

# Greswell Primary School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	106219
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	355908
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Geoff Yates

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 of pupils on the school roll</b>	376
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nick Ravenscroft
<b>Headteacher</b>	Mrs Maggie Parker
<b>Date of previous school inspection</b>	30 June 2008
<b>School address</b>	Percy Road Denton, Manchester Lancashire M34 2DH
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were observed, taught by 13 teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 77 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How pupils achieve as they move through the school, especially the progress more-able pupils make in developing their writing skills.
- How well the Early Years Foundation Stage is planned and organised to meet children's needs.
- How successful the school has been in ensuring that assessment information is used well.
- How well the school meets the needs of pupils with special educational needs and/or disabilities.

## Information about the school

This is an above average-sized primary school in which the proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils from minority ethnic groups is well below average. The percentage of pupils with special educational needs and/or disabilities is above that usually seen. The school has gained many awards, including Healthy School status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It provides a welcoming and caring environment in which every pupil is valued. This reflects the good care and guidance that is provided for all pupils. Children get off to a good start in the Early Years Foundation Stage. Across the school, pupils' knowledge of how to stay healthy is exceptionally well developed. However, this is in contrast to their understanding of cultures different from their own. Under the strong leadership of the headteacher, the school has been successful in addressing issues relating to pupils' behaviour and also inconsistencies in the quality of teaching found at the time of the previous inspection. As a result, pupils now behave well and teaching is good overall.

Pupils enter the school with skills that are below those expected for their age. The learning and progress of all groups, including those with special educational needs and/or disabilities, throughout the school are good overall. The recent improvement in the achievement of pupils reflects the good and sometimes outstanding teaching within the school. Over time, attainment is broadly average but rising. For example it improved to above average in 2010. Inspection evidence demonstrates that this improvement is being maintained. However, while more-able pupils do well in mathematics, they make less progress in writing. The use of assessment information to ensure these pupils make good progress in developing their writing skills is not consistent. The curriculum is good and meets the needs of pupils well. It is being developed to become a creative experience, in which subjects are linked together. However, not enough emphasis is placed on pupils, especially the more able, using their writing skills consistently well in subjects across the curriculum.

The headteacher and her strong leadership team have an extremely clear vision for the school and this is shared by all staff. Their determination and planning to bring about improvement are good. They have an effective programme of self-evaluation that informs a detailed school improvement plan with accuracy. Their efforts have brought about the improvements in standards and progress, but they recognise that there is more to be done. The strong commitment to improvement, clear action plans and record of success show that the school has good capacity to improve further.

## What does the school need to do to improve further?

- Accelerate the progress of more-able pupils in developing their writing skills by:
  - making more consistent and effective use of assessment and information from tracking pupils' progress to ensure progress is sustained
  - providing more challenging opportunities for pupils to write across a broader range of subjects and topics.

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- Provide more opportunities for pupils to improve their understanding of different cultures in the United Kingdom and beyond.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy coming to school as shown by their regular attendance. They start school with skills below those expected for their age. They achieve well, enjoy their lessons and work at a good pace. For example, younger pupils talk with tremendous enthusiasm about the work they are doing with regard to identifying birds in the school grounds. In addition, pupils are rightly proud of the model they have made using recycled materials based on the work of Antony Gormley. Older pupils show real enjoyment in engaging with a partner to discuss the merits and drawbacks of a famous footballer's move to another club. Pupils listen carefully to teachers' instructions and behave well in lessons. They know their targets for improvement and can confidently talk about them; this adds to their enjoyment of school. Most groups of pupils make good progress, including those with special educational needs and/or disabilities. However, more-able pupils do less well in developing their writing skills. Work seen during the inspection, however, confirms that pupils' attainment in the current Year 6 class is better than attainment in English and mathematics over time.

Behaviour is good. Those pupils at risk of displaying challenging behaviour receive highly effective support provided by the learning mentor and teaching assistants. Pupils respect each other's views; they are attentive, responsive and keen to ask questions. Pupils feel safe and many have stated that they trust that adults will deal effectively with rare incidents of bullying. Their understanding of how to lead a healthy lifestyle is outstanding. For example, when questioned, their knowledge of unhealthy food and its negative impact was excellent. Pupils know that their views are respected and their efforts valued and rewarded. School councillors and Eco warriors take their responsibilities seriously. Pupils contribute well to their local community through links and visits to other schools. However, their understanding about the diversity of ethnic and cultural traditions is less well developed. The school is aware of this issue and an action plan is in place to address it.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

While teaching is good overall there are examples of outstanding teaching in the school. Where teaching is outstanding, teachers make sure that they capture pupils' interest from the outset. The activities really motivate pupils. For example, Year 6 pupils, working in groups were involved intensely in developing well-thought-out reasoned arguments for and against issues such as whether children should be allowed to access Facebook on the internet. Teachers clarify the expectations for different groups and provide different activities so that feedback at the end of lessons provides opportunities for all to learn from each other. Lessons move at a good pace, with good organisation and pupil management. Occasionally, when teaching is not as strong, there is too much time spent by pupils listening to the teacher rather than being actively involved in learning that is challenging. Good use is made of ongoing assessment during most lessons. Regular marking provides encouragement to pupils and there are many examples of the next steps they should take to improve their work. Information about more-able pupils' progress in developing their writing skills across the school is not used well enough to ensure progress is sustained. Teaching assistants provide good quality support to individuals and small groups and teachers offer pupils good guidance in lessons to help them improve their work.

The curriculum has significant strengths and these are evident in several awards the school has gained. The wider opportunities the school provides, for example, through before- and after-school clubs enhance pupils' learning experiences very well. There are a

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number of regular ways in which the pupils take their skills into the wider community and the school plays a full part in inter-school events. The increasing links being made between subjects are helping pupils to see the relevance of their learning. For example, work done in Year 2 in geography, focusing on the various species of birds seen in the school grounds, is very successfully linked to work done in literacy and in the design and making of food-balls for birds to eat. However, opportunities for higher attainers to extend their writing skills across a range of subjects are not as frequent as they could be.

All adults know pupils exceptionally well as individuals and provide them with good-quality care and support. They follow up any concerns about pupils rigorously and are sensitive in the way that they deal with any vulnerability identified. The adaptation of provision to meet pupils' specific needs, for example the work done by the learning mentor and that done in areas such as the 'Kids Zone', combine to create an effective network that enables pupils to feel comfortable in school and, therefore, able to concentrate on their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Under the strong and effective leadership of the headteacher, the staff and governing body are committed to the drive to accelerate pupils' progress and they communicate ambition well. While the school is accurate in its assessment that it is a good school, some aspects of its self-evaluation are overgenerous. There is good involvement of senior and middle leaders in all aspects of school life. For example, good use is made of strategies to evaluate learning in the classroom, including staff working together in pairs to evaluate learning which has brought about improvement.

The governing body discharges its statutory duties well and holds the school to account for its performance well. The governing body has ensured that safeguarding procedures meet requirements and that procedures and policies follow best practice. As a result, pupils and their parents have no concerns about safety issues and pupils say they feel safe. The school has a strong commitment to inclusion and leaders and the governing body promote it well and are very active in tackling any form of discrimination. However, equal opportunities are satisfactory overall, because more-able pupils are capable of achieving better in writing. The effective partnerships established with outside institutions, including a local college contribute well to many aspects of pupils' academic and personal development. There are strong local links and pupils participating in community events. However, the school's promotion of community cohesion is satisfactory overall because pupils have little access to or knowledge of communities beyond their locality.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children generally start Nursery with skills that are below those expected for their age. They settle quickly because of a warm welcome, an effective partnership with parents and carers and enjoyable activities. They are taught and supported well, which enables them to make good progress in all areas of their learning. As a result, they leave the Reception class with skills that are expected for this age group. Children quickly develop the ability to share and to behave well towards each other. They play happily together. For example, they say they enjoy going to work in the Chinese takeaway role-play area! The Early Years Foundation Stage has been brought together as a unit and enables children to move between activities both indoors and outside. However, at times, opportunities are missed to incorporate the outside area into all the areas of learning. The well-organised inside areas are used effectively to support children's learning. Adults constantly model language well and engage children in conversation. Adults observe and record children's development carefully and use this knowledge to plan effectively. Good leadership and management ensure that children's outcomes are positive and that all health and welfare requirements are met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage	
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## Views of parents and carers

There was a below average percentage of questionnaires returned, with some parents and carers with more than one child attending the school filling in one questionnaire. However, inspectors also made use of information from the school's own parental surveys.

Information from the surveys was made available to the inspection team. Parents and carers hold mostly positive views of the school. Of the 13 aspects included in their questionnaire, where a minority of parents disagreed with some aspects of the school's work being good, the inspection team found no evidence to support their views. For example, the school has good systems in place to deal with any instances of poor behaviour. A few parents feel their children are not making enough progress. Inspection evidence shows that progress is good, except for that made by more-able pupils in developing their writing skills.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greswell Primary School and Nursery 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 376 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	57	38	49	1	1	0	0
The school keeps my child safe	39	51	40	52	3	4	0	0
My school informs me about my child's progress	24	31	51	66	6	8	2	3
My child is making enough progress at this school	29	38	40	52	9	12	1	1
The teaching is good at this school	30	39	44	57	5	6	0	0
The school helps me to support my child's learning	27	35	48	62	7	9	0	0
The school helps my child to have a healthy lifestyle	27	35	51	66	4	5	0	0
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)	30	39	41	53	5	6	1	1
The school meets my child's particular needs	29	38	42	55	6	8	1	1
The school deals effectively with unacceptable behaviour	20	26	44	57	12	16	2	3
The school takes account of my suggestions and concerns	23	30	47	61	9	12	3	4
The school is led and managed effectively	24	31	42	55	11	14	1	1
Overall, I am happy with my child's experience at this school	39	51	34	44	8	10	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 February 2011

Dear Pupils

**Inspection of Greswell Primary School and Nursery, Manchester, M34 2DH**

Thank you for your friendly and kind welcome you gave to all the inspection team during the recent inspection of your school. It was a real pleasure to meet you and see you at work and play. I agree with your school that it provides you with a good standard of education and with the way it promotes healthy lifestyles. The care, guidance and support your school provides for you are good. This level of care helps you feel very safe and valued. Your school has worked very hard to improve behaviour which is now good. You all get on together really well. This helps make your school a happy place to be. It was a real pleasure to sit in on your school assembly to hear some of you talk about some of the work you had done. The model, based on the work of Antony Gormley made from recycled materials was excellent and a delight to see!

Your school is always looking for ways to make things better for you. To help it do this, there are a few things I am asking your school to do.

- Make sure that more-able pupils develop their writing skills well, by giving them more opportunities to write in other subjects and by checking how well they are doing.
- Find ways to improve your understanding of life in multicultural Britain and beyond.

I know you will all continue to work hard to play your part in making sure your school becomes even better.

I wish you the very best for the future.

Yours sincerely

Mr Geoff Yates  
Lead inspector

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