

Greenacres Primary Academy

Address: Dunkerley Street, Oldham, Greater Manchester, OL4 2AX

Unique reference number (URN): 145537

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional ●

Personal development and wellbeing

Exceptional ●

Pupils receive a meticulously well-thought-out offer for their personal development and wellbeing. This includes an appropriate relationships education and health education programme. Leaders are very clear about what they want pupils to know and remember, with learning opportunities carefully threaded through each part of every day. Consequently, pupils develop incredibly detailed knowledge that prepares them very well for life in modern Britain. Pupils gain an impressive depth of knowledge about how different people live, world religions, different cultures and about online and offline risks to their wellbeing. Pupils use their knowledge to be curious and ask questions in a respectful way. They recognise that everyone is unique and special. Pupils wholeheartedly believe that being different would not be a barrier to being accepted at this school.

Pupils take on leadership roles that have a tangible impact across the school. The junior leadership team work as active change-makers who have their voices heard. Pupils embody the school values and fulfil their roles well. For example, without adult direction, older pupils make sure that lunchtime routines run smoothly and that younger pupils make healthy choices. Pupils actively challenge gender stereotypes and know why equal opportunities, fairness, respect and challenging discrimination are important. Staff empower pupils to speak up for what they think is right, and they do. This helps them to keep safe and challenge unwanted behaviours. These values are evident in their actions and interactions. Pupils take care of each other with a sense of pride. They want everyone to feel fully part of the Greenacres family.

Leaders ensure that all pupils benefit from the extra-curricular offer in place. Activities to promote and develop pupils' talents and interests take place during the school day so that no pupils miss out. Parents and carers really value this approach and have high praise for leaders for the highly personalised pastoral support that staff provide. They consider the school to have a significant impact on their children having ambitious aspirations for their futures.

Strong standard ●

Achievement

Strong standard ●

Pupils attain broadly in line with the national average in terms of published data. However, the way that the pupils progress through the curriculum is highly impressive. Any gaps in knowledge that pupils have close very quickly. Leaders' precise checking measures how well pupils learn, including for those who find learning difficult. Leaders do all that they can to celebrate pupils' achievements. The quality of work that pupils produce across all curriculum subjects is consistently of high quality. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those who speak English as an additional language. Pupils know and remember their learning from across the curriculum with an impressive level of detail. They quickly and securely develop fluency in reading, writing and mathematics, which helps them access the wider curriculum subjects.

All pupils, including those who are disadvantaged, are confident and well prepared for the next stage of their education.

Attendance and behaviour

Strong standard 

Most pupils attend regularly because they do not want to miss a day of important learning. Attendance is a key priority for leaders. Leaders keep detailed information about the attendance of each pupil. This enables them to put well-considered actions in place that bring about improvement, where needed, for individual pupils. Leaders work closely with parents and carers to identify any potential barriers to regular attendance that may exist. The strength of the relationships between home and school enables leaders to personalise a positive approach for each family to ensure a positive impact on their child's attendance and punctuality.

Pupils' behaviour is exemplary. They require very little instruction from staff regarding appropriate conduct or attitudes to learning. Pupils act as leaders in the behaviour culture in the school. Older pupils are role models and actively reinforce the school values. Pupils said that bullying is extremely rare. They struggled to remember a time when it happened. Pupils who need it receive expert additional help to uphold leaders' behaviour expectations. This helps those pupils to make swift improvements. Disruptions to learning are rare. The highly positive attitudes to learning that pupils have bode well for their education journey in this school and beyond.

Curriculum and teaching

Strong standard 

Leaders have an accurate and precise understanding of the high-quality curriculum and teaching across the school. Their embedded and insightful monitoring identifies what is working well and where any additional support may be required. Teachers skilfully adapt teaching so that pupils with special educational needs and/or disabilities can fully access the curriculum. This is highly effective in helping all pupils to learn well.

Pupils access a curriculum that has been very carefully designed. The order of learning crucial knowledge step by step helps pupils to build on what they already know with success. Staff have a secure understanding of leaders' expectations for how the curriculum should be taught. There is a highly consistent approach across the school that supports pupils to reflect on prior learning, secure important knowledge and connect different parts of their learning together.

Staff maintain a close focus on making sure that pupils secure the reading, writing and mathematics skills and knowledge that they need to access the wider curriculum subjects. Starting in the early years, children make a secure start to their journey of learning that continues through the school. Across the school, pupils are prepared well for each next stage in their education.

Early years

Strong standard 

The experience that children have in the early years foundation stage prepares them very well for the rest of their time at the school. Children join the school with a diverse range of

needs, including many who speak English as an additional language. Staff quickly and accurately determine children's starting points. They use this to map out learning opportunities that support children to excel. Leaders are knowledgeable about the impact of the curriculum and teaching in early years. They make sure that all aspects of the provision, including care practices, are highly inclusive as well as promoting independence and confidence.

Staff in the early years have ambitious expectations for what children can achieve. Their detailed checking of how well children are learning informs them where additional support or resources may be needed. Staff help children to develop habits that set them up well for future learning. For example, staff check that children have appropriate pencil grip and the right posture for successful early writing.

Staff have an impressive understanding of how young children learn. This is reflected in the high-quality interactions that exist across the learning environment. Children leave the early years with confidence, detailed knowledge and the positive attitudes that they need to be well prepared for key stage 1.

Inclusion

Strong standard ●

Staff skilfully identify any barriers to learning or wellbeing that pupils have. This is highly successful because staff receive regular training that increases their understanding and confidence. Staff work closely with different agencies to identify any language difficulties that pupils who speak English as an additional language may have or where this may be due to special educational needs and/or disabilities (SEND). Staff inform parents and carers of the progress that pupils with SEND make and work with them to review the impact of the support in place. Where pupils do not make enough progress through the curriculum, staff are quick to gain advice from professionals and implement any recommendations precisely.

Staff show a relentless determination to get it right for disadvantaged and vulnerable pupils. They get to know each pupil in a high level of detail. This enables them to plan and allocate support that makes the most difference. Leaders have an accurate oversight of the impact on pupils' learning and wider development. They make sure that all pupils receive what they need to succeed. This is seen through pupils' academic progress as well as their personal and wider development. Leaders and the trust make sure that the use of the pupil premium funding is effective in helping disadvantaged pupils to achieve their best.

Leadership and governance

Strong standard ●

Leaders are determined that every pupil will achieve their best. Leaders support pupils to learn with a sense of joy and pride. Leaders and governors have a precise and accurate understanding of the school's effectiveness. They are determined in their aim for continued and sustainable improvement.

Leaders share their expertise beyond this school. They positively influence educational settings locally. Leaders build strong relationships with parents, carers and the wider community. Consequently, parents are highly supportive of the school. Parents comment that the impact of the school on pupils' personal development is notable within their day-to-day lives at home. Parents appreciate the range of opportunities that leaders provide to

enhance their understanding of how to support pupils' learning and development outside of school.

Staff share leaders' vision to provide the best for every pupil. They feel that their workload and wellbeing are important to, and considered by, leaders. Staff receive the time that they need to understand and embed new initiatives. Staff are part of the wider learning community. The training that they receive and opportunities for collaboration positively impact on the offer for pupils at this school and across the trust.

The trust provides pertinent support and challenge to the school. Trust leaders ask the right questions to make sure that all pupils, including those who are disadvantaged, get what they need to be successful academically and in their wider development. The trust seeks relevant and appropriate assurances that the culture of safeguarding is effective.

What it's like to be a pupil at this school

Pupils thrive at Greenacres Primary Academy. They learn enthusiastically with a sense of joy. Leaders welcome pupils, along with their families, into a highly nurturing and supportive learning environment. Pupils know that only their best effort in learning and their behaviour will do. They reach the high expectations that staff have for them. Pupils play an active role in making sure that bullying does not happen. Warm and trusting relationships feature throughout the school. This helps pupils to feel happy and safe. Pupils grow in confidence when they join the school as they learn the well-organised routines that are set from the early years.

Most pupils at the school speak English as an additional language. Staff do all that they can to support pupils' communication and language development. Consequently, pupils develop into confident and articulate learners with a strong sense of belonging. Staff are alert to any signs that pupils may need additional help. Staff are highly knowledgeable about identifying and reducing any barriers to learning or wellbeing that pupils may have. As a result, pupils make excellent progress through the curriculum academically and in their wider development.

Pupils benefit from an intricately designed offer for their personal development. The offer that the school provides is exemplary. Pupils engage in a diverse range of opportunities that promote their character development. Leaders think carefully about the activities on offer that go above and beyond what pupils would otherwise experience. Pupil voice is highly important to leaders. There is a range of very well-thought-out and embedded mechanisms for pupil leadership across the school. Consequently, pupils leave the school as active community citizens with an impressive knowledge of what it means to live in modern Britain. They are very well prepared for their next steps in education.

Next steps

- Leaders and those responsible for governance should maintain and build on the school's highly effective work to ensure that more pupils attain the higher standard in published outcomes.
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About this inspection

This school is part of South Pennines Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Alison Black, and overseen by a board of trustees, chaired by James Annetts.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal and other school leaders during the inspection.

Inspectors spoke with pupils and staff about what it is like to learn and work at the school.

Inspectors spoke with representatives from the local governing body, trustees, other leaders within the trust and the CEO from the trust.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Principal: Katie Thornton

Lead inspector:

Jane Dennis, His Majesty's Inspector

Team inspectors:

Gaynor Rennie, Ofsted Inspector

Cate Floyd, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 9 June 2026

School and pupil context

Total pupils

259

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.63%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.47%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.31%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (final)	63%	75%	Below
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (final)	70%	47%	Above
2023/24 (final)	54%	46%	Close to average
2022/23 (final)	46%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	69%	62%	Close to average
2022/23 (final)	54%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	54%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	80%	61%	Above
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25 (final)	70%	69%	1 pp
2023/24 (final)	54%	67%	-14 pp
2022/23 (final)	46%	66%	-20 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	69%	80%	-10 pp
2022/23 (final)	54%	78%	-24 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-19 pp
2024/25 (final)	70%	78%	-8 pp
2023/24 (final)	54%	78%	-24 pp
2022/23 (final)	54%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-7 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	69%	79%	-10 pp
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.6%	13.0%	Close to average
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	24.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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