

Green End Primary School

Inspection report

Unique Reference Number	105418
Local Authority	Manchester
Inspection number	336493
Inspection dates	10–11 February 2010
Reporting inspector	Liam Trippier HMI

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	393
Appropriate authority	The governing body
Chair	Ms Emma Antrobus
Headteacher	Mrs Lisa Vyas
Date of previous school inspection	3 December 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors spent around 70% of the available inspection time looking at learning. The inspectors visited 16 lessons, observed 14 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including pupils' work, school policies and the school's self-evaluation. One hundred and twenty four pupils' questionnaires, 27 staff questionnaires and 147 questionnaires from parents and carers were received and their content was considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's actions to remedy the apparent decline in achievement at the end of Key Stage 2, particularly in mathematics
- the quality of teaching and whether it is consistently effective in engaging and motivating pupils
- the impact of the school's curriculum in promoting pupils' academic and personal outcomes
- the effectiveness of leaders and managers at all levels in addressing the issues from the last inspection in order to improve outcomes for pupils
- the accuracy of the school's view that most personal development outcomes for pupils and care, guidance and support provision, are good.

Information about the school

This is a larger-than-average primary school. The proportion of pupils from minority ethnic groups is well above average and over half of these pupils speak English as an additional language. The proportion of pupils eligible for a free school meal is also well above average. A larger-than-average proportion of pupils has special educational needs and/or disabilities. Early Years Foundation Stage provision consists of a Nursery and Reception unit for 120 children. The number of pupils on roll has increased recently and this has affected the organisation of some year groups. The school has recently become part of The Kingsway Federation with Ladybarn Primary School. The headteacher is appointed for both schools. The school has been awarded Healthy School Gold status and the Basic Skills Primary Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Staff work diligently to ensure that pupils are provided with outstanding care, guidance and support, which is reflected in pupils' positive attitudes and good behaviour in and around school. Senior leaders ensure pupils thoroughly enjoy their learning and make good progress in lessons through rigorous and effective monitoring procedures. Parents and carers appreciate the improvements to the quality of the provision and a typical view is, 'In the last two or three years Green End has made tremendous progress in every field. I am really happy.'

Pupils' achievement is good. They start school with skills and knowledge that are well below those found typically for three-year-olds. In the 2009 end of Key Stage 2 tests, pupils reached standards that were broadly average in English and science, but low in mathematics. Evidence from lesson observations, pupils' workbooks and school data show standards are now broadly average in all subjects and progress is good.

The quality of teaching is good and this has addressed the apparent decline in standards well, particularly in mathematics. Teachers plan lessons effectively to ensure that pupils' needs are fully met using a wide range of assessment information. Pupils are highly engaged and motivated in lessons and they take responsibility for their own learning. There are some excellent examples of marking, especially in literacy, but in other subjects teachers' marking does not adequately provide pupils with clear guidance on how to improve.

The curriculum is good and effectively designed to meet the interests and needs of the pupils. The impact of the themed curriculum, with clear links between subjects, is good and contributing to rising standards. Pupils say they are interested in the subjects they are taught and enthuse about after-school clubs and the regular educational visits and visitors to the school.

Pupils feel safe in school. They contribute well to their community. Pupils' attendance is low, despite the school's rigorous procedures to promote good attendance and punctuality.

Leaders and managers have addressed the issues from the last inspection well. Effective actions taken to improve the school's provision have resulted in good overall outcomes for pupils. Community cohesion is improving but links to other areas and countries outside the school community are currently underdeveloped. A strong, and now reciprocal, relationship with the federated school has contributed to improvements in a relatively short space of time. Senior leaders have a very clear view of the school's strengths and areas to develop because they rigorously monitor and evaluate the provision. Consequently, the school's capacity for sustained improvement is good.

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What does the school need to do to improve further?

- Continue to raise attainment by:
 - improving attendance so that it is at least in line with the national average
 - improving the quality and consistency of marking in all subjects so that pupils are fully aware of how to improve their work.
- Improve pupils' understanding of the world beyond their local area through developing a more comprehensive community cohesion plan which ensures that effective links are made to people and groups from different backgrounds in contrasting areas and countries.

Outcomes for individuals and groups of pupils

2

Pupils' learning and progress observed in lessons are good overall. Pupils are actively involved in learning and are able to improve their work as a result of the good quality oral feedback provided by teachers and sometimes their peers. For example, in a high quality physical education lesson, pupils made outstanding progress to improve their gymnastic skills through effective evaluation of their work with their classmates. Pupils moved with agility and made linked actions between movements on the apparatus following the purposeful discussions.

Standards reached by pupils are broadly average and there are no significant differences between different groups of pupils observed, including those with special educational needs and/or disabilities.

Pupils enjoy good relationships with each other and staff. They cooperate well in a variety of situations and this contributes to the good progress they make in school. Pupils know that there are many people to turn to if they have a problem. They take part fully in the many sporting activities offered. They are acutely aware of the importance of healthy lifestyles and select healthy options to eat and drink. Pupils demonstrate outstanding knowledge of healthy lifestyles and talk about ways in which they are encouraging their other family members to lead healthier lifestyles.

Pupils take an active role in their school community and look after each other as 'Pals' and 'Mini-Pals', providing purposeful opportunities for play. The school council is active and busy around school and recently members' suggestions for the development of a beautiful new garden next to the school building were used. Pupils' contribution to communities abroad is developing and they recently raised a considerable amount of money in response to the earthquake in Haiti. Workplace skills that will contribute to pupils' future economic well-being are currently satisfactory. Basic skills are applied well in activities, but attendance remains stubbornly low.

Pupils demonstrate a strong awareness of social and moral issues through their good behaviour and considerate responses in activities such as circle time. Pupils enjoy the different cultural and religious festivals celebrated regularly in the school, such as Chinese New Year, Christmas and Eid, which reflect the cultural diversity of the area. They are aware of the similarities and differences to their own backgrounds. They

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demonstrate good spiritual development in assemblies and show their respect for and appreciation of art, other cultures and religions in the curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good. Teachers plan lessons carefully using good quality assessment information to ensure the needs of all groups of pupils are met. Activities are effectively designed to engage pupils in interesting, fun and meaningful work. Pupils are consequently highly motivated in lessons and enjoy the clear purpose and brisk pace of learning. For example, in a mathematics lesson about probability, the interactive whiteboard was used to good effect to develop pupils' thinking and stimulate talk. Pupils were keen to take part and were motivated to work hard on this challenging topic.

The good curriculum ensures basic skills are practised and used well in a broad range of subjects and experiences for pupils. Information and communication technology is used effectively by teachers and pupils to raise interest, enhance learning and promote basic skills through a range of subjects. The curriculum is adjusted well for pupils identified with special educational needs and/or disabilities, with activities planned at a variety of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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levels in lessons and effectively delivered in small groups run by well-trained professionals.

The outstanding care, guidance and support for all pupils are reflected in the close attention given by all staff to knowing the pupils as individuals and to providing specifically for their needs. The most vulnerable pupils are particularly well supported and, consequently, referrals to professional agencies are swift and effective. The school has recently appointed a Parent Support Advisor. This has strengthened further the care provided for some pupils and their families through informal meetings and relevant courses. The development of these links with families is helping to ensure better outcomes for all pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Inspirational leadership from the headteacher has resulted in the highly effective development of other leaders at all levels in the school. With clear vision and direction, leaders have improved all aspects of the school's provision quickly. The school's self-evaluation is highly accurate and precise plans are drawn up to systematically address any issues. Staff morale is high and staff speak with enthusiasm about the improvements over the last three years. Key members of the governing body, including the chair, challenge and support the headteacher well and ensure that statutory requirements are met. A rigorous analysis of the governing body's work was recently carried out. A clear plan was produced to develop governance further so that the significant number of new governors could develop their skills and knowledge quickly. The school promotes equality of opportunity well. Swift action is taken to narrow any identified gaps in the performance of different groups of pupils, through well-developed systems that track their progress. Community cohesion is promoted satisfactorily and inspectors noted that the school is a harmonious community where pupils from all backgrounds get along well with each other. Safeguarding procedures are good and risk assessments carefully consider pupils' safety for all trips and activities. Partnerships within the federation are strong, and staff and pupils benefit from this arrangement. Themed weeks and days are shared to enable pupils to work with others from different backgrounds in their local community. Staff expertise is also shared to improve professional skills and knowledge. The school communicates well with parents and carers through newsletters and the website. Staff are always on hand to see parents

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and carers and ensure they are well supported and fully informed at the start and end of every day.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. They feel safe and well cared for and enjoy their learning every day. Children select equipment and activities independently and collaborate safely during play. For example, when riding their bikes outside, children are careful and considerate to others nearby. They understand the importance of washing their hands before eating their healthy snacks and are developing good social skills. Parents and carers who spoke with inspectors were pleased with the quality of the provision and with the progress their children were making.

The good quality indoor learning environment is highly attractive to children and all areas of the Early Years Foundation Stage curriculum are covered effectively. There is a good balance of adult-led and child-initiated activity. Assessment is regular and detailed, and used thoroughly to inform future plans. The outdoor learning environment is not as well developed and leaders have correctly identified this as an area to improve. Leadership is good and staff work well as a team to plan for all groups of pupils. The leader has a good overview of the strengths and areas to develop. Welfare and safeguarding requirements are met fully. Links with families and with welfare and educational agencies are strong, ensuring that all children thrive in the Nursery and Reception units.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers who made their views known to inspectors in the pre-inspection questionnaires are happy with their children's experience at this school. Any concerns raised from the questionnaires were taken into consideration during the inspection. A very small minority of parents and carers felt that the school did not take account of their suggestions and concerns. Inspectors found that the school was responsive to any concerns and parents' and carers' views were listened to and taken into account. A few felt that school did not deal effectively with unacceptable behaviour. Inspectors found pupils' behaviour to be good during the inspection and that the school dealt with incidents of unacceptable behaviour according to its agreed policies.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green End Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 147 completed questionnaires by the end of the on-site inspection. In total, there are 393 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	72	38	26	2	1	0	0
The school keeps my child safe	92	63	55	37	0	0	0	0
The school informs me about my child's progress	78	53	67	46	1	1	1	1
My child is making enough progress at this school	73	50	71	48	2	1	1	1
The teaching is good at this school	85	58	60	41	1	1	0	0
The school helps me to support my child's learning	82	56	58	39	4	3	2	1
The school helps my child to have a healthy lifestyle	65	44	79	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	37	81	55	2	1	0	0
The school meets my child's particular needs	66	45	76	52	0	0	1	1
The school deals effectively with unacceptable behaviour	65	44	71	48	5	3	1	1
The school takes account of my suggestions and concerns	56	38	79	54	6	4	0	0
The school is led and managed effectively	75	51	69	47	0	0	0	0
Overall, I am happy with my child's experience at this school	89	61	56	38	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Dear Pupils

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

Thank you for making the inspectors so welcome when we visited your school recently. We very much appreciated your support and help. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found.

- Green End Primary is a good school.
- Your headteacher and the other leaders make an outstanding contribution to the improvement of the school.
- The staff take outstanding care of you.
- You are now making good progress in your lessons, you join in fully and enjoy the different subjects and topics you are taught.
- You have an excellent understanding of how to live healthy lifestyles.
- You feel safe and happy in school and behave well.

I have asked the staff to make sure that the standards of your work continue to rise by improving the way your workbooks are marked, and that you learn about people from different backgrounds to your own who are from other areas, countries and cultures.

You can play your part too, by continuing to work hard and attending school regularly.

Yours sincerely

Liam Trippier

Her Majesty's Inspector

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