

# Greenhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	105678
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	324252
<b>Inspection date</b>	8 January 2009
<b>Reporting inspector</b>	Susan Walsh

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	401
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Riaz Ahmed
<b>Headteacher</b>	Miss Sandy Dixie
<b>Date of previous school inspection</b>	11 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Harmony Street Oldham Lancashire OL4 1RR
<b>Telephone number</b>	0161 770 3261
<b>Fax number</b>	0161 770 3262

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of pupils in Key Stage 1, including the proportion of pupils reaching the higher levels by the end of Year 2; the impact of the quality of teaching; and staff development, including the development of the role of the subject coordinators. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records; observations of the school at work; discussions with pupils and representatives of senior staff and the governing body; a scrutiny of school documents and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form were not justified, and these have been included where appropriate in this report.

## Description of the school

Greenhill Primary is a larger than average school that is increasing in size in response to local demand. All the pupils are from minority ethnic groups for whom English is not the first language at home. Very few pupils are able to speak English when they start school. There are slightly more pupils from Pakistani backgrounds than Bangladeshi heritages. The proportion of pupils with learning difficulties and/or disabilities is well above average as is the proportion of pupils who are known to be eligible for free school meals. The school provides for the Early Years Foundation Stage (EYFS) through morning and afternoon Nursery sessions and two Reception classes. The school has achieved many awards, including Investors in People, Basic Skills Agency Quality Mark, Eco Schools Green Flag, Healthy School's Award, Artsmark and Sports Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Greenhill Primary School is an outstanding school where pupils make excellent progress both in their academic studies and their personal development. The school has gone from strength to strength since its previous inspection and has managed to improve on an already excellent performance. This is because of outstanding leadership and management where there is a relentless focus on raising standards and improving all aspects of the pupils' education. The exceptional leadership of the headteacher has been pivotal in creating an ethos of very high expectations. She is ably supported by a very committed and effective leadership team. Together, with the good support of the governors, they have ensured that an exciting vibrant school community, where pupils feel safe, secure and able to achieve their very best, continues to flourish. Understandably, parents are delighted with the school typically saying that they find all the staff, including the headteacher to be, 'very friendly understanding and helpful'.

When children enter the school in Nursery they have very low levels of skills including very limited language development both in both English and their home languages. By the time they reach the end of Year 6, standards in English, mathematics and science are above average. Their achievement is outstanding. After a good start in the EYFS pupils make excellent progress in Key Stage 1. Although standards at the end of Year 2 are below average and few pupils reach the higher Level 3, pupils have made tremendous steps forward from their individual starting points. Progress continues to accelerate in Key Stage 2 as pupils become more skilled in speaking, reading and writing English. Unvalidated results indicate that in 2008, standards at the end of Year 6 rose further and a high proportion of pupils reached the national expectations of Level 4 and an average proportion of pupils reached the higher Level 5 in English, mathematics and science. Pupils from Pakistani and Bangladeshi heritages achieve equally well. Pupils with learning difficulties and/or disabilities also make outstanding progress because they are given excellent help and teachers' expectations are high. The school's structured approach to teaching writing is proving very successful and is helping more pupils reach the higher levels in writing in both key stages. Presentation is excellent and the content of their writing is varied and interesting.

Teaching and learning are outstanding, as are pupils' personal development and well-being. Both underpin excellent achievement. Careful management of teaching, including very effective checking of teachers' work and staff training and development has resulted in a remarkably consistent approach across the school. The school's high expectations are reflected in teachers' meticulous planning and organisation of lessons. Work is extremely well matched to pupil's needs. Resources, including information and communication technology, are used exceptionally well to support learning. This includes the use of exciting wall displays that enhance learning by providing prompts and key words as well as celebrating pupils' work. Relationships between teachers and pupils are very good indeed. As a result, pupils want to please their teachers and work extremely hard. Behaviour is excellent both in and out of the classroom. The school has made a tremendous effort to encourage regular attendance and as a result attendance rates are now approaching the national average. Pupils have a very thorough understanding of how to keep healthy. They say they feel very safe and stress that there is no racism. They describe how they 'get along and help each other', and they say that their teachers are 'kind'. Pupils are understandably very proud of their school and are very keen to contribute through their involvement in the Eco council and acting as 'Dixie's Chicks and Dudes'.

Pupils really enjoy coming to school because lessons are lively and interesting and they have access to an outstanding curriculum that meets their needs and interests exceptionally well. The wide range of visits and visitors and an excellent range of activities enhance pupils' artistic and musical skills and give them access to modern foreign languages such as Spanish and Chinese. Links with other local schools are used extremely well to expand pupils' sporting opportunities. Care, guidance and support are outstanding. Not only are pupils' personal needs addressed extremely effectively but also academic guidance is very good indeed. Pupils' work is carefully marked and pupils are clearly told how to improve their work. They respond well to their teachers' advice and when they evaluate their own work show increasing skill at identifying where they can make improvements. Exceptionally effective mentoring means that vulnerable pupils are quickly identified and provided with very helpful support. Robust child protection and safeguarding procedures are in place.

The school makes an excellent contribution to community cohesion, reflecting its strong commitment to inclusion and equal opportunities. The school knows its own community very well. It provides a good range of school-run courses for parents as well as giving pupils exceptionally good opportunities to work alongside other pupils from different schools and backgrounds from themselves. The impact is seen in outstanding achievement, above average academic standards, and an excellent work ethic. This results in pupils being exceptionally well placed for future success.

Frequent detailed checks on the school's work by managers at all levels results in the school knowing itself extremely well. The school knows exactly where it needs to improve and is working hard to eliminate the difference between the outstanding provision in the Nursery class and the good provision in the Reception classes. The school's use of targets to secure improvement is exemplary. Target-setting is grounded in the school's regular review of pupils' progress and very accurate analysis of assessment results. The school has very high aspirations and frequently surpasses the challenging targets it sets itself. Sterling work on developing the skills of managers at many levels, including enhancing the skills of subject leaders, has contributed to continued improvements in provision and is central to the school's outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Last year, children made outstanding progress in the EYFS from their very low starting points; nevertheless, the standards they reached at the end of the Reception year were still well below average. However, there have been recent changes in provision in the Foundation Stage including staffing and responsibilities for aspects of leadership and management, and children are currently making good progress. Provision in the Nursery class is outstanding and provision in the Reception classes is good. Children enter the Nursery with relatively poor social skills with limited experience of learning through play but they make exceptional progress in their personal development swiftly increasing their levels of concentration and their ability to cooperate with others.

There are variations between the quality of children's learning and development and provision in the Nursery class and in the Reception classes. For example, activities are very exciting in the Nursery class and really enthuse children but they are not always quite as interesting in the Reception classes. There is a strong focus on developing speaking and listening, particularly in the Nursery class where staff use very good questioning skills and model language well. Consequently, children rapidly develop their ability to speak English and become increasingly

skilled at engaging adults and each other in conversation. Occasionally, in the Reception classes work is not as finely matched to pupils' needs as it is in the Nursery class and the support for less able pupils is not quite as well directed. Leadership and management are good and the inconsistencies in the provision have been recognised and improvements sought. There is a very strong focus on meeting welfare requirements which results in children feeling very safe and secure.

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

- Ensure that the quality of the provision in the Reception classes matches the outstanding provision in the Nursery.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

It was a delight and a privilege to inspect your school. We really enjoyed talking to you all and listened very carefully to what you had to say. You go to an outstanding school. It is clear that you have a brilliant time at school because of all the exciting things you have to do. It was good to hear that you know lots about keeping healthy and safe. We were very impressed by your outstanding behaviour. You have very good manners and make visitors very welcome indeed. You are making an excellent contribution to the school through acting as Dixie's Chicks, Dudes, angels, fairies and buddies and through the work of the Eco council. You told us that your teachers look after you well and that they always try to help you.

Your teachers work very hard indeed to make sure your school just gets better and better. Children in the Nursery class have a great time at school because of all the interesting things they have to do. Although children still do well in the Reception classes, we thought that the activities were not quite as exciting as in the Nursery and the children learning not quite as good. So we have asked your teachers to improve provision in the Reception classes so that it matches that in the Nursery.

Although many are beginning to learn English when you start school, by the time you leave you are reaching standards that are above those reached by many other children in other schools. You make outstanding progress because of outstanding teaching but also because you work very hard. Your writing is so neat and well presented and you use such interesting words.

Managers at your school are doing a super job. They have worked very hard to make your school one of the very best.

Thank you again for being so helpful.

I wish you well for the future.