



10 November 2006

Mr L Taylor
Headteacher
Green End Primary School
Burnage Lane
Burnage
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Dear Mr Taylor

SPECIAL MEASURES: MONITORING INSPECTION OF GREEN END PRIMARY SCHOOL

Introduction

Following my visit to your school on 7 and 8 November 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

This visit was the second monitoring inspection since the school became subject to special measures in November 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

Focus of the visit and evidence gathered

The focus for this inspection visit was checking on progress on all key issues except the one concerning the budget, but with an emphasis on analysing the 2006 test and assessment results, checking on teaching especially, but not exclusively, where there have been new staff appointed and developments at senior management level. The school's work was observed, documents were scrutinised and meetings were held with the headteacher, the deputy headteacher, the coordinators for literacy and the Foundation Stage, the chair of governors and two representatives from the local authority (LA). Informal discussions were also held with pupils.

Context

Since the visit in May, there has been considerable staff change. A new deputy headteacher took up post in September 2006. Four teachers have left. They have

been replaced by two full-time temporary appointments, one a teacher on secondment from the Excellence in Cities project and the other covering a maternity leave until Easter. The third has been appointed to a permanent job share. A member of staff who was part time has become full time. Another member of staff is leaving at the end of this term. The school has yet to appoint a replacement. The chair of governors at the time of the previous visit resigned from that position but remains a governor. The vice-chair has taken over the role. There are seven vacancies on the governing body. A new LA link adviser has been working with the school since September. Work on the school grounds has been completed and the school is now settled into its new building.

Achievement and standards

The results in the 2006 national tests and teacher assessments, the most recent data on pupils' performance, indicate a mixed, and overall disappointing picture. At Key Stage 2, results in mathematics and science improved. Results in English were lower than in 2005, when they were already significantly below the national average. These lower results in both reading and writing are despite the subject having been a specific focus for improvement. In writing, under half the pupils attained Level 4, the basic standard expected for 11-year-olds, and very few attained the higher Level 5. At Key Stage 1, previously regarded as a stronger area, there was a drop in overall results. This was mainly due to a decline in mathematics, where only just over half the pupils reached the basic level expected for seven-year-olds and very few pupils attained the higher levels. While overall results in reading and writing were similar to 2005, this masks a mixed pattern within each subject with a series of rises and falls at the different levels. In particular, less than half gained the expected levels in writing, a significant drop. At both key stages, girls attained higher standards than boys. Assessments of the attainment of pupils at the end of the Foundation Stage show that relatively few children exceed the Early Learning Goals set for children of that age, which is a similar picture to that at the time of the last inspection.

The school's analysis of pupils' progress in 2005 shows that, while some pupils made satisfactory or better progress in their learning in English and mathematics, there are still too many pupils who are not achieving adequately. The school does not yet have formal data this term to show if the pupils' progress is improving, although assessments are due to be made soon.

Progress on the areas for improvement identified by the inspection in November 2005:

- Raise the standards attained by pupils in Key Stage 2, especially in English – inadequate

- Maintain the improved standards in the Foundation Stage and Key Stage 1 – inadequate

Personal development and well-being

Pupils' attitudes to school and their learning continue to be good. They are pleasant and polite to each other and their teachers. Most behave well and try hard to do what is expected of them. They are very proud of their new building and playgrounds. During a guided tour of the school, two Year 6 pupils talked about their experiences with confidence and maturity. They were good ambassadors for the school council. The improved attendance evident last time has been maintained because action to promote good attendance, now managed by the assistant headteacher, is increasing pupils' motivation. The pupils are keen to achieve one of the awards now given out regularly; the possibility of winning the prize of a bicycle - to be drawn from those with 100% attendance - is causing considerable excitement.

Progress on the areas for improvement identified by the inspection in November 2005:

- Improve levels of attendance – satisfactory

Quality of provision

The quality of teaching and learning has improved since the last visit. There is now less inadequate teaching at Key Stage 2. The impact of work undertaken by senior leaders to widen the range of teaching and learning styles is evident across the school. Teachers now create more opportunities for pupils to talk about their learning. This was a prominent feature in all the lessons observed. The classrooms are more attractive and stimulating, with a greater focus on display to help pupils to learn. Relationships between pupils and teachers continue to be good; the pupils are keen to succeed and do what is asked of them.

However, teaching is not yet as strong as it needs to be to compensate for pupils' previous underachievement. Some teaching is good, but some is still inadequate and too much is just satisfactory. A major factor in this is that tasks set for pupils do not take enough account of their different starting points. Too often, all pupils do the same work, resulting in some frustration for the more able for whom it is too easy and a loss of confidence on the part of lower attainers who find it too hard. This is because assessment information about pupils is not used enough in planning lessons. Nevertheless, systems for assessing pupils and monitoring their

progress have improved since the last visit. There is regular assessment of where pupils are at in their learning, and this is starting to be compared to where they should be, in order to measure the progress they are making. There is more analysis of the resulting information, and this is being used to refine decisions about where intervention and support can best be targeted. However, it is not used routinely enough to modify the work pupils are set in lessons. This weakness was reported on at the last visit, and tackling it will be critical to the success of the school's efforts to improve the impact teaching has on pupils' achievement.

Progress on the areas for improvement identified by the inspection in November 2005:

- Improve the quality of teaching and learning in Key Stage 2 – satisfactory

Leadership and management

The appointment of a deputy headteacher and the resulting redistribution of responsibilities at a senior level have increased the rate of progress the school is making. There is a new management structure. The expanded senior team is now taking a wider range of actions to improve the school and check on progress. Sharper plans for promoting improvement and raising standards are in place. Action to improve teaching has been a priority and is proving successful, although teaching is not yet as effective as it needs to be. Managers observe teaching more regularly and systematically and staff are given helpful feedback on strengths and weaknesses. Training has been provided and some staff have been on visits to observe good practice in other schools. There is not yet a stable and fully effective complement of teachers, however.

Work has started on developing the skills of subject leaders. All have written action plans for their areas of responsibility and have been given guidance on how to improve them. They do not yet monitor the effectiveness of their subjects sufficiently, although the leader for literacy plays a fuller role due to the priority given to that area. Better evaluation and monitoring at senior level are resulting in a greater understanding of what needs to be done to bring about further improvement. Governors are continuing to develop their understanding of how to hold the school to account for its performance and to check on its progress, but the seven vacancies restrict its capacity to be fully effective. Overall, developments in leadership and management since the previous visit are positive, but the rate of improvement is not fully compensating for the initial lack of progress when the school became subject to special measures.

Progress on the areas for improvement identified by the inspection in November 2005:

- Improve the capacity of senior managers and governors to evaluate the school's effectiveness – satisfactory
- Improve subject leadership across the school – satisfactory
- Reduce the budget deficit to allow for prudent financial management – not a focus of the visit

External support

The quality of support provided by the LA has improved. The new link adviser is experienced in supporting schools in special measures. There is a sharp analysis of issues facing the school and a good understanding of what needs to be improved. Clear guidance is being provided and the monitoring of progress is increasingly rigorous.

Main Judgements

Progress since being subject to special measures – inadequate

Progress since the previous monitoring inspection – satisfactory

Newly qualified teachers may not be appointed.

Priorities for further improvement

- Use information about the progress pupils are making when planning teaching to ensure that tasks set have the right level of challenge for each child.

I am copying this letter to the Secretary of State, the chair of governors and the Interim Chief Education Officer for Manchester.

Yours sincerely

J McKenna
Additional inspector