



Green End Primary School

Inspection Report

Unique Reference Number 105418
LEA Manchester
Inspection number 277354
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Ms Angela Westington HMI

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

Type of school	Primary	School address	Burnage Lane
School category	Community		Burnage
Age range of pupils	3 to 11		Manchester, Lancashire M19 1DR
Gender of pupils	Mixed	Telephone number	0161 432 2215
Number on roll	363	Fax number	0161 432 6585
Appropriate authority	The governing body	Chair of governors	Mrs Marilyn Taylor
Date of previous inspection	8 November 1999	Headteacher	Mr Leroy Taylor

Age group 3 to 11	Inspection dates 16 November 2005 - 17 November 2005	Inspection number 277354
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and an additional inspector.

Description of the school

Green End Primary School is a recently amalgamated school, situated south of Manchester city centre in an area of high unemployment. It is due to move into new, purpose built accommodation in February 2006. There are currently 363 pupils on roll. Pupils enter the school with lower than average ability levels. Over half are eligible for free school meals, nearly a third are on the school's register for learning disabilities and nearly 40% speak English as an additional language. These figures are above the national averages for other schools. Since the amalgamation in 2002, the school has had significant support for leadership and management from the local authority, including temporary associate headteachers. At the time of the inspection, the newly appointed headteacher had been in post for ten weeks.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The standards attained by pupils in both the former infant and junior schools were well below national expectations. Since the amalgamation, the local authority has made intensive efforts to secure rapid and sustained improvement across the new school and to tackle the key issues identified in the previous inspection reports for both schools.

These efforts have been partly, but not wholly, successful. In Key Stage 1, standards have risen and in 2004 the school had its best ever results in English, mathematics and science. However, results slipped back in 2005, particularly in writing.

In Key Stage 2, the trend in results has been well below national figures. Since the local authority's intervention, results in science and mathematics have improved. English results, though, have been erratic and this year dropped back again to 59% of pupils gaining Level 4 or above. This is below the target set by the school and below the national floor target. The proportion of pupils gaining Level 4 or above in writing is well below the national figure.

There has been much improvement in the quality of provision in the Foundation Stage and in Key Stage 1. Most of the key issues identified in the last inspection have been tackled, although the role of subject leaders is still underdeveloped. The quality of teaching is now good in both these key stages. As a result the vast majority of pupils make good progress from well below average starting points and, by the time they enter Year 1, are working within the levels expected for this age group, although very few exceed them. Pupils continue to make good progress in Key Stage 1 so that, by the age of seven, standards are average.

However, progress stalls in Key Stage 2 due to too much teaching that is just satisfactory and not sufficiently good enough to raise standards quickly. Insufficient progress has been made on four of the five key issues highlighted for improvement in Key Stage 2 at the last inspection.

The newly appointed headteacher and the current associate headteacher have gained an accurate impression of the school's strengths and weaknesses, but other managers are not sufficiently aware of how much or what needs to be done to improve standards and tackle the disaffection displayed by some boys.

The school's governing body has only recently begun to hold the school to account, although the chairperson has, for a long time, fulfilled her role as a critical friend.

The school has a substantial financial deficit and is currently considering ways of managing this over the next few years as it moves into its new building. Given this

deficit and the unsatisfactory progress that pupils make in Key Stage 2, the school provides unsatisfactory value for money.

What the school should do to improve further

- Raise the standards attained by pupils in Key Stage 2, especially in English.
- Improve the quality of teaching and learning in Key Stage 2.
- Maintain the improved standards in the Foundation Stage and Key Stage 1.
- Improve the capacity of senior managers and governors to evaluate the school's effectiveness.
- Improve subject leadership and management across the school.
- Improve levels of attendance.
- Reduce the budget deficit to allow for prudent financial management.

Achievement and standards

Grade: 4

By the time pupils leave the school at eleven, the standards they reach have been consistently well below those expected nationally, below those of similar schools and below the school's own targets.

In recent years they have improved, with the greatest gains being made in science and with more modest gains made in mathematics. However, standards in English remain stubbornly low and, after better results last year, they have dropped back again to an unacceptable level. Sustained improvement in English in Key Stage 2 is proving hard for the school. Scrutiny of pupils' work reveals recent improvement in presentation and handwriting, but this frequently masks weaknesses in basic skills of grammar, spelling, punctuation and sentence construction. Gaps that emerge in pupils' knowledge and skill lower down the school are not filled later on.

In contrast, tests results in reading, writing and mathematics are rising and holding steady in Key Stage 1, although this year they dipped slightly, particularly in writing. Inspection evidence confirms a healthier picture in Key Stage 1 generally, as the improvements in teaching have been embedded and are bearing fruit. Year 1 and 2 pupils are working at levels appropriate for their age and abilities, and making good progress. For example, Year 1 pupils are building words and sentences using key vocabulary and letter sounds, and Year 2 pupils are writing simple stories and reports.

Children in the Foundation Stage get off to a good start in their education and make good progress, so that despite entering nursery with very low skill levels the vast majority enter Year 1 working within the Early Learning Goals, although very few exceed them.

Pupils with learning disabilities make satisfactory progress. Pupils who are learning through English as an additional language could do better with more bilingual support and expertise.

Personal development and well-being

Grade: 3

The spiritual, moral and social development of pupils is satisfactory.

Pupils show respect for their own and other's beliefs and customs. Their behaviour is satisfactory. There has been a whole school review of how to improve behaviour but the impact of this is not yet fully realised, because the agreed systems are not consistently applied. There are good arrangements to prevent bullying and racism. The rare times they do occur they are dealt with swiftly and appropriately.

Pupils enjoy organising appeals to help those less fortunate than themselves. Older pupils enjoy organising stalls and being responsible for pricing and handling money. The children who act as buddies, and those on the school council, carry out their responsibilities in a sensible manner. They are effective in improving the support for younger and less confident pupils.

Pupils' cultural development is good. They celebrate a wide range of cultures and there are good opportunities for them to work with artists, participate in music, drama and dance and visit places of historical interest.

Attendance is very low and is unsatisfactory. To try to improve this, the school has introduced a breakfast club and awards for attendance. Too many pupils, though, take holidays in term time which have not been authorised by the school. When this happens pupils miss important work.

Quality of provision

Teaching and learning

Grade: 4

The school's own self evaluation rates teaching and learning as satisfactory. Inspectors disagree and note that the quality of teaching varies from good to inadequate across the school. This means that children do not, by the time they leave school at the end of Year 6, make the progress they ought.

In the Foundation Stage and Key Stage 1, teachers and their assistants have high expectations of the children. This is because they make good use of their knowledge of the pupils' previous learning to plan interesting and challenging activities that are well matched to the children's abilities. The pupils develop positive attitudes and enjoy their learning, taking pride in what they do. Routines are well established and consistently applied. This good teaching helps the children to make good progress.

However, this is not sustained in Key Stage 2, because there is not enough good teaching. An undercurrent of low level disruption by a minority of boys impacts negatively on other pupils. Teachers are not consistent in tackling this issue.

Despite recent measures to improve teachers' planning and their use of assessment data, there are still inconsistencies. This means too many lessons do not fully challenge pupils. Too often children of different abilities do the same work. The teaching does

not ensure that children are taught the right skills and knowledge, or develop the understanding they need to make the next steps in their learning. This is particularly so with writing. Pupils' attitudes to learning are, therefore, not as good as they ought to be. While there is some good teaching in Key Stage 2, there is too much that is just satisfactory or inadequate.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory. The Foundation Stage has been reviewed to ensure that the recommended areas of learning for nursery and reception aged children are fully covered. There is now a good balance of teacher led and child-initiated activities. In Key Stages 1 and 2, the curriculum satisfies National Curriculum requirements.

However, the school's approach to curriculum planning and evaluation lacks rigour and therefore programmes of work are not adapted well enough to take into account the particular needs of all pupils. Guidance from curriculum coordinators is not yet good enough to assist teachers in deciding how to implement programmes of work that build on previous learning.

Provision for information and communication technology has not improved sufficiently and there is inconsistency in its use to support other areas of the curriculum.

Pupils with English as an additional language receive some support to enable them to access the curriculum, but the quantity of the time available is inadequate for the number of pupils concerned. Pupils with learning difficulties and/or disabilities have tasks that are satisfactorily adapted to meet their individual needs.

The introduction of modern foreign languages enhances the curriculum. The range of lunchtime and school clubs is satisfactory. The experiences for music enable pupils to develop their talents. There is an appropriate emphasis on personal development, particularly fitness and healthy competition in sport. A recent initiative has been the introduction of strategy games during the lunch time period. This provides additional challenge for pupils who are particularly able and promotes enjoyment and achievement in learning.

Care, guidance and support

Grade: 3

The quality of care, guidance and support for pupils is satisfactory.

Staff are vigilant in ensuring pupils are carefully supervised at work and at play. Child protection procedures are well known and meet the recommended guidelines. Pupils say they feel safe. They know who to talk to when they feel upset. There are regular safety checks on the school buildings and grounds.

Parents are happy with arrangements for children in the nursery to settle into school. Good links with secondary schools prepares pupils well for transfer to the secondary stage.

The learning mentor provides valuable support for pupils to restore their self-esteem, confidence and desire to learn. The guidance for pupils with learning difficulties and/or disabilities enables them to make satisfactory progress in their individual learning programmes.

Pupils are encouraged to adopt a healthy lifestyle. They enjoy participating in sports and understand the importance of choosing carefully what to eat. The areas of drugs misuse, dangers of smoking and preparation for puberty are sensitively introduced.

However, guidance for pupils on how they can improve their academic performance is not effective enough. Pupils are not sufficiently involved in discussing their next steps in learning and how they can improve their work.

Leadership and management

Grade: 4

Overall, the leadership and management of the school are unsatisfactory. The recently appointed headteacher has inherited a legacy of underachievement, budget deficit and an underdeveloped management structure.

The local authority has driven the recent challenge to the school to raise the standards pupils attain and teachers' expectations of what pupils can achieve. This has been most successful in the Foundation Stage and Key Stage 1, where the very detailed guidance provided has been taken up by staff.

However, there has been less success in implementing sustained change in Key Stage 2, despite the local authority's efforts. Here, the quality of teaching and learning remain too variable and the impact of subject leaders and managers has been least effective.

Subject manager roles are underdeveloped and, as a result, managers do not have an accurate view of the strengths and weaknesses of their subjects across the school nor how to develop those areas identified for improvement.

The governors are developing their role in holding the school to account. The chair of governors has, over time, been an effective critical friend but more governors need to assume this function. The governing body as a whole has not always had a full understanding of the school's strengths and weaknesses. It is now beginning to develop this role.

The school has, in the past, canvassed the views of parents and pupils. The associate headteacher has begun to establish links and build positive relationships with other partners in the local community. More needs to be done to widen the involvement of other key stakeholders.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently and we would like to thank you for talking to us and making us feel so welcome.

We looked at many of the things you do in school and talked with your teachers and some of the people who help you. We thought that you were really friendly and that most of you behaved very well. These are some of the things that we liked about your school:

- the people in school work hard to make sure that you are safe and well cared for when you come to school
- there are some interesting things for you to do, including after school clubs and sports
- you are looking forward to the new building and you are being sensible about how you walk around the two schools whilst all the building work is going on
- you enjoy being with each other and get on well with the adults in school
- you know how to keep healthy and enjoy your healthy snacks
- your work is getting better, especially in the classes for the younger children and in mathematics and science.

We have asked your headteacher to try to make sure that the all the teaching in your school is as good as the best that we saw. We have also asked him to have another look at the work that the children in Key Stage 2 do, because we think that you could do even better and get better results, especially in English. It is very important that you are all good at reading and writing by the time you leave this school because it means you are more likely to do well at your next school, and we all want you to do well.

We know that you will work hard and try to help Mr Taylor and the teachers make things even better for everybody in the school.