

The Greens ENS

Address: 202 Droylsden Road, Newton Heath, Manchester, Greater Manchester, M40 1NZ

Unique reference number (URN): 149201

Inspection report: 16 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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Attendance and behaviour

Expected standard 

Pupils have had a mixed and often negative experience of education before they join the school. Leaders prioritise building positive relationships with pupils so that they have a sense of belonging. This helps pupils to attend school more regularly, often from very low starting points. Attendance information is closely analysed by leaders. This helps them to identify any patterns of absence and when a pupil is at risk of becoming persistently absent. Leaders employ a range of strategies and bespoke support to help pupils improve their attendance at school over time. Typically, pupils attend well.

Many pupils at the school have considerable emotional needs. Individual needs are well understood by leaders and staff. The personalised support that is put in place is highly effective. Many parents and carers also acknowledge the positive impact of this. Leaders and staff model high expectations for behaviour. Pupils state that they have no concerns about bullying or other forms of unacceptable behaviour such as harassment. If behaviour falls below the expectations of leaders, this is addressed quickly and effectively. Pupils value the recognition they receive for positive behaviour. Rewards such as 'a dip in the tin' are prized achievements for pupils.

Personal development and wellbeing

Expected standard 

There is a carefully considered approach to personal development and wellbeing at the school. Leaders prioritise pupils' wellbeing to ensure that they feel safe and settled. This helps to successfully overcome the negative perceptions of school that some pupils have when they first start.

Pupils develop their knowledge of personal safety and how to take care of themselves in the community. Pupils' understanding is supported by visits from organisations such as the police and fire service who cover topics such as the hazards of swimming in open water. Pupils learn how to keep themselves safe online. They understand the importance of not communicating online with people that they do not know.

Pupils learn about what constitutes a healthy diet. This is further supported through the food technology lessons that they enjoy taking part in. Pupils have an appreciation of fundamental British values. Typically, they understand the importance of laws and why we have them. They make appropriate links to how laws help us to make the right choices. That said, at times the depth of knowledge that some pupils have around a limited number of fundamental British values is limited. Pupils learn about the different cultures that make up modern day Britain. Leaders' have taken actions to develop pupils' knowledge around this further, such as visiting different places of worship. However, some variability in understanding remains. However, pupils are very clear that people should be treated with respect, including in relation to characteristics that are protected by law.

Pupils learn about what makes a positive relationship. Older pupils are taught an appropriate relationships and sex education and health education curriculum. They benefit from external independent careers advice and guidance. Leaders ensure that pupils are well

supported in being prepared for adulthood. Bespoke transition arrangements are in place for pupils when the time comes for them to move on to their next secondary school.

Needs attention

Achievement

Needs attention 

The degree to which pupils progress through the different curriculum pathways from their starting points is varied. Weaknesses in the quality of teaching hinder how successfully some pupils learn on specific pathways.

When pupils join the school, most have gaps in their knowledge, including reading, writing and mathematics. Leaders recognise the importance of identifying and addressing these gaps. For some pupils, gaps in reading and mathematics are effectively addressed. However, addressing gaps in knowledge accurately is not typical for all pupils. Furthermore, across the school, pupils do not achieve as well as they could in writing and some gaps in knowledge and skills persist over time.

Some aspects of the curriculum are carefully tailored to pupils' needs. An example of this are approaches taken to help older pupils develop their independence. This includes bespoke approaches to building confidence and self-esteem. This helps to prepare pupils for their next stage of education when they move on to a secondary school in either key stage 3 or key stage 4.

Curriculum and teaching

Needs attention 

Pupils at the school are on different curriculum pathways. Although leaders have put in place appropriate curriculums for each pathway, they have not ensured that they are taught consistently well. Leaders have not identified weaknesses in the teaching of some curriculum pathways quickly enough.

Some pupils experience consistent and effective teaching across their curriculum pathway. Activities deepen understanding in reading, mathematics and other subjects. However, this is not typical for all pupils. Some staff have not been supported to develop the knowledge they need to effectively teach the curriculum. At times, the learning activities that some pupils experience do not effectively help them to build on what they already know. On occasion, this is because staff are not clear about pupils' starting points. Information about pupils' needs is not used consistently well to inform teaching.

The teaching of phonics across the school is variable. Some staff closely follow the teaching approach set out by leaders. Here, pupils are well supported to address the gaps in knowledge that they have. Conversely, other pupils are not taught phonics with the same level of precision and teaching consistency. This hinders learning.

Leaders have identified that across the school, further work is required to improve how well staff develop pupils' writing. Work has started to improve handwriting and aspects of

punctuation. However, this work is at an early stage and it is too early to see the impact of leaders' actions.

Inclusion

Needs attention 

All pupils attending the school have an education, health and care (EHC) plan. The precision of support that some pupils receive in relation to their EHC plan is variable. There are inconsistencies in how well some pupils are supported to reduce their barriers to learning. The reasons for this are varied. In some instances, staff have not been supported to develop the level of knowledge and expertise needed to consistently meet pupils' needs. At times, extra intervention activities and adjustments to learning do not help pupils to reduce their barriers to learning as well as they should.

Although support for pupils is inconsistent, leaders have effective systems and processes in place that identify the needs of pupils when they join the school. This includes liaising with the previous setting that pupils have attended and working with other professionals. Leaders also closely involve parents and carers during the transition to the school, which broadens their understanding of any barriers to learning that pupils have.

Leaders are quick to respond when pupils face barriers to their wellbeing. Effective support from staff and external partners help to address concerns and ensure that pupils continue to access learning at school.

Leadership and governance

Needs attention 

The proprietor of the school is also the executive headteacher. Leaders understand where the school's strengths are. They have identified a number of areas for development and have begun to take appropriate actions to address these. However, there are some areas of development that leaders, including the proprietor, have not identified in a timely manner linked to inclusion, curriculum and teaching. This has resulted in some of the independent school standards not being met. The proprietor has established a governing body which consists solely of a chair of governors who is an external professional. The chair of governors provides effective support and guidance linked to safeguarding.

Leaders' programme of improvement has pupils firmly at the centre. Leaders have successfully established a nurturing environment where pupils feel valued and cared for. Staff benefit from professional development which ensures that they have the expertise to build positive relationships with pupils and manage their behaviour well. However, leaders' work to ensure that staff have the knowledge and skills to teach effectively is ongoing.

Staff appreciate the actions taken by leaders to establish a manageable workload. They state that appropriate measures are taken to support their wellbeing. Staff convey that their opinions are actively sought and acted upon by leaders. Parents and carers are highly positive about the school. Many highlight how their children have re-engaged with education and made significant progress with their behaviour.

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

Nurturing and trusting relationships between pupils and staff are a prominent feature at the school. These relationships help pupils to feel safe and reach out for help during times of need. Prior to joining the school, some pupils had very low attendance at their previous settings. Individual and well-measured approaches from leaders help pupils to engage in regular school attendance. Across the school, many pupils maintain high levels of attendance over time.

Pupils benefit from bespoke support that helps them to manage and self-regulate their emotions. As a result, the school is typically calm and orderly, with pupils engaged in their learning activities. Incidents of bullying are rare. When any concerns arise, they are dealt with quickly by leaders.

All pupils have an education, health and care plan. There is variability in the precision with which some pupils are supported to overcome their barriers to learning. Pupils do not consistently receive the support or high-quality teaching that they need to learn successfully. This includes important knowledge linked to phonics and aspects of writing. This hinders pupils' learning.

Pupils appreciate the extensive range of trips that leaders provide. The rich array of culture on offer in the city and beyond is opened up to pupils through these trips. Many are linked to what pupils have been learning about in school. For example, pupils visit museums, universities and other places such as the beach. As pupils get older, they begin to learn important life skills such as cooking meals and learning how to budget. Residential trips help pupils to further develop their independence, teamwork skills and resilience. Pupils develop an understanding of what it means to take on responsibilities. These range from helping to tidy up after lunch through to going into the local community to help with litter picking.

Next steps

- Leaders should ensure that staff are suitably trained so that the support provided to pupils reduces barriers to learning and ensures that needs are met.
 - Leaders should ensure that staff have the knowledge they need to teach the curriculum well and design learning activities that are informed by pupils' starting points.
 - Leaders should ensure that pupils at the early stages of reading benefit from consistently well delivered phonics lessons.
 - Leaders should ensure that staff act in a precise and timely way to address any gaps in pupils' knowledge and skills linked to writing.
 - Leaders should ensure that appropriate actions are taken to drive improvement forward across all areas of the school's work so that all of the independent school standards are met.
 - Leaders should ensure that pupils consistently develop a secure and detailed knowledge across the personal, social and health education curriculum.
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About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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

The inspectors confirmed the following information about the school:

The school provides full-time education for up to 40 pupils aged between 5 and 14. At the time of the inspection, there were 28 pupils at the school.

All pupils have an education, health and care plan.

A number of pupils attending the school have social, emotional and mental health needs.

The school does not currently use any alternative provision.

The school has a second site that it operates from at 2, Battersby Street, Openshaw, Manchester M11 1LY.

The proprietor body is The Greens ENS Ltd.

The chair of the proprietor body is Melanie Entwistle, who is also the executive headteacher.

The headteacher of the school is Leanne Wood.

The chair of the governing body is Louise Hodson.

The fees currently charged are £33,371 - £61,632.

The email address of the school is melanieentwistle@thegreens-ens.co.uk

Executive Headteacher: Melanie Entwistle

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards not met

The following standards have not been met:

Paragraph 2(1)

The standard in this paragraph is met if–

- (a)** the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
- (b)** the written policy, plans and schemes of work–
 - (i)** take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

Paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

- (h)** that all pupils have the opportunity to learn and make progress; and

Paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

- (a)** enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (c)** involves well planned lessons and effective teaching methods, activities and management of class time;
- (d)** shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e)** demonstrates good knowledge and understanding of the subject matter being taught;
- (g)** demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards not met

The following standards have not been met:

Paragraph 34(1)

The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–

- (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

Lead inspector:

David Robinson, His Majesty's Inspector

Team inspector:

Steve Bentham, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 16 June 2026

Total pupils

28

School capacity

40

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

28

Pupils with special educational needs (SEN) support

28

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.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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