

CfBT Inspection Services T 0300 1231231  
Suite 22 [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
West Lancs Investment Centre [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Maple View  
Skelmersdale  
WN8 9TG

**Direct T** 01695 566934  
**Direct F** 01695 729320  
[gtunncliffe@cfbt.com](mailto:gtunncliffe@cfbt.com)  
[www.cfbt-inspections.com](http://www.cfbt-inspections.com)



13 July 2011

Mrs W Wheldon  
Headteacher  
Greengate Lane Primary School  
Greengate Lane  
High Green  
Sheffield  
South Yorkshire  
S35 3GT

Dear Mrs Wheldon,

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Greengate Lane Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 12 July 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the Chair of the Governing Body, staff, the local authority representative and the group of pupils who gave up some of their break time to meet with me.

Since the previous inspection in March 2010 the headteacher, a local authority employed 'lead headteacher', has continued to lead the school and will do so until at least December 2011. The governing body has begun the process of recruiting a substantive headteacher to this post. Three teachers have left the school. Two assistant headteachers have been recruited, one on a temporary basis. The senior leadership team has been expanded to include the headteacher, deputy headteacher, the two assistant headteachers and the senior learning mentor. Three teaching assistants have left the school and four new governors have been recruited.

As a result of the inspection on 16 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

There have been significant successes at improving attainment and progress across the school. Attainment at the end of Year 2 improved in 2010 and was consolidated in 2011. At the end of Year 6 attainment improved in 2010 and again in 2011. A particular success has been in the proportion of pupils reaching the expected Level 4 in English and mathematics, which has improved significantly. Reading and mathematics are relative strengths, whereas writing at both Key Stage 1 and 2, although improved, lags behind.

January 2011



INVESTOR IN PEOPLE

Across the school rates of progress are improving and there are many signs of accelerated progress, particularly where previously there had been underachievement. A clear focus within lessons on the teaching of mathematical problem solving means that pupils' skills and confidence when tackling problems is improving. Regular practice of calculations on paper and in pupils' heads is also helping and is reflected in the improved attainment and progress in mathematics across the school. Inspection evidence shows clearly that, although spelling, punctuation and sentence composition have improved, writing remains an area for development.

There have been good improvements to the quality of teaching across the school. More teaching is now consistently good and ensures that pupils make better progress in their learning, particularly in reading and mathematics. Stable staffing and the appointment of experienced senior teachers have had a positive impact. The use of additional teachers to reduce the size of some classes, particularly in Year 6, has had a positive impact on pupils' rates of progress and is one of the contributory factors in accelerating the progress of the pupils currently in Year 6. A common planning format is ensuring that learning objectives are clear along with success criteria. However, there is still a small amount of inconsistency within planning. Very good relationships, routinely reinforcing good learning behaviour, are effective at engaging all pupils, particularly boys. Good questioning, often open ended, helps to check understanding and challenge pupils' thinking. The use of teaching assistants is good as is the use of partner talk for pupils to discuss their learning. The teaching in mathematics is sometimes stronger than that in English, particularly of writing. For example, in the mathematics lessons sampled, the match of tasks to pupils' needs was just right and the class teachers targeted their time at supporting identified groups. This proved particularly effective at challenging the most-able pupils to tackle increasingly more-complex problems. However, in English, the tasks were the same for all pupils and so were teachers' expectations of work rate and quality; opportunities were missed for setting higher expectations of the most able and minimum expectations of others.

Improvements to procedures for dealing with absence, ongoing work with parents and carers, along with an increase in rewards and incentives for good attendance, have brought about good improvements to the school's overall attendance rate. The work of the learning mentor is worthy of note: since taking up her role she has reviewed many of the systems so that they are now very clear and enable effective follow up of all absences.

Strong and determined leadership, provided by the headteacher, has ensured that the school has made good progress in addressing key issues. Central to this has been putting the need to improve rates of progress and improve the quality of teaching at the heart of the school's work. The headteacher has effectively led a corporate approach to improving the quality of teaching; teachers have worked in small groups to plan, deliver and evaluate some lessons. This coaching model along with ongoing training has helped to improve their classroom practice, including the quality of lesson planning. Good guidance and support have been provided to new and recently qualified teachers. The close tracking of pupils' attainment and progress has improved so that teachers are accountable for the progress of their pupils and support is provided for any pupils who show signs of falling behind. Plans

for improvement are well developed and focus clearly on the most important areas in both the short and longer terms. Examples of this include tackling pockets of under attainment in the short term and improving the speaking and listening skills of the youngest pupils in the longer term. Procedures for monitoring the work of the school are effective but the overall evaluation of the school's effectiveness is a little too cautious. The work of middle leaders is developing well but some are at the early stage of fully implementing their roles, particularly where the monitoring of other teachers' work is concerned. The work of the governing body has improved so that governors have a better understanding of the school's strengths and relative weaknesses. Through its committee structure, governors are provided with a good range of information about the school with reports from the headteacher and senior staff. However, the use of the headteacher's report to governors as a tool for communicating information about emerging strengths and weaknesses, specifically from the monitoring of teaching and rates of progress, is underdeveloped.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mr Amraz Ali  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place on 16 March 2010**

- Raise achievement and improve standards throughout Key Stages 1 and 2 by:
  - improving pupils' skills in problem solving and calculation in mathematics
  - developing pupils' abilities in accurate use of spelling and punctuation and better sentence construction to improve their extended writing.
  
- Raise the proportion of good teaching by:
  - focusing teachers' lesson planning so that they are clear about what they expect pupils of different abilities to achieve
  - developing the roles of middle managers so that they are equipped to monitor teaching and learning and judge the impact this has on raising standards.
  
- Improve attendance rates by:
  - reducing the proportion of persistent absenteeism
  - reducing time lost by pupils taking holidays during term time.