

Greenhill Primary School

Inspection report

Unique Reference Number	105290
Local Authority	Bury
Inspection number	363693
Inspection dates	21–22 June 2011
Reporting inspector	Robert Pye

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Mrs J Butterworth
Headteacher	Mr Martyn Pilling
Date of previous school inspection	7 July 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons and nine teachers. Meetings were held with members of the school council, senior and middle leaders and members of the governing body. The inspectors observed the school's work, and scrutinised school development planning, documentation relating to the monitoring of pupils' progress, reports from the School Improvement Partner, pupils' workbooks and safeguarding evidence. The inspectors scrutinised 55 questionnaires returned by parents and carers and also questionnaires completed by pupils in Key Stage 2 and by staff.

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

- How effective the school has been in raising attainment in mathematics.
- Whether the curriculum develops boys' writing in Key Stage 1 well enough.
- How well the school provides for indoor and outdoor learning in the Early Years Foundation Stage.

Information about the school

Greenhill is a broadly average-sized primary school. The vast majority of pupils are from White British heritages. The proportion of pupils known to be eligible for free school meals is well-below the national average. The proportion of pupils with special educational needs and/or disabilities is well-below average. The school has a number of external awards, including Healthy School status, Activemark, Basic Skills Quality Mark and the International Schools Award.

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

Greenhill is a good and improving school. The care, guidance and support are outstanding and pupils respond very positively, with consistently high attendance and good behaviour. Parents and carers pay tribute to what the school does for their children through comments such as, 'The school provides a holistic, friendly, supportive and encouraging environment.' In addition, the partnerships with other schools in the local cluster complement pupils' learning very well, particularly in information and communication technology (ICT), physical education and art.

Children enter Reception with skills that are generally in line with expectations for their age. Pupils make good progress and achieve well across the school to reach above average attainment overall by the end of Year 6. There are, however, differences, with progress in mathematics being not quite as good throughout the whole of Key stage 2 as that in found in English.

The good curriculum provides varied opportunities for enrichment leading to creative and personal development, both within the curriculum and in the after-school clubs where activities greatly enhance pupils' experience and all-round development. Pupils' attainment in art is a strength as demonstrated by the vibrant displays around school. Learning is generally good in Reception, but the school is at a developmental stage in providing increased opportunities for learning outdoors in order to nurture children's independence and provide opportunities to mirror the good provision indoors.

Pupils have the highest regard for their teachers and teaching assistants, and feel extremely safe in school. They willingly take on a wide range of responsibilities such as school councillors and classroom helpers. They are proactive in suggesting ideas as to how the school can improve and make a good contribution to the wider community. They know how to eat healthily and take part in a variety of sports and games to keep themselves fit.

Teaching overall is good. However, there are small inconsistencies in the quality of teaching in mathematics in Key Stage 2. Assessment has been used effectively in supporting the improvements in English, and particularly writing, leading to often high attainment but by contrast in mathematics marking and feedback are applied less consistently.

The school knows itself well. Staff and members of the governing body have an accurate awareness of school performance in all areas of its life. This, together with good improvements found in English and recent accelerated learning in mathematics towards the end of Key Stage 2, demonstrates that the school provides good value for money and has a good capacity for sustained improvement.

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

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What does the school need to do to improve further?

- Improve pupils' progress further in mathematics by:
 - ensuring the consistency of teaching so that all lessons provide challenging activities
 - providing more opportunities for pupils to work independently
 - improving the quality of marking by regularly including developmental points that will help the pupils take the next steps in their learning.
- Ensure that children in the Early Years Foundation Stage have more opportunities to learn outdoors by providing exciting, stimulating learning activities to match those found indoors.

Outcomes for individuals and groups of pupils

2

Pupils behave well and are a credit to the school. They are enthusiastic learners, get on well with each other in lessons and enjoy the activities. For example, large numbers joined in the drumming session held in the hall. They worked collaboratively and were delighted at each other's success, producing sounds of high quality. In an outstanding Year 2 lesson, following the use of the interactive whiteboard, pupils worked in pairs. As a result they extended their imagination and ideas in preparation for a writing activity.

Attainment in Year 6 continues to be above average, progress across the school is good and pupils of all groups are achieving well from their starting points. The pupils with special educational needs and/or disabilities make good progress. Boys' writing at Key Stage 1 has improved rapidly as a result of changes to the curriculum including specific projects to boost attainment.

Pupils say they feel extremely safe and that adults are always there if they need them. Their contribution to the school community and beyond is good, with the school council making a good contribution to the lives of their peers both within school and in the wider community. Pupils readily take their charity fund-raising very seriously indeed. They talk accurately and confidently about how to lead a healthy lifestyle and many follow this up, for example, by cycling to school. The good spiritual, moral, social and cultural development is demonstrated in the 'Connecting Classrooms' initiative, developing pupils understanding of cultures and religions, which are different to their own. Pupils' good achievement in English and mathematics, their good skills in ICT, their good behaviour and high attendance prepare them well for the next stage in their education and beyond.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

In the best lessons, questioning is relentless, teachers have high expectations of what their pupils can do and the more-able pupils are challenged realistically to aim exceedingly high. In an outstanding Year 6 literacy lesson, for example, pupils worked in groups. As a result they were able to tell a story with confidence in 50 words, selecting the most important elements. In all lessons, there is sensitive support from teaching assistants. Pupils with special educational needs and/or disabilities are fully included in discussions. In a small minority of mathematics lessons there is not enough challenge to meet pupils' needs and insufficient opportunities for them to work independently. As a result the pace of learning slows. Assessment in most lessons supports good progress by identifying next steps in learning. The quality of marking is good in English but more variable in mathematics.

The curriculum makes a good contribution to pupils' personal and academic development. The curriculum for art and design is outstanding and pupils in all years produce large, imaginative drawings, paintings and models, which adorn classrooms and corridors. The same is true for ICT, which is used very effectively to support a wide range of learning opportunities. A wide range of enrichment and extra-curricular activities includes visits and visitors. Pupils speak positively of the variety of after-school clubs, which are well attended.

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

Pastoral care is of the highest quality. Staff ensure that individual pupils can access everything the school has to offer. Pupils with special educational needs and/or disabilities, and those identified as vulnerable due to their circumstances, benefit from very effective care from teaching assistants. Induction and transition procedures are regarded highly by pupils, parents and carers and the school's well-established partnerships with the local cluster of schools ensure that those in Year 6 are fully prepared for entry into secondary education

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leadership team are fully committed to making the school even better. They are able to accurately identify the school's strengths and areas for development and have been instrumental in driving improvements in English. Staff share their ambitions and have worked hard to improve aspects of the school's work and sustain the overall good outcomes achieved by pupils. Parents have a high level of confidence in school leaders. The governing body has recently experienced many changes and makes a good contribution to the work and direction of the school. Safeguarding procedures are good and the school adopts good practice across all areas of the school. Appropriate checks are carried out on all staff and visitors. Training in safeguarding and child protection procedures are well embedded in all aspects of school life.

There are well-established links with a variety of external partners. The senior leadership team is fully engaged in promoting learning through collaborative local groups within the wider community. The school works effectively with outside agencies to provide support for pupils whose circumstances make them vulnerable. There is a good commitment to ensure equality of opportunity for all pupils. Community cohesion is well promoted through local and international connections and school provides and supports a harmonious and happy place where pupils feel safe, secure and valued as individuals.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the Reception class from a variety of settings. As a result of good teaching and very well focused support, children make good progress throughout the year in all areas of learning. Their personal, social and emotional development is a particular strength. They behave very well indeed, play and share happily together in the role-play areas indoors and are more than willing to show their work to visitors. They are creative in their learning and often take the lead in choosing games and activities.

Leadership and management are good, teamwork is of the essence and staff have a secure understanding of the strengths of the setting and also where it can be developed. The outdoor area is not as vibrant as the indoor classroom or used as often as it could be and there are insufficient opportunities for children to develop their skills and independence. Nonetheless, staff promote the welfare of each individual and the safeguarding policy and practice are strengths. Continuous monitoring of children's progress leads to an accurate evaluation of their performance and to careful planning to meet individual needs. Parents and carers speak very positively about induction arrangements, home-school communication and what the setting provides for their children.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 Stage	2

Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was below the national average for primary schools. Almost all of those who responded expressed the view that their children enjoy school and that the school keeps them safe. In addition, a very large majority is entirely happy with their children's experiences at the school, that it meets their particular needs and that teachers inform home of how well children are doing. As some parents and carers comment, 'I'm proud my children have attended and do attend this school.' A very small minority is of the opinion that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to endorse this view and found that during the inspection, pupils' conduct and behaviour in lessons and around school were good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenhill Primary 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	65	17	31	1	2	0	0
The school keeps my child safe	36	65	18	33	0	0	0	0
My school informs me about my child's progress	25	45	27	49	2	4	1	2
My child is making enough progress at this school	31	56	22	40	1	2	1	2
The teaching is good at this school	33	60	20	36	0	0	0	0
The school helps me to support my child's learning	28	51	25	45	1	2	1	2
The school helps my child to have a healthy lifestyle	32	58	22	40	0	0	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)	29	53	21	38	0	0	0	0
The school meets my child's particular needs	26	47	26	47	3	5	0	0
The school deals effectively with unacceptable behaviour	27	49	20	36	2	4	1	2
The school takes account of my suggestions and concerns	23	42	24	44	2	4	2	4
The school is led and managed effectively	35	64	17	31	1	2	0	0
Overall, I am happy with my child's experience at this school	36	65	17	31	2	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



23 June 2011

Dear Pupils

Inspection of Greenhill Primary School, Bury, BL8 2JH

Thank you all for your warm welcome when the inspection team visited your school recently. You were very polite and kind to us. We are particularly grateful to those of you who came to talk to some of us on Tuesday lunchtime. We really enjoyed the art work on display and the way you confidently used information and communication technology within the lessons.

Greenhill is a good school. You are right to be proud of it. You are making good progress in your lessons and most of you really enjoy learning. By the time you leave school at the end of Year 6 the standards that you reach are above average. You do particularly well overall in reading, writing and mathematics. However, your progress in mathematics in all classes is not quite as consistent as that found in English. The grown-ups who work with you care for and look after you extremely well. You look after younger children very well too and you accept such a wide range of responsibilities to help run the school. Your behaviour is good and you are not afraid to give visitors advice on how to eat healthily and why it is important to keep fit. We are really pleased that your attendance is high and you are very punctual for school.

Your headteacher and all the other staff are very proud of you too and they are always looking for ways to make the school even better. I would like to help them with this so I have asked your teachers to help you improve even faster, particularly in mathematics, by giving you clearer next steps when marking your books. In a small number of mathematics lessons, I have asked the teachers to make sure that activities are more challenging. For the youngest children in Reception, I have asked that your teachers give you more opportunities to learn outdoors.

Thank you again for your kindness to us. Please keep working hard and looking after each other.

Yours sincerely

Robert Pye

Lead inspector

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