

Greenacres Junior Infant and Nursery School

Inspection report

Unique Reference Number	105631
Local Authority	Oldham
Inspection number	355808
Inspection dates	15–16 September 2010
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Mr Howard Douglas
Headteacher	Miss Lynne Mullen
Date of previous school inspection	22 October 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 14 lessons or parts of lessons. The inspectors observed eight teachers and held discussions with governors, staff and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 44 responses to questionnaires from parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The extent to which leadership and management have been stabilised.
- The consistency of teaching and learning between classes.
- The extent to which all leaders promote school improvement.
- How well leaders use data about the progress of different groups to ensure equality of opportunity.

Information about the school

This is an average-sized primary school. It has gained a number of awards, including the Activemark, and has achieved Healthy School status. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The proportion of pupils from minority ethnic groups is above average and increasing numbers are at an early stage of learning English.

The headteacher was appointed in September 2010 after a period of instability in senior leadership and management.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. Relationships are good and this is a friendly place in which to learn. The new headteacher has quickly identified the main areas for development and has a clear vision for school improvement. Staff appreciate the security the new appointment has brought to leadership of the school and welcome the clarity of vision for the way ahead. A number of initiatives have already been introduced to improve provision. As a result, safeguarding arrangements and the procedures for teachers to check pupils' progress are more rigorous.

Information about pupils' progress is collected, but as yet, leaders do not use this information effectively enough to ensure that pupils' needs are always met or to make teachers accountable for the progress pupils make. Subject leaders are improving, but their skills in evaluating learning and taking action to bring about improvement are underdeveloped. Nevertheless, the school's capacity for sustained improvement is satisfactory. Self-evaluation is accurate and means that senior leaders know the school's strengths and weaknesses. The school's plans for future development reflect what needs to be done to consolidate success and gain further improvement.

By the end of Year 6, attainment in English, mathematics and science is broadly average. Overall achievement is satisfactory. However, the number of pupils reaching the higher Level 5 is below average and more-able pupils do not always make enough progress. In English, pupils' underdeveloped vocabulary limits their ability to express their ideas clearly and imaginatively when speaking and in their writing. In mathematics, pupils lack confidence in using their calculation skills to solve real-life number problems. The curriculum is enhanced by a variety of enrichment activities which contribute to the pupils' good understanding of keeping fit and healthy. The school does not fully exploit links between subjects in order to extend pupils' speaking, writing and numeracy skills. In the Early Years Foundation Stage, outdoor activities do not always extend children's learning. Throughout the school, teaching has many strengths and pupils enjoy coming to school and work well together. However, the quality of teaching and, as a result, pupils' progress are inconsistent between classes. Some teachers do not have high enough expectations of what pupils can achieve, and do not consistently set sufficiently challenging work for pupils of different ability. Pupils are not given enough opportunities to explore ideas for themselves. Staff are committed to ensuring pupils' safety and well-being while in school.

What does the school need to do to improve further?

- Raise standards, particularly in English and mathematics, by:

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- extending pupils' ability to express their ideas through speaking and writing in English
- improving pupils' problem-solving skills in mathematics
- providing more opportunities for pupils to practise and refine their speaking, writing and numeracy skills across the curriculum.
- Improve teaching and accelerate learning, by:
 - ensuring that teachers are more consistent in setting work that matches the needs of different groups of pupils
 - ensuring that all teachers have high enough expectations of what pupils can achieve
 - providing more opportunities for pupils to explore ideas for themselves.
 - ensuring that in the Early Years Foundation Stage tasks are sufficiently challenging and that outdoor activities fully extend children's learning.
- Strengthen leadership and management, by:
 - making more use of assessment information to ensure that the needs of all pupils are consistently met and teachers are more accountable for pupils' progress
 - developing the skills of subject leaders in monitoring and evaluating learning and provision and taking action to bring about improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their learning and work steadily. They show high levels of enthusiasm when challenged to find things out for themselves. However, such opportunities are limited. Pupils work well together in pairs and in small groups. This was evident in a literacy lesson for pupils in Year 1, when they were involved in a variety of activities, including labelling parts of the body, writing complete sentences and forming letters accurately. Pupils enjoy writing and taking part in discussions. However, many pupils, including those learning English as an additional language, have limited vocabulary and this restricts their ability to carry out these activities clearly and imaginatively. Nevertheless, overall attainment when pupils leave Year 6 is broadly average. Pupils have secure mathematical calculation skills but are less proficient in using these to solve number problems in real-life situations. From starting school, with attainment that varies, but is generally below that typical for their age, pupils make satisfactory progress. There is evidence of pupils making good progress, but this not yet consistent throughout the school because not all teachers are sufficiently skilled at setting work that matches the needs of different groups, especially more-able pupils. Pupils with special educational needs and/or disabilities and those with English as an additional language make satisfactory progress.

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Pupils generally behave well, though occasionally, such as at lunchtimes, some pupils do not act maturely. They take on responsibility, such as being a member of the school council, and in so doing have some influence on decisions about school life. Pupils are adopting healthy lifestyles well, knowing the importance of taking regular exercise and eating a balanced diet. They say they usually feel safe at school and know they can talk to a member of staff if they have any worries. Pupils' improving attendance and their satisfactory progress in gaining basic skills means they are satisfactorily prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers have secure subject knowledge that enables them to explain ideas and demonstrate new techniques confidently. They generally manage classrooms well, so that pupils are engaged in their work and little time is lost. Adults promote good relationships, which lead to classrooms being friendly, calm places in which to learn. Not all teachers consistently set challenging work that matches the abilities of different groups of pupils. At times, teachers give too many instructions and information and do

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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not provide enough opportunity for pupils to explore ideas for themselves. Teachers make good use of a variety of resources, including information and communication technology to support learning. Teaching assistants are deployed appropriately to support all pupils, in particular those with special educational needs and/or disabilities and those learning English as an additional language.

A variety of out-of-school activities, including sports and arts clubs enhance the curriculum. Visits to places of educational interest, including Oldham Library and Art Gallery and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. The school's involvement in the School Sports Partnership and with Oldham Music Service supports pupils' development in physical education and music. Planned opportunities for pupils to develop their speaking, writing and mathematical problem-solving skills across the curriculum are limited. Good attention is given to promoting healthy lifestyles.

The school provides a safe and welcoming learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. Support for vulnerable pupils is an established part of the school's provision and plays a useful role in promoting their learning and development. Transition arrangements are thoughtfully planned throughout the school and onto secondary school, and contribute to pupils' satisfactory development. Established links with outside agencies, including the educational psychologist, ensure that extra support for individual pupils is readily available, if required. The school has worked successfully over the last year to improve attendance and this is now average.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The newly appointed headteacher, working with senior leaders, has sharpened the school's ambition and drive by clarifying the school's priorities. Self-evaluation is starting to lead the school forward. The promotion of equal opportunity and tackling discrimination are satisfactory. Currently, pupils' needs are not always being met because senior leaders are not making full use of assessment information available to match support to individual pupil's need. Monitoring of teaching is carried out and actions needed to improve identified. However, leaders do not follow up the response to these actions rigorously enough or call teachers to account for the progress pupils make. Governance is satisfactory. The governing body discharges its statutory responsibility

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diligently, is supportive of staff and pupils and ensures that they are safe.

All safeguarding requirements are met and arrangements are reviewed regularly. Most staff have been appropriately trained and have the necessary skills and expertise to make sure pupils are safe in school. Training to ensure that all staff are fully aware of safeguarding procedures is to take place this term.

Leaders actively promote community cohesion within the school and pupils from different backgrounds get on well with each other. The school is working to strengthen this aspect of its work by developing links with a range of community groups beyond the school and the immediate community. The school works closely with a variety of agencies to support pupils who are potentially vulnerable and this enables them to make satisfactory progress. The school has positive relationships with parents and carers and keeps them regularly informed of the progress and achievement of their children.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start school with skills that vary, but are broadly below those expected for their age. Efficient induction arrangements enable children to settle quickly into everyday routines. Staff have a sound understanding of the needs of children of this age and work well as a team to ensure they are met. As a result, children make satisfactory progress. Although standards are below average overall on entry to Year 1, they are rising. Children collaborate well in pairs and in small groups, taking turns and sharing fairly. They enjoy their activities and are keen to learn, for example, when using the water tray in the nursery. At times, teachers' plans tend to focus on what children are to do rather

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than what they are to learn. An interesting range of enrichment activities enhances the curriculum, such as walks around the local environment and visits to a zoo and a local farm. The Early Years Foundation Stage leader ensures that safeguarding procedures are secure so that children feel safe. Staff make ongoing assessments of children's progress but do not always use them effectively enough to challenge children of different ability. Activities provided in the outdoor area do not always link sufficiently to learning that has taken place indoors, and do not fully support children's development across all areas of learning. Parents and carers say that staff are very approachable and keep them informed of their children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just over 10% of parents and carers returned completed questionnaires, which is a below average proportion. The very large majority of these were positive about the school's work and the efforts of all staff. Two comments were typical, 'I am thoroughly happy with the school and staff.' and, 'I have recommended all my friends to put their children here.' A very small minority of parents and carers did not agree that their children enjoyed school. Inspection evidence does not support this view. A few did not agree their children were not making enough progress. Inspectors judge that pupils make satisfactory progress overall, but that some pupils do not always make the progress of which they are capable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenacres Junior Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	50	18	41	3	7	0	0
The school keeps my child safe	23	52	18	41	1	2	1	2
The school informs me about my child's progress	13	30	27	61	3	7	0	0
My child is making enough progress at this school	11	25	29	66	3	7	0	0
The teaching is good at this school	14	32	28	64	1	2	0	0
The school helps me to support my child's learning	15	34	26	59	1	2	0	0
The school helps my child to have a healthy lifestyle	18	41	22	50	2	5	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	30	28	64	0	0	0	0
The school meets my child's particular needs	12	27	28	64	2	5	0	0
The school deals effectively with unacceptable behaviour	15	34	24	55	2	5	0	0
The school takes account of my suggestions and concerns	10	23	30	68	2	5	1	2
The school is led and managed effectively	10	23	30	68	3	7	0	0
Overall, I am happy with my child's experience at this school	13	30	27	61	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 September 2010

Dear Pupils

Inspection of Greenacres Junior Infant and Nursery School, Oldham, OL4 2AX

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a satisfactory school and that:

- you make satisfactory progress through the school
- your understanding of how to live a healthy lifestyle is good
- adults make sure you are safe in and around school
- in your questionnaires, you say you enjoy school and that adults are interested in your views
- the school is a friendly place and relationships between people are good
- the headteacher, staff and governors are finding ways to help you do better.

We have asked your school to:

- extend your vocabulary, your ability to solve mathematical problems and provide more opportunities for you to improve your speaking, writing and problem solving skills across the curriculum
- make sure that all your teachers have high enough expectation of what you can achieve, always give you work that makes you think hard and provide more opportunities to explore ideas for yourselves
- check more carefully that teachers make more use of the information about the progress you make to improve your learning
- improve the use of the outdoor area for children in the Nursery and Reception classes to better promote their development.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead Inspector

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