

Green End Primary School

Inspection report

Unique Reference Number	105418
Local Authority	Manchester
Inspection number	308852
Inspection dates	13–14 December 2007
Reporting inspector	Joan McKenna

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 on roll	
School	343
Appropriate authority	The governing body
Chair	Ms Emma Antrobus
Headteacher	Mrs Lisa Vyas
Date of previous school inspection	16 November 2005
School address	Burnage Lane Burnage Manchester M19 1DR
Telephone number	0161 219 6650
Fax number	0161 432 6695

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a very deprived area and the proportion of pupils eligible for free school meals is high. The proportion of pupils from minority ethnic heritages is also high and most pupils speak English as an additional language. Besides English, 22 languages are spoken. More pupils than usual join and leave the school at other than the normal times. The proportion of pupils with learning difficulties and/or disabilities is broadly typical.

The school was last inspected in November 2005 when it was found to require special measures because it was not providing an acceptable standard of education. The school moved into a new school building in February 2006. The school became part of a loose federation with Ladybarn Primary School in April 2007, at which point the headteacher of Ladybarn also became the headteacher of Green End. The school has experienced many changes of staff over the past few years, and, in September 2007, it had a full complement of permanent class teachers for the first time for several years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(4) of the education Act 2005, HMCI is of the opinion that the school no longer requires special measures. This is because all aspects of provision are now satisfactory, as are pupils' academic and personal achievements. The rate of improvement has escalated since the new headteacher took up post, because of her outstanding leadership and management. She has a totally accurate knowledge of the school's strengths and weaknesses. Her excellent strategic understanding of how best to improve the school is translated into practical approaches which make a demonstrable difference. This has given a significant boost to staff, whose confidence and morale are now high. The previously underdeveloped roles of most other leaders are now being tackled. The reorganisation of staff into phase teams, for example, is providing a structure that promotes both the accountability of staff and the support given to them. Key governors keep a close eye on the school's effectiveness and have been influential in identifying action necessary to improve this. The school is increasingly drawing upon its internal resources and those within the federation for models of good practice on which to build.

Pupils enter the school with skills and knowledge well below that expected for their age. Standards by the time they leave are below the national average, but they are higher in some areas now than in recent years. This is particularly the case at Key Stage 1 and in English at Key Stage 2, where there was a significant rise in standards in 2007. English was an area identified as needing improvement at the last inspection and the recent rise in standards shows the success of the school's work. Pupils' achievement now is satisfactory overall. However, it varies in different classes within and across year groups. Progress is sometimes good, when, because of particularly effective teaching, pupils make up for earlier underachievement. This is seen most often in Years 5 and 6. Some positive, common approaches to teaching have been introduced, but they are not yet implemented in a consistently effective manner. As a result more teaching is satisfactory rather than good. The curriculum is also satisfactory. There has been a successful focus on improving provision for English and the additional curriculum programmes for individuals and groups of pupils needing extra support. While understandable, this has been at the expense of broader initiatives to promote the full range of pupils' academic and personal development. For example, pupils' ability to be independent and take responsibility for their own learning is not well developed.

Satisfactory care, guidance and support are given to pupils and these aspects have improved considerably recently. A good feature is the rigorous and regular way in which pupils' progress is checked. The information is analysed well and informs teaching and where additional specific support needs to be given to individuals to accelerate their progress. New procedures for promoting good behaviour and attendance are having a positive impact. Attendance has risen considerably recently and is now close to the national average. The school is increasing its links with parents to strengthen support for pupils. While many of these arrangements are relatively new, they are nevertheless resulting in pupils' personal development being satisfactory. Pupils increasingly enjoy school, behave well and have good attitudes towards their work. Friendly relationships exist between the different groups of pupils. However, although pupils feel safe and talk positively about how to keep healthy, the curriculum has not promoted an in-depth understanding of such matters. Pupils are dependent upon their teachers and do not show enough initiative.

The school is regaining the confidence of its community. Parents recognise the strengthening picture and there is now a waiting list for places. The recent changes made are having a strong impact. As a result, there is good capacity for the school to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Children's achievement is satisfactory during the Foundation Stage. Some reach the expected levels for their age by the start of Year 1 but, generally, standards are below that expected, particularly in their mathematical development. Children benefit greatly from learning in the new accommodation, which allows good scope for imaginative play and for the teaching of small groups. Teachers and their assistants have become more confident in their use of the space and the new resources to an extent that children are beginning to make good progress in sessions. It is too early to see this progress displayed in standards and achievement over time, but the ground has been laid. Links with parents are purposeful and productive; some remark on how much their children enjoy learning in the Foundation Stage. The Foundation Stage unit is soundly led and managed in a way that recognises what needs to be improved, such as ensuring that the assessment of children's standards and progress is fully accurate.

What the school should do to improve further

- Raise standards and ensure that pupils' achievement is more consistent within and across year groups.
- Ensure that teaching is of consistently good quality.
- Improve the breadth and enrichment of the curriculum to increase its impact on pupils' academic and personal outcomes.
- Increase the extent to which pupils show independence and initiative and exercise responsibility in lessons and around the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

At Key Stage 1 in 2007, standards in all areas were higher than in 2006, and were broadly in line with the national figures. In 2007 at Key Stage 2, whilst standards are below average, test results in English rose markedly and standards are now similar to those in mathematics and science. The achievement of pupils is satisfactory overall. However, there is some variation across classes and ages, linked to the effectiveness of teaching. All groups of pupils achieve satisfactorily, but there are some differences in the standards reached by different groups. For example, boys and pupils who speak English as an additional language do not always reach the level of other pupils. The school is aware of these differences and is taking specific action to promote equal achievement for all groups and individuals.

Personal development and well-being

Grade: 3

Some older pupils summed up their increasing enjoyment of school by saying, 'The improvements since September have been wonderful.' They correctly say that school is generally a calm and

stress free place in which to learn, and they respond to this by working hard and doing what teachers ask of them. The new, wider range of activities outside lessons acts as a magnet for many pupils, promoting greater interest and attendance. The school council and the scheme whereby older pupils befriend others at playtimes promote a good sense of involvement. The latter particularly helps pupils joining the school at atypical times. Nevertheless, pupils do not assume much responsibility around school because they have limited opportunities to do so. Moreover, they do not always get sufficient chance to show initiative, for example in pursuing their ideas about recycling and growing their own food. Spiritual, moral, social and cultural development is satisfactory. Cultural development does not draw sufficiently on pupils' diverse backgrounds.

Quality of provision

Teaching and learning

Grade: 3

Systems put in place to promote greater consistency of teaching, such as joint planning and explicit expectations about what should be included in lessons, are having a positive impact. For example, clear objectives are identified for all activities and shared with pupils so they understand what they are expected to learn. Information about how pupils are progressing is used well to plan work to suit pupils of different abilities. The inconsistencies that remain stem from the different degrees of effectiveness with which these strategies are implemented. In the best lessons, there is a strong sense of purpose and very high expectations of pupils. Teachers explain requirements extremely well, constantly check pupils' understanding and equip them with the knowledge and strategies to take them on to the next level of work. In the less effective lessons, these features are less prominent and so the pace of learning is slower. Pupils invariably work hard and are receptive learners. They appreciate the increased focus on promoting their progress. Opportunities for them to take responsibility for their own learning and to show independence and initiative in lessons are not extensive enough.

Curriculum and other activities

Grade: 3

Following the successful but relatively narrow focus on improving provision for English, there is now a more detailed focus on improving provision for mathematics. Since September the curriculum has been planned around themes to make learning more interesting and relevant for pupils. More strategies are being adopted to make sure that all pupils can benefit from what is provided for them. However, much of this work is at relatively early stages. A wider range of clubs are now offered outside normal lesson times, which are proving popular with pupils, as are the lunchtime games sessions. Some visits to places of educational interest and visitors into school add interest, but the range is not extensive. There is a sound programme for personal, social and health education. The new building provides a very attractive environment for learning, with better use being made of available space.

Care, guidance and support

Grade: 3

Parents acclaim the school's recent successes in improving these aspects, such as new strategies for helping pupils improve their attendance, behaviour and work. Outside agencies are involved as appropriate to help meet pupils' very different needs. Procedures for child protection and

assessing risks on visits out of school are in place. Aspects of academic guidance are good, such as the effective support given to pupils working in small, focused groups because of their additional needs. Other aspects, although positive, are newer and have not had time to have maximum impact, such the setting of targets for pupils. Yet other aspects vary in quality, such as the amount of advice given to pupils on how to improve through marking

Leadership and management

Grade: 2

The new headteacher has successfully harnessed the hard work of staff and created a renewed sense of commitment and clarity of focus. There is a greater sense of urgency about the pace of change, and this is complemented by an ambitious but realistic plan of action. She is well supported by the deputy headteacher, who has created the thorough systems to keep pupils' progress under scrutiny. Other leaders are responding enthusiastically to the increased opportunities to develop their leadership and management skills. They accept the greater accountability to which they are now subjected, because they feel supported and enabled in their roles. The school's effective reorganisation has maximised the benefits of new management structures and systems. The chair and vice chair of governors are very knowledgeable about the school and actively support and challenge it. The vice chair, for example, was instrumental in bring about the federation arrangements that have brought considerable benefit to the school. The chair and vice chair act as good role models for other governors.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Green End Primary School, Burnage, M19 1DR

Thank you for being so friendly when the team of inspectors visited your school earlier this week. We enjoyed talking with you and looking at your work. I would like to give a special thank you to those of you who gave up your lunchtime to talk with my colleague.

Your school has improved since it was last inspected, especially since your new headteacher arrived. It now provides you with a satisfactory quality of education, and so it no longer needs to have special measures to help it improve. You will know that your progress is checked closely now and teachers use the information to help make sure that work is set at the right level for you. It is also used to decide which of you need extra support to help you keep up with your work. Action has been taken to make sure all of you have similar experiences in lessons, such as knowing what the key learning objectives are. This is helpful, but the way the actions are carried out varies in different classes. We have asked the school to try to make sure that teaching is equally good in all classes so that you all make a similar rate of progress. At the moment your achievement is satisfactory. The standards you reach in English have improved because the school has focused on this area. We have asked the school to give attention to other areas of the curriculum now so it helps you make better progress in all areas of your work and in your personal development. In particular we would like the school to give you more opportunities to be independent, to be able to act on your own ideas and to have more responsibility around the school and in lessons.

You told us you are enjoying school more now and you particularly like some of the activities arranged for you at lunchtimes and after school. You certainly work hard and do what teachers ask you to. You behave well and are friendly to each other. Your attendance has improved too. You can help your teachers by continuing to do all of these things and by trying especially hard to take on more responsibility when teachers ask you to.