

# Greenhill Primary School

Mile Lane, Bury, Lancashire, BL8 2JH

**Inspection dates** 15–16 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Learning gets off to a good start in the early years. From starting points that are typical for their age, children make good progress, especially in reading. They quickly learn how to behave and are well prepared for learning in Year 1.
- Good progress continues between Years 1 and 6. By Year 6, standards are above average, particularly in reading and mathematics.
- Teachers have high expectations of pupils and ensure that learning is interesting, engaging and usually well matched to pupils' varying needs and abilities. Teachers and support staff work extremely well together to support learning.
- Pupils' behaviour, attitudes and enthusiasm are impressive. Pupils get on very well together, showing care and respect for each other and adults.
- The school is a very caring, nurturing and safe place to learn. Pupils thoroughly enjoy school and this reflects in their excellent attendance. Pupils say they feel safe.
- Pupils' spiritual, moral, social and cultural development is excellent. They are embedded in the various subjects taught and in the school's well-promoted ethos and values. This, along with pupils' good academic achievement, prepares them well for the next stage of their education.
- The principled, ambitious and determined leadership of the headteacher, together with effective support from senior leaders and governors, have successfully steered the school through a period of many changes in staff. As a result, teaching and pupils' achievement has improved, particularly in reading and mathematics.
- Plans for improvement are well thought out and carefully reviewed, monitored and adjusted to ensure that the school continues to improve.
- Governors know the school well, holding the school to account through a good balance of challenge and support.

### It is not yet an outstanding school because

- Across the school, standards in writing are not as high as those in reading or mathematics.
- Pupils do not yet have enough opportunities to practise their writing skills when they undertake work in subjects other than in English.
- Occasionally, work for the most-able pupils is too easy and does not challenge them to reach their full potential.
- The quality of marking, although improving, is inconsistent between year groups and subjects. The marking of pupils' written work in subjects other than in English requires improvement.
- The knowledge and skills of subject leaders in checking how well their subjects are taught across the school are still developing. They do not yet make a fully effective contribution to improving teaching and pupils' achievement.

## Information about this inspection

- The inspectors observed 16 lessons or parts of lessons. Some of these observations were undertaken with the headteacher or the acting deputy headteacher.
- Meetings were held with senior leaders, middle leaders, other staff, and members of the governing body, officers of the local authority as well as with groups of pupils.
- The inspectors listened to pupils read in Years 1, 2, 3 and 6 and spoke informally to pupils during break times and lunchtimes.
- Inspectors took account of the 37 parent responses to the online questionnaire (Parent View) and a letter from a parent, as well as the views of the parents who responded to the school's own questionnaires.
- Inspectors took into consideration the responses on the 20 staff questionnaires.

## Inspection team

Barbara Flitcroft, Lead inspector

Additional Inspector

Elaine Maloney

Additional Inspector

## Full report

### Information about this school

- Greenhill is an average-sized primary school.
- Most pupils are White British. A very small proportion is from minority ethnic backgrounds; the majority of these pupils are Pakistani.
- The proportions of disabled pupils and those who have special educational needs supported through school action are below average. The proportion of pupils supported at school action plus or with a statement of special educational need is also below average.
- The proportion of pupils who are disadvantaged and eligible for the pupil premium is well below average. The pupil premium is additional funding for those who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Since the previous inspection, there have been several changes in teaching staff, as a result of promotion, maternity and sickness leave. Currently, there is an acting deputy headteacher. A new deputy headteacher has been appointed and is due to start in January.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the teaching of writing so that pupils' achievement in all key stages improves and standards in writing are as high as in reading and mathematics by:
  - consistently providing challenging work for the most able to achieve their full potential so that a higher proportion of pupils reaches the higher levels by the end of Years 2 and 6
  - making sure that the quality of marking, particularly of pupils' written work, is good in all year groups and subjects so that pupils are clear about what they need to do to improve
  - providing more opportunities for pupils to practise their writing skills when undertaking work in subjects other than English.
- Developing the knowledge and skills of subject leaders in checking how well their subjects are being taught throughout the school, so that they make a more effective contribution to improving teaching and pupils' achievement.

## Inspection judgements

### The leadership and management are good

- The school is led and managed well by a headteacher who is ambitious and determined to drive school improvement forward at a good rate. Together with senior leaders and governors, he has successfully revised the dip in attainment in Year 6 in 2013. Unvalidated results at the end of Year 6 in 2014 show a vast improvement in achievement, particularly in reading and mathematics.
- Senior leaders know their school well and their judgements about how well it performs are accurate. Leaders undertake a wealth of activities to inform them about the quality of teaching and of how well different groups of pupils are achieving. As a result, they know what is working well and have identified the right priorities for further improvement. Plans for improvement are well thought out and are reviewed and adjusted as the improvements progress. They know, for example, that achievement in writing, although improving, is still not as good as in reading and mathematics. This is why changes to the marking of pupils' written work are already well under way.
- The leadership of teaching is good. Leaders ensure that there is great sense of supportive teamwork among staff. Staff, including new staff, are keen to improve their teaching skills and embrace the many opportunities they have for professional development and training, including through fruitful partnerships with other schools nearby. Staff are regularly observed teaching, enabling senior leaders to establish how well they are doing and to provide the necessary support in order to reach their targets and to improve their teaching even further. Pay awards for teachers are dependent on good or better progress from their pupils, as well as improvements in other areas of their responsibility.
- Middle leaders, some of whom are fairly new, such as subject leaders, are now developing their roles so that they can make a more effective contribution to driving school improvement forward. They have already identified the priorities for action. They know that their next steps are to check the quality of teaching in their subjects by observing teaching in lessons, so they are better informed of how their subjects are being taught throughout the school.
- Good leadership ensures that different groups of pupils achieve equally well. Disadvantaged pupils, disabled pupils and those with special educational needs or disabilities and the small number of pupils from minority ethnic groups, for example, are given the support they need to achieve well. The pupil premium funding is used well to provide additional staff and support programmes, which has a good impact on the achievement of the very small numbers of disadvantaged pupils. There are no gaps between the attainment or progress of disadvantaged pupils compared to non-disadvantaged pupils across the school. Leaders know that there remains scope to further improve the achievement of the most-able pupils in all key stages, especially in writing.
- Leaders and staff have carefully put together a revised curriculum, which is now in the early stages of delivery. They ensure that subjects are cleverly linked together, and basic skills in reading, writing and mathematics are promoted effectively. During the inspection for example, pupils' artistic skills were developed through the topic of major world religions. Even so, leaders have yet to ensure that pupils have enough opportunities to practise their writing skills when they undertake work in subjects other than in English.
- The curriculum promotes pupils' spiritual moral, social and cultural development extremely well. Effective partnerships with other schools, including in Bury and in Mirpur, Pakistan, ensures that pupils develop an excellent understanding, tolerance and respect for the values of modern British society and around the world. Pupils treat each other with respect, no matter what their background and learn harmoniously together.
- Leaders ensure that the primary school sport funding is used to good effect. An external specialist sports company has helped to train staff so that they are better equipped with the skills to teach sport well. It has enabled pupils to try out a wider range of sporting activities, including those on offer during lunchtime and after school. More pupils are now more active and have a better awareness of how to have a healthier lifestyle.
- Following the dip in attainment in Year 6 in 2013, the local authority responded positively to the request from the headteacher for an increased level of support, which has successfully supported the school's improvements.
- **The governance of the school:**
  - Governors are frequent visitors to the school. They have a very detailed knowledge of the school's work, so much so that they are actively involved in agreeing the school's plans for improvement and actions taken to do so. They know that the school's ambitious targets for teachers' performance are making a positive difference. They ensure that pay progression is dependent on sufficiently good

performance.

- Governors have an accurate picture of how well the school is doing compared with other schools, nationally. Their good level of knowledge of the quality of teaching and the achievement of pupils places them well to offer both high levels of challenge and effective support.
- Governors are aware of how the primary school sport funding is being allocated and understand the impact of the pupil premium funding on the achievement of disadvantaged pupils. Governors ensure that they fulfil their statutory duties in relation to finance and safeguarding. As a result, current safeguarding arrangements meet requirements and school finances are healthy.

## The behaviour and safety of pupils

are good

### Behaviour

- As a result of excellent behaviour management and high expectations, the behaviour of pupils is outstanding. Pupils have delightful manners and show great respect for their peers and adults at all times. Pupils play together harmoniously on the playground; they cooperatively take turns on new equipment – a large wooden ship known as 'The Brig'.
- Pupils' willingness to learn and their thirst to do their best in lessons are highly commendable. Praise and encouragement successfully motivate them and they remain fully focussed on learning throughout.
- Pupils of all ages are proud of their school. They wear their green uniforms smartly. When dining, they chat together sociably as they eat healthy lunches. At lunchtimes, older pupils assist younger ones.
- Year 6 pupils eagerly take on responsibilities to look after new children who join in the Reception Year. This 'buddy' system works really well; supporting the youngest children with many aspects of school life so that so they settle in quickly and feel safe and happy. Older pupils are excellent role models; encouraging younger ones to behave very well.
- Assemblies are well planned into half-termly themes around values that are appropriate to the needs of the pupils, such as taking responsibility, and treating others as you would wish to be treated.,,. As a result, pupils' spiritual, moral, social and cultural development is excellent.
- Pupils love coming to school and speak very enthusiastically about all that is on offer. This reflects in their attendance, which is consistently above average. Pupils arrive to school on time and eager to see their teachers and friends.
- Pupils really appreciate the many educational visits which enhance their learning, such as: the residential outdoor activity trip to Lincolnshire; comparing what they found on their visit to Blackpool with their research findings about St Lucia; and discovering about life in Tudor times at a museum.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school and the vast majority of parents agree. Playground supervision is good.
- Pupils told inspectors that, on rare occasions, there are arguments and the occasional bullying incident, but staff sort it out very quickly and effectively.
- Pupils are aware of some of the different forms of bullying; including cyber-bullying, but their knowledge of homophobic bullying is still developing. They acknowledge that families can have different structures, such as one parent or two. They know about the dangers of smoking and using drugs. They are also aware of the type of choice they can make to live a healthy lifestyle. Pupils value visits from the police to help them be aware of the potential dangers associated with strangers and road safety advice.
- The office staff are quick to make contact with parents when a pupil fails to report for registration without reason. This ensures that pupils are kept safe.

## The quality of teaching

is good

- Pupils of all ages learn quickly and make good progress as a result of good teaching. The review of work in pupils' books and discussions with pupils confirm that the quality of teaching, over time, is good.
- Relationships between adults and pupils and between pupils are strong. Pupils behave exceptionally well in lessons, which proceed without interruption.
- Pupils really enjoy learning. Year 1 pupils showed real enthusiasm, excitement and focus on learning when creating information books about hedgehogs. High levels of challenge for all, along with on-going encouragement for pupils to learn without the direct support of adults and to complete their work to a

high standard, ensured pupils' swift progress. Pupils were especially proud to read their books to adults.

- Teamwork among adults is a particular strength across the school. Highly committed and well-trained support staff expertly assist the teachers and sensitively support those pupils with additional learning or medical needs. Creative resources are used to capture the interest and attention of disabled pupils and those with special educational needs, so that they are fully included in lessons, learn similar topics and concepts as their peers do and achieve well.
- Teachers' good understanding of what pupils know and can do ensures that they plan work that is generally matched well to pupils' varying needs and abilities. Teachers' skilful questioning ensures that pupils are clear about what they are expected to learn. However, work for the most-able pupils sometimes lacks challenge, especially in writing, and this hampers their progress.
- Since the previous inspection, the teaching of mathematics has improved and standards across the school have risen. More opportunities are now on offer to ensure that pupils use and apply their mathematical skills regularly, and teachers have begun to include more real-life mathematical problems in activities.
- Reading throughout the school is well taught. Good use is made of the well-organised library area in the school hall. Pupils are keen to take on responsibilities as library monitors and undertake their duties seriously. Sessions for pupils to read in small groups alongside adults are of high quality; skilful questioning techniques ensure that pupils have a clear understanding of what they have read.
- The teaching of writing is not yet consistently good. Recent revisions to the ways in which some pupils' written work is marked is helping to ensure that pupils have a better understanding of how well they are doing. Marking of pupils' written work in their English books is often of good quality, especially where careful attention is given to correcting errors in spelling, punctuation and grammar. However, the quality of marking of pupils' written work in subjects other than in English requires improvement. Furthermore, pupils are not yet given enough opportunities to use and apply their writing skills in other subjects and this sometimes prevents them from making consistently good progress.

### **The achievement of pupils is good**

- Pupils in all key stages achieve well. From their broadly typical starting points when they start school in Reception, all groups of pupils achieve well to reach above average standards of attainment by the end of Year 6 in reading, writing and in mathematics.
- Due to good teaching and effective support, children's learning gets off to a good start in the early years. By the time they reach the end of Key Stage 1, most pupils are already working at above average standards in reading, writing and mathematics. Teacher assessments of pupils' skills at the end of Year 2 in 2014 show that standards are higher than in 2013 and reflect good progress from their previous starting points.
- In 2013, the proportion of Year 6 making the expected rate of progress from the start of Year 3 was similar to the proportion that did so nationally. However, too few pupils did better than this. Nevertheless, school data and inspection evidence show that achievement in Year 6 in 2014 improved considerably due to better teaching. Although standards in writing have also improved, they are still not as good as in reading and mathematics. Pupils currently in school are making good progress.
- Pupils across the school achieve well in reading. Effective teaching of phonics (letters and the sounds they make) ensures that the proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 is much higher than average. Older pupils go on to read with confidence, fluency and enjoyment so that, by the time they leave primary school, they are capable and confident readers with good levels of understanding.
- The most-able pupils are challenged to think hard in many lessons and they demonstrate a maturity that helps them to make the most of their learning opportunities. However, their achievement is occasionally held back because they sometimes find their work too easy, especially in writing. As a result, the proportion of pupils reaching the higher levels of attainment at the end of Year 2 and Year 6 is lower than in reading and mathematics.
- Pupils with special educational needs and the few minority ethnic pupils are given the help they need to achieve well. Support for pupils ensures that they grow in confidence and are able to do their best.
- There are too few disadvantaged pupils at the school for an analysis of their progress and attainment data to generate meaningful statistics. However, a study of the school's test results, assessment data and pupils' work confirm that all pupils are making at least good progress. Caring and highly effective support staff work sensitively to get the best outcomes for the pupils.

**The early years provision****is good**

- Children usually start school with levels of skills, knowledge and understanding that are typical for their age, although the proportion starting with skills lower than this has been increasing recently. All groups of children make good progress from their individual starting points. Most leave the early years reaching a good level of development and a minority are above the levels expected for their age. Children are well prepared for learning in Year 1.
- Effective teaching ensures that children are aware of the systems established to ensure that the day runs smoothly. Kind and caring relationships ensure that children feel safe. They have already settled happily and understand what is expected of them. Behaviour is good and many have already made several friends.
- Teaching places a strong emphasis on developing children's basic skills in reading, writing and mathematical skills. A range of interesting and exciting activities, which are well balanced between learning both indoors and outside, are on offer. These activities are planned and take good account of children's varying learning needs and abilities. Prompt assessment for example, identifies those who may have special educational needs and they are given extra help.
- The early years is led and managed well. Since the previous inspection, the quality of provision for learning outdoors has improved. There is a strong sense of teamwork. A high priority is placed on promoting children's physical and emotional health, safety and well-being and, as a result, children feel safe.
- Leaders are developing their partnerships with parents. Parents are already encouraged to enter information on to the school's system that tracks children's small steps in achievement. However, action is now under way to ensure that information about children is gathered from parents before children start school.

## 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

<b>Unique reference number</b>	105290
<b>Local authority</b>	Bury
<b>Inspection number</b>	449231

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Butterworth
<b>Headteacher</b>	Martyn Pilling
<b>Date of previous school inspection</b>	21 June 2011
<b>Telephone number</b>	0161 7647298
<b>Fax number</b>	0161 7640108
<b>Email address</b>	greenhill@bury.gov.uk

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