

Greenbank Primary School

Greenbank Road, Rochdale, Lancashire, OL12 0HZ

Inspection dates 31 October–1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership and is well supported by senior leaders, staff and governors. This strong leadership has been the key to the significant improvements made since the last inspection in both the quality of teaching and in pupils' achievement.
- Children in the Early Years Foundation Stage enjoy coming to school because they are provided with an exciting range of activities.
- Many children start school with skills that are well below those typical for their age and make good progress. By the end of Year 6, pupils reach average standards of attainment.
- Teaching is good. Pupils know what they are expected to achieve and lessons are well planned and meet the needs of most pupils.
- The curriculum meets the needs of pupils well and includes a wide range of activities that interest pupils and helps them to learn.
- Behaviour is good. Pupils of different backgrounds and cultures learn well together, feel part of the school community and feel safe.
- All are ambitious for the school. Leaders carefully analyse what needs to be done to develop the school further. It is well placed to continue to improve in the future.

It is not yet an outstanding school because

- Not all teaching is good.
- Not all middle leaders have the experience to be fully effective in driving improvement.
- Some pupils' handwriting skills are in need of improvement.
- The more-able pupils in Years 1 and 2 are not always given work that challenges them to do their best.

Information about this inspection

- Inspectors observed teachers in all classes. They visited 24 lessons, of which one was a joint lesson observation with the headteacher.
- Meetings were held with school staff, three groups of pupils, the Chair and vice-chair of the Governing Body and a representative from the local authority.
- Inspectors listened to pupils of different ages reading.
- They scrutinised a number of documents including the school’s self-evaluation, school-improvement plans, data on pupils’ current progress, teachers’ planning and monitoring files, local authority records of visits, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.
- Inspectors reviewed work in pupils’ books with a focus on writing and progress.
- Inspectors met some members of the school’s parents’ association and took into account the school’s own surveys and the small number of responses made by parents to the online questionnaire (Parent View).

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Jennifer Platt

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils in the school are of Bangladeshi and Pakistani origin and there is a high proportion of these who speak English as an additional language.
- The proportion of pupils supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is higher than average.
- There is a high proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children from service families.
- In 2012, the school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school holds awards for Healthy School, Active Schools, Sportsmark, Artsmark and International Schools.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always at least good by:
 - providing more challenge for the more-able Key Stage 1 pupils
 - making sure that teachers always set work that enables all pupils to do their best.
- Raise attainment further by:
 - improving pupils' handwriting
 - improving Key Stage 1 pupils' basic skills in spelling, punctuation and grammar
 - improving all pupils' knowledge and understanding of shape and space in mathematics.
- Improve the overall quality of leadership and management by providing less-experienced middle leaders with the training they need that will help them to be increasingly effective in driving improvements in the school's work.

Inspection judgements

The achievement of pupils

is good

- Pupils enjoy learning, work hard and achieve well in a range of subjects. The school's detailed records, results of tests and the work in their books, show that most groups of pupils, including those known to be eligible for the pupil premium, are making good progress.
- The majority of children joining the Reception class often do so with skills and abilities, particularly in their language, vocabulary, creative and physical development that are well below those typically seen for their age. Improvements made over the last two years, including better quality resources matched more carefully to children's needs, improved planning and staff training, have helped to improve the rate at which learning takes place. As a result children are making more rapid progress than in previous years and the majority have the skills expected for their age by the time they start in Year 1.
- As a result of significant improvements in the quality of teaching throughout the school, attainment at the end of Key Stages 1 and 2 has risen. Year 6 pupils' attainment is now in line with the national expectations for their age.
- Although the more-able pupils are making very good progress in Key Stage 2, the work set is not always hard enough for the more-able pupils in Key Stage 1 to do as well as they could. Opportunities in this key stage are missed for pupils to find out things for themselves.
- Pupils' reading is improving. Parents, supported by the school, become actively involved in helping their child to learn to read and to read with them. Pupils are increasingly reading different books and are developing into enthusiastic readers.
- Mathematics has been a focus for the school to work on since the last inspection and pupils are working well at developing their calculation, number and data handling skills. However, their knowledge and understanding of shape and space is not as strong. At the end of Year 6, pupils' attainment in mathematics is now average, which represents good progress through Key Stage 2.
- Writing is still a focus for the school and teachers are increasingly offering opportunities for pupils to write longer pieces of work and to use more imaginative language. There is still room for improvement in the quality of many pupils' handwriting. In Key Stage 1, teachers know that they need to focus on further developing pupils' basic skills in spelling, punctuation and grammar.
- Disabled pupils and those with special educational needs make good progress. This is because teachers know what they need to do for them. Their progress is tracked very well and teachers and teaching assistants are addressing pupils' needs through good quality teaching and, where appropriate, small group and one-to-one support. They enjoy everything that the school has to offer and are happy at school.
- Pupils who are learning English as an additional language make good progress. This is because their language needs are accurately assessed as soon as they come to the school, they receive individual specific support so that they can learn and they have continuous support to help them further develop their vocabulary and speaking and listening skills.
- The skills-based curriculum is helping pupils to make faster progress as they apply their numeracy and literacy skills in a range of subjects. Outdoor activities help pupils' personal development and their understanding of the world. The opportunity to be involved in enterprise activities and to take on responsibilities gives older pupils an insight into the world of work. Consequently, all pupils are well prepared for the future.
- About one third of pupils are supported by the pupil-premium funding and careful attention is given to make sure that they make the same progress as other pupils.

The quality of teaching

is good

- Teaching is usually good and there is some outstanding teaching. As a result most pupils achieve

well and make good progress.

- The strengths in teaching include good organisation, which makes sure that lessons run smoothly, that pupils work hard and behave well and that interesting work is set that pupils enjoy and which is well-matched to meet their needs.
- Pupils who need more help with their work, including those who are disabled, those with special educational needs and those who speak English as an additional language, are supported well to make good progress. Small group and one-to-one help is provided as and when required and pupils appreciate this additional support.
- Teachers use their good subject knowledge to make clear what pupils need to know and to give pupils helpful advice when they mark their work.
- When there is outstanding teaching, teachers constantly check on what pupils are learning in the groups led by teaching assistants, and pupils have opportunities to work things out for themselves and are asked to give their views on how well they think they are learning.
- In the Early Years Foundation Stage, teachers are effective in providing stimulating and interesting activities which spark children's imagination and support their learning. In one lesson observed outdoors, effective use was made of wind and paper trails to create a 'mock' fire. Children role played being fire fighters, using fire engines, water hoses and watering cans. This fun activity was effective in developing children's social skills and getting them to think about risks and health and safety.
- In a few lessons pupils make less progress. Where this happens, teachers talk for too long and in Key Stage 1 the more-able pupils are given work that is too easy. Sometimes teachers' marking is not as helpful as it could be in pointing out how pupils can improve their work. On occasion, in such lessons, the emphasis is on completing an activity rather than how well pupils are learning.
- A wide range of different ways of teaching support well the learning for disabled pupils and those with special educational needs. The 'Rainbow Room', a quiet, comfortable and welcoming room, which acts as a learning support unit, provides a secure place for individuals or small groups of pupils as and when it is needed. Pupils say they feel safe and secure here and that it helps their learning.
- The recently implemented 'Going for Green' and 'Assertive Mentoring' initiatives are encouraging pupils to take more responsibility for their own learning. At the start of each lesson, pupils are given a 'Learning Challenge' and 'Success Criteria' and are increasingly expected to check on how well they are doing. Currently, this is more effective with older pupils who are able to talk knowledgeably about their learning targets as well as the level at which they are working. Many are very clear about what they need to do to improve their work.

The behaviour and safety of pupils are good

- Pupils' positive attitudes to learning are a strength of the school.
- All staff consistently use the school's behaviour policy in lessons, at breaks and at lunchtimes. As a result of this consistent approach, pupils are clear about what is expected of them and there is very little poor behaviour.
- Children learn how they are expected to behave when they start in the Reception class. In the Early Years Foundation Stage behaviour is good. Staff encourage children to love learning and to become independent.
- The school works successfully to make sure that pupils attend school regularly. Attendance is average and improving, reflecting pupils' enjoyment of school. Pupils talk excitedly about the outdoor activities they have, including visiting the local post office, hearing about Rochdale's heritage from a 'Victorian' lady and visiting Grasmere with pupils from another local school.
- Pupils say they feel safe and that they learn how to keep themselves safe. Parents say they believe their children are safe in school. In Year 6, pupils planning their outdoor activities are

required to work together to produce risk assessments.

- Pupils understand what is meant by bullying, including the use of the internet, and say this is rare. A small number of pupils referred to name-calling as a worry, but rarely does this become an issue. Pupils know that any concerns will be dealt with effectively and parents say the same.
- Pupils enjoy breaks and lunchtimes and are able to safely 'let off steam'. They play happily and cooperatively.
- There is a strong focus on rewarding good behaviour. For example, by being asked to join the 'Captain's Table' with the headteacher or other members of the leadership team. Pupils enjoy this and they are very pleased with the new, state-of-the-art, dining room facilities, which one pupil referred to as 'Greenbank a la Mode'.

The leadership and management is good

- The key areas for improvement highlighted at the last inspection have largely been addressed and this has had a positive effect on raising attainment and accelerating the progress of all pupils.
- Checks on pupils' progress are thorough. Class teachers know how well pupils are progressing and, through regular meetings with senior leaders are held to account. Where pupils' progress is not as good as it should be, swift action is taken to remedy the situation.
- The school knows its strengths and weaknesses and is well placed to continue to improve the quality of pupils' education.
- Senior leaders check on how well teachers teach. Effective performance management, which identifies what teachers need to take to improve, together with the appropriate staff training, enable teachers to improve their skills. However, even though some middle leaders rigorously check on the quality of teaching and how well pupils are getting on, less-experienced leaders have yet to benefit from training that will help them to be more effective in driving improvements in the school's work.
- Plans to bring about improvement are thorough and based on the school's accurate view of its performance.
- The curriculum, which helps pupils to develop their basic skills, their knowledge of enterprise and involve them in a wide range of outdoor activities, provides pupils with memorable experiences and opportunities to learn and meets most pupils' needs well.
- Effective promotion of pupils' spiritual, moral, social and cultural development leads to a harmonious community. Pupils have the opportunity to learn about a wide range of cultures.
- This school positively promotes equality of opportunity and instils in its pupils an understanding of their role in society. The local authority has worked supportively with the school and, most recently, has agreed with leaders' judgements of the school's quality.
- **The governance of the school:**
 - Under the leadership of the current headteacher, governors are much better informed and more fully involved in the life of the school than they used to be. They have a clear understanding of the strengths of the school and of the areas that need further improvement and are very supportive. Recently, several governors have been linked to different aspects of the school's management, for example, pupils with special educational needs and for child protection. This, along with regular training and school visits has supported governors in becoming more confident in asking challenging questions. The governing body has taken action to strengthen the performance-management procedures for teachers, incorporating the requirements in the Teachers' Standards. These strong procedures are impacting positively on improving the quality of teaching. Governors ensure that the school fulfils its statutory responsibilities; all staff have been vetted and are trained appropriately to ensure that pupils are safe. The school budget is wisely used to increase the number of staff in each year group, to provide one-to-one support and to make the curriculum better so that there is a wide range

of opportunities for pupils to experience. All pupils enjoy half-termly outdoor activities which are paid for by the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105768
Local authority	Rochdale
Inspection number	405010

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	416
Appropriate authority	The governing body
Chair	Lynne Buckley
Headteacher	Sandra Hartley
Date of previous school inspection	3 November 2010
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