. In this they are supported by an outstanding range of sporting enrichment activities. They know how important it is to respect other faiths and cultures. The school prepares pupils successfully to take advantage of the next stages in their education.

Care, support and guidance are good. They are at the heart of all the school does. Child protection procedures and policies are in place. The school provides a safe and welcoming environment in which to work and play. Pupils with learning difficulties and/or disabilities are identified at an early stage and effective support is given to make sure they achieve well. The school makes very effective use of outside agencies to support vulnerable pupils and families. The school is working hard to improve its use of test results and teachers' assessment of pupils' progress to support and monitor pupils' academic progress. However, teachers are not consistent in using this information effectively when planning lessons and in order to devise rigorous programmes to boost pupils who are not achieving as well as expected.

Leadership and management are good. The headteacher has a clear vision for the school and promotes effective teamwork. He is very ably supported by the deputy headteacher. Thorough self-evaluation procedures mean the school knows accurately how well it is doing and what needs to be done to improve further. The governing body has been rigorous in holding the

school to account and helping it improve. For example, the governing body has worked closely with the headteacher to restructure the management of the school. This has led to a clearer focus on raising standards and is giving the school good capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The quality of education provided for children in the Foundation Stage is good overall. Most children enter the Nursery with skills well below those usually expected for their age, especially in their language and communication, mathematical and social skills. However, good and some outstanding teaching enables children to make at least good and sometimes excellent progress. Many, but not all, attain standards which are broadly in line with those expected for their age by the time they enter Year 1. Children settle quickly into school routines, feel safe, grow in confidence and behave well. They show enthusiasm and enjoyment in their learning as a result of a stimulating and nurturing environment. Children work well together, learning to share equipment and move smoothly and safely from one activity to the next. A good balance is maintained between teaching children new skills, and encouraging them to explore and learn independently in all areas of learning. Outdoor provision is planned and used well to extend their learning. Teaching assistants provide good support to the many children with additional needs and help to promote a strong emphasis on valuing the backgrounds and abilities of all children. The Foundation Stage leader provides good leadership and management with a strong focus on children's progress and achievement.

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

- Raise standards in mathematics in Years 3 to 6.
- Use assessment data more effectively in teaching in Years 3 to 6 to identify and help pupils whose progress is too slow in mathematics.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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?	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2

<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	2
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



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

Thank you for making me so welcome when I came to visit your school recently. I enjoyed meeting you and talking to you. What you told me helped me greatly in judging your school.

You will be pleased to know that you go to a good school. The adults working with you take very good care of you and work very hard to make sure you enjoy school and make good progress in your learning. You said how much you value the very wide range of activities that are on offer outside lessons; these add to your enjoyment and help you have very positive attitudes towards school. I was pleased to see how well you get along together and how well most of you behave around school and in lessons. It was good to see that attendance is getting better every year; you cannot learn effectively if you have time away from school. Your teachers work hard to make sure your lessons are interesting so that you make good progress as you move up through the school. You could do better in mathematics, however, especially in Years 3 to 6. I am asking your school to make sure it helps you to improve. The school does a good job in tracking your progress. I want your teachers to make sure they use this information to make sure that you all do as well as you should and to take quick action when they spot that any of you are falling behind with your work.

I am confident that you will continue to work hard and help your school go from strength to strength in the coming years.