

Green End Primary School

Burnage Lane, Manchester, M19 1DR

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- In this outstanding and harmonious school, absolutely nothing is left to chance. The executive headteacher and the head of school are well organised and highly effective in their roles.
- Together with a highly skilled, and fully involved governing body, senior leaders constantly drive school improvements forward ensuring that teaching and pupils' learning are outstanding overall.
- Leaders responsible for English and mathematics, and the middle leadership team, are highly efficient, and make an outstanding contribution to improving the quality of teaching and learning.
- Pupils benefit from an outstanding and exciting curriculum, which develops their reading, writing and mathematics skills exceptionally well.
- Pupils' behaviour is outstanding, and their attendance is above average. Pupils are very respectful, and say that they love their educational visits, clubs, and sporting activities.
- The school's work to keep pupils safe and secure is outstanding.
- The quality of teaching, including in the early years, is outstanding. Teachers and teaching assistants know pupils exceptionally well, and provide activities which stimulate their interests.
- The work of staff to develop pupils' spiritual moral, social and cultural understanding is exemplary. This helps pupils to become model 'Global Citizens'.
- All pupils made at least good, and often outstanding progress, in reading, writing and mathematics by the time they left school at the end of Year 6 in 2014, and continue to do so this year.
- Pupils attain well in all subjects and are currently attaining above average standards.
- Standards attained by pupils in Key Stage 1 are continually improving. Pupils made exceptionally good progress in 2014, and continue to do so this year.
- Occasionally, a few pupils, especially the most able, do not always achieve to the absolute best of their ability in every class.
- Support for pupils with English as an additional language is exemplary. This ensures that they settle into school quickly and make outstanding progress.
- An above average proportion of pupils were secure in their phonic skills and knowledge (linking letters and sounds) at the end of Year 1 in 2014.
- The work of support staff is exemplary. They help to create and maintain the school's cohesive learning community.
- Parents are highly complementary about all aspects of the school, and are of the view that their children are happy, safe, and achieving well.
- All aspects of the early years provision are outstanding. Teachers and teaching assistants have exceptionally high expectations of what children are capable of achieving.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at improving their reading skills. Four joint observations took place with senior leaders.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior leaders.
- Inspectors considered 24 responses to the online questionnaire (Parent View), as well as the school's own surveys of parents' views. A meeting was held with 11 parents.
- A meeting took place with a representative from the local authority.
- Responses to the inspection questionnaire completed by 50 members of staff were considered.
- Meetings were held with five governors, including the Chair of the Governing Body.
- Inspectors met with a number of school leaders, including staff responsible for various subjects and phases, including English, mathematics, early years and the leader responsible for provision for disabled pupils and those who have special educational needs.
- Inspectors examined a range of documents. These included information about pupils' progress, development plans, the school's reviews of its own performance, the school's checks on the quality of teaching, various records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Mary Hennessy Jones

Additional Inspector

Simon Dyson

Additional Inspector

Full report

Information about this school

- Green End Primary School converted to an academy on 1st September 2013. When its predecessor school, Green End Primary School, was last inspected by Ofsted it was judged to be good overall.
- Green End Primary School is part of The Kingsway Community Trust, which comprises three primary schools. An executive headteacher presides over the three schools, each having a head of school. One governing body presides over the three schools.
- This is an above average sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, those supported by pupil premium funding, is well above average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Three-quarters of all pupils are from minority ethnic groups. More than half speak English as an additional language.
- Children in the early years provision attend the Nursery class, and Reception classes on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A breakfast club is available for pupils. This is managed by the governing body.
- Since the school became an academy, there have been a number of appointments, including, an assistant headteacher, seven teachers, six teaching assistants, six lunchtime organisers, an information and communication technology manager, and a personal assistant to the executive headteacher.

What does the school need to do to improve further?

- Raise standards of attainment by making sure that all teachers ensure that all pupils, especially the most able, achieve to the absolute best of their ability.

Inspection judgements

The leadership and management are outstanding

- The outstanding leadership of the executive headteacher and head of school, supported by a highly effective senior leadership team and knowledgeable governors, ensure the quality of teaching and pupils' learning are outstanding.
- Over the last two years, the school has gone from strength to strength. The high aspirations and careful planning of senior leaders have galvanised and fully supported teachers, teaching assistants, and support staff, to create and maintain this outstanding school.
- Staff responsible for leading mathematics and English, special educational needs, the early years, Key Stage 1 and Key Stage 2, make an excellent contribution to improving the quality of teaching. They regularly monitor teaching and use a range of indicators to help them to assess its quality. These include observations of teachers' practice, looking at work in pupils' books, talking to pupils about their learning, and analysing data on the performance of different groups of pupils.
- Teachers are set ambitious targets, all of which are linked to the school's aim of continually improving pupils' attainment and progress. Senior leaders ensure that teachers are well supported to reach their targets and enable them to share their good practice with partner schools in the Kingsway Community Trust and further afield.
- School leaders are fully committed to raising standards for disadvantaged pupils. They ensure that the pupil premium funding is used very effectively to provide these pupils with additional support, including in reading, writing and mathematics when it is needed. They also ensure that pupils participate fully in all aspects of school life. The achievement of disadvantaged pupils is close to that of their peers, and better in some year groups. However, no room is allowed for complacency, and work towards eliminating gaps across the school is very successful.
- Pupils benefit from an inspiring and exceptionally well-planned curriculum, that engages their interest, and develops their reading, writing and mathematical skills well. Displays of pupils' high quality art and work in their books cover a wide range of topics, including inspirational world leaders, ancient Egypt and Britain's Black Olympians. All of this, plus the school's links with schools in Europe and Asia helps to develop pupils as 'Global Citizens'.
- The school promotes pupils' spiritual, moral, social and cultural development highly effectively. With more than 33 languages spoken by pupils, from a wide range of cultural and religious backgrounds, staff and pupils have created a harmonious learning community in which all members are respectful of their similarities and differences. Pupils have an acute sense of responsibility when it comes to charity, and have raised funds for many causes.
- Pupils benefit from an exciting range of after-school clubs, which they take up in large numbers. These include choir, sewing, Lego club, gardening, computing and homework club. They enjoy engaging in Bollywood dance, and playing the guitar, and percussion instruments.
- Senior leaders and governors ensure the primary school sports funding is used exceptionally well to engage pupils in competitive sports. Pupils have won many tournaments, including in girls' cricket, netball and football, and can engage in a wide variety of sporting activities, including kick-boxing, gymnastics, dodge-ball and athletics. Such activities support the development of their health and well-being very effectively.
- The school prepares pupils exceptionally well for life in modern Britain. From their direct experience, pupils understand and respect the culturally diverse nature of British society. They have an exceptionally good understanding of democratic principles and know that with their rights, come responsibilities.
- The school promotes outstanding relations with parents. Parents who speak little or no English were highly appreciative of classes to help them to improve their English, those with children with special educational needs indicated that the support they had received had 'transformed their family lives'. All parents value their involvement in reading, phonics and mathematics classes and various events, including Eid, Easter, Christmas celebrations and fundraising.
- The school's work to challenge discrimination, foster good relationships and promote equality of opportunity is outstanding. Close monitoring of individual pupils, and even the smallest of groups, ensures that any pupil in danger of falling behind is immediately identified, supported and put back on-track.
- The school has shared its self-evaluation with a local authority representative, who has observed the school's approach to 'boosting' pupils' reading skills. Most recently, The Kingsway Trusts commissioned a consultant to improve the early years provision which contributed to making its effectiveness outstanding.

- The school takes care to ensure that all statutory requirements for safeguarding are met, and has in place highly effective arrangements for safeguarding pupils. All members of staff are exceptionally well prepared to respond to any concerns raised by pupils and children in the early years.
- **The governance of the school:**
 - Governors have been recognised nationally for their excellent work for which they recently accepted an award at the Houses of Parliament. Governors are exceptionally well trained, and are fully involved in the life of the school. They regularly talk to pupils about their learning and join with members of the school community to celebrate the school's successes.
 - Governors challenge the school and support it in equal measure, working closely with senior leaders to improve the quality of teaching and learning to outstanding.
 - Governors are fully aware of the highly effective work the school has done to, for example, improve the quality of reading across the school and raise levels of attainment. They have a precise understanding of how the school's performance compares to that of all and similar schools.
 - Governors know the quality of teaching is outstanding overall and constantly improving. They are fully prepared to reward teachers for their hard work, but only if they achieve their targets.
 - Governors know the pupil premium funding is making a difference to the educational experience of eligible pupils. They ensure that funding enables their outstanding progress, through high-quality teaching and targeted small-group support and enriches their lives through their participation in clubs, educational visits and a wide range of sports.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils enjoy coming to school. Their attendance is above average and they are very proud ambassadors for their school. Pupils are sensible, highly curious and enjoy learning new things. Pupils' participation in the breakfast club ensures that they are punctual and ready for school. Here they talk and learn with their friends and play traditional board games.
- Pupils are very respectful towards each other and adults. They conduct themselves impeccably when moving around the school and during play times. Pupils are courteous to visitors and enjoy talking about their learning.
- Pupils behave exceptionally well when they come together to celebrate each others' achievements. This was demonstrated during an assembly where pupils were asked to think about what they had achieved this year after a passionately delivered presentation about self-belief.
- Pupils are calm and well behaved in the dining hall. They are smartly dressed and help to ensure that their school is tidy and well looked after and exhibitions and displays of their work are kept in perfect order.
- Pupils' behaviour in class is always at least good. They are always ready to learn and listen carefully to the contributions of their classmates and their teachers' instructions. They always come to class with any necessary equipment, and settle into activities quickly. Pupils take great pride in the presentation of their work and are prepared to carry out detailed research for homework projects. Pupils regularly 'go the extra mile' and produce outstanding and well-informed work linked to their many areas of interest.
- Pupils are studious, and work together exceptionally well in pairs, small groups, and on their own. In class, they are always fully involved in their work and are used to working diligently through various activities.
- Pupils are very earnest about the various areas of responsibility. They are well trained to execute their roles as, for example, student leaders, and members of the school and eco councils. Key Stage 2 pupils enjoy their roles as digital 'whiz kids' and are much appreciated by their younger schoolmates in their 'buddy' roles.
- Pupils are of the opinion that behaviour is good most of the time. The overwhelming majority of parents are of this view too, as are school staff. Inspection evidence, including an examination of the school's behaviour records, indicates that behaviour is typically outstanding over time.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- The school's pastoral staff and parent support workers work closely with pupils and their families,

involving various community-based support services to ensure that pupils and children in the early years, are kept safe and free from harm at all times.

- Pupils, especially in Key Stage 2, have a very good understanding of what bullying is and are adamant that it very rarely, if ever, happens at school. Older pupils know what racist and homophobic bullying is and say that it is wrong to treat anyone differently because of who they are, what they believe in, or because of the colour of their skin.
- All pupils have an excellent understanding of cyber-bullying and know that this can take place on any device that can connect to the internet, including laptops, tablets, mobile phones and hand-held games. They know they should never share personal information with anyone over the internet and to always talk to an adult if they are not sure about the safety of a website.
- Pupils have a highly-developed understanding of safe and unsafe situations. They learn about road safety and cycling proficiency. Visitors from road, police, and fire services help pupils to understand dangers and risks and how to avoid them.
- Through circle time and through the school's personal, social, health and emotional aspects of education programme, pupils learn about the dangers associated with drugs and alcohol. They also learn about the dangers of joining gangs and to be aware of extremist views.

The quality of teaching

is outstanding

- Teachers and teaching assistants work exceptionally well together to ensure that pupils find learning interesting and engaging. Teachers' outstanding training, detailed knowledge of pupils and their abilities, and effective use of information on pupils' performance, enable them to offer a variety of different classroom activities which support pupils' good and outstanding progress.
- Teachers are very proud of their classrooms and rightly so. All offer stimulating displays of pupils' work, and a range of information to help pupils with their reading, writing, grammar, spelling, punctuation and mathematical work.
- Teachers carefully prepare activities which seamlessly link together various themes. This was exemplified in a Key Stage 1 mathematics class where the teacher meticulously planned a range of activities which required pupils to add and subtract different values given to various insects, including a worm, spider and grasshopper. At the end of the session, pupils were asked to find out which numbers they could add to match the number inside a peach. Pupils thoroughly enjoyed their activities and made outstanding progress because their learning was interesting and linked to a story they were reading in English.
- Teachers regularly check pupils' work. Their marking is of an exceptionally high standard, particularly in English and mathematics and is always up to date. Teachers are careful to always identify clearly how pupils can improve their learning and check closely to see if pupils take their advice and improve their work as a result.
- Teachers have exceptionally good subject knowledge in English. In class, they focus on developing pupils' understanding of the structure of the English language and the importance of good grammar. Across the school, including in the early years, pupils are encouraged to use similes, 'interesting adjectives' and alliteration to improve their written work. Teachers' always check pupils' spelling and punctuation. They consistently promote reading, and provide many opportunities for pupils to write in different styles.
- Pupils thoroughly enjoy being challenged. This was the case in a fast moving upper Key Stage 2 mathematics class where pupils were involved in different problem-solving activities linked to the theme of aliens and space, a topic that they were pursuing in English and science. Pupils were eager to add various 1, 2, 3, 4, 5 and 6 digit numbers together, and work out the number of men, women, boys and girls in various towns and cities as they carried out a census on a fictitious planet.
- Specialist teachers and teaching assistants are highly skilled in ensuring pupils and children in the early years, with little or no English, are always fully engaged in learning activities. Teaching staff do this through their highly focused one-to-one work, small-group teaching activities and in providing support in class. On several occasions during the inspection, pupils with English as an additional language were observed making accelerated progress in class. Work in books confirms that all such pupils make outstanding progress over time.
- Teachers' work to develop pupils' debating and communication skills is highly developed. This was exemplified in a class where pupils' showed great sensitivity and understanding in the considerate and intelligent questions that they asked about different family structures and types of relationships.
- Teachers plan activities in class which challenge pupils of all abilities, including disabled pupils and those

who have special educational needs. However, occasionally some pupils, especially the most able, do not achieve to the absolute best of their ability because they are capable of being challenged even further.

The achievement of pupils is outstanding

- This year, pupils' progress in reading, writing and mathematics is outstanding and even better than in 2014. Current Year 6 pupils are making outstanding progress and are attaining standards which are at least in-line with those expected for their age. This outstanding progress is replicated throughout the school, including in Year 2, where pupils are making accelerated progress in all subjects, and are attaining well. This represents outstanding achievement from their below average starting points.
- At the end of Year 6 in 2014, pupils' attainment was broadly average in reading and mathematics and above average in writing and grammar, punctuation and spelling. This represented at least good and for many outstanding progress from their individual starting points.
- Pupils' attainment at the end of Key Stage 1 in 2014 was broadly average in writing and mathematics and just below average in reading. However, most groups of pupils made at least good and often outstanding progress across both Years 1 and 2.
- Inspection evidence, including a full scrutiny of pupils' work and close checks on the school's own data, show that most groups of pupils are attaining standards which are higher than those expected for their age.
- The proportion of pupils reaching the expected standard in the national phonics screening check at the end of Year 1 in 2014 was above average. School data shows that an even higher proportion of pupils are secure in their phonic skills and knowledge this year.
- Senior leaders have taken rapid action to improve standards in reading and have employed 'reading teaching assistants' who listen to pupils in Reception and Years 1 and 2 classes every day. The excellent advice given to parents on how to support their children's reading at home is having a significant impact on raising standards in reading across the school. Pupils have excellent reading skills. They are well read and enjoy poetry and books written in different styles.
- The vast majority of teachers routinely focus on deepening pupils' knowledge and mastery of mathematics. Teachers' excellent training and skills enable them 'tease-out' the relevance of mathematics in everyday life and enhance pupils' problem-solving skills. This outstanding practice has supported pupils' excellent progress across all classes, including children in the early years.
- Pupils' above average attainment and outstanding progress in writing at the end of Year 6 in 2014 is replicated across most classes. Evidence of this is in pupils' books where they demonstrate their excellent ability to write in different styles and produce extended and interesting accounts of their many school trips and educational visits.
- Pupils with English as an additional language, including those who enter the school mid-way through the year and with little or no English, quickly integrate into the school and progress outstandingly well. This is due to the exceptional care, support and teaching that they receive from highly-skilled and knowledgeable teachers, teaching assistants, and support workers. These pupils' progress at the end of Year 6 in 2014 was at least good in all subjects and outstanding in writing and grammar, punctuation and spelling.
- Pupils from all minority ethnic groups make good progress in all subjects across Key Stages 1 and 2. For example, the attainment of the school's largest minority ethnic group, Pakistani pupils, was above average at Level 5 in grammar, punctuation and spelling at the end of Year 6. However, the school is careful to ensure that other ethnic groups, White British, for example, progress well too. Inspection evidence, including the school's own data shows that these pupils are making at least good progress in all classes.
- Disabled pupils and those who have special educational needs are exceptionally well supported by well-trained teachers and teaching assistants, who work in close partnership with parents. By the end of Year 6 in 2014, these pupils had made outstanding progress from their individual starting points. This outstanding progress was replicated across most classes in 2014 and continues to improve this year.
- In Year 6 in 2014, the attainment of disadvantaged pupils was less than a term behind that of other pupils in school in reading and about a term and a half behind in writing and mathematics. Disadvantaged pupils' attainment was broadly the same as other pupils nationally in mathematics, and less than a term behind in reading and writing. In some classes, disadvantaged pupils' progress is at least as good as their peers, as it was at the end of Key Stage 2 in 2014. Any gaps between disadvantaged pupils and their peers in school are rapidly closing.
- Senior leaders regularly scrutinise pupils' books to check to see if all pupils, including the most able, are

fully challenged in their work. Currently, the most able pupils in Year 6 are making outstanding progress and are engaged in work at an exceptionally challenging level. Occasionally, this is not always the case in every class. Senior leaders have made it a priority to raise attainment even further by making sure that all teachers ensure that all pupils, including the most able, achieve to the absolute best of their ability.

The early years provision

is outstanding

- The leadership and management of all aspects of the early years provision are outstanding. Teachers, teaching assistants and all early years staff have exceedingly high expectations of what children are capable of achieving. They plan stimulating and exciting activities which broaden children's understanding and knowledge of the world, offer regular visits to places of interests, and take every opportunity to invite visitors into the early years to meet the children, and talk about their work.
- Children enter the Nursery class with skills and abilities which are below those typical for their age in all areas of learning. The skills of many children are especially weak in language and communication and a high proportion has little or no English. However, teachers ensure that pupils' lack of English does not become a barrier to their learning. All children get off to an excellent start in the Nursery class because of the exceptionally good care and support that they receive from highly-skilled and effective staff.
- In 2014, an above average proportion of children, including those with English as an additional language made outstanding progress through the Nursery and Reception classes, and were well prepared, with the personal and academic skills needed for the next stage of their learning in Year 1. This year children continue to make outstanding progress and an even higher proportion have the necessary skills and abilities for the next phase of their learning.
- Children quickly develop in very stimulating and well-organised indoor and outdoor learning areas, they are highly cooperative and work and play together happily. Resources are of high quality and support children well in developing a wide range of skills. Children enjoy using computers, 'camping', linked to their 'let's go outdoors' theme, playing tennis, growing and eating vegetables and fruit, reading, painting, construction and playing in the percussion band on the outdoor stage.
- Teachers take every opportunity to develop children's speaking, listening, and writing skills. This was exemplified during snack-time, where children in a Reception class look it in turn to talk to their partners about their story writing. Staff were careful to model conversations and good manners and encouraged children to describe the fruit they were eating and what it is like to peel a tangerine.
- In the Nursery class, staff provide a range of opportunities to support children's progress, and develop their use of numbers and their communication skills. Staff are highly skilled in extending children's vocabulary through their excellent questioning skills and encourage children to share their ideas and talk about their learning.
- Children are well supervised at all times. They behave exceptionally well, move between classes and different areas of learning sensibly and are very familiar with daily routines, such as preparing to play outside.
- Parents who talked to inspectors and those who completed the school's surveys of parents' views are highly complementary of the work of early years staff. They are happy their children are safe, well cared for and achieving well.
- Staff meticulously record children's achievement in 'learning journeys'. These are shared with parents who are kept well informed of their children's progress. Staff visit children's homes and have highly organised and effective procedures for supporting parents with their children's learning and development.
- Staff ensure children's safety by applying the same excellent safeguarding procedures in operation throughout Key Stages 1 and 2, in the early years provision.

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	140130
Local authority	Manchester
Inspection number	450366

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	482
Appropriate authority	The governing body
Chair	Ariana Yakas
Headteacher	Lisa Vyas
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0161 432 7036
Fax number	-
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