

Greenhill Primary School

Inspection report

Unique Reference Number	107084
Local authority	Sheffield
Inspection number	377530
Inspection dates	30–31 January 2012
Lead inspector	Jane Hughes

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	512
Appropriate authority	The governing body
Chair	Karen O'Byrne
Headteacher	Julia Brown
Date of previous school inspection	28 January 2009
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Introduction

Inspection team

Jane Hughes
Carmen Markham
Derek Pattinson

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They spent 10 hours observing the teaching of 21 teachers in 22 lessons or part lessons, of which two were joint observations with senior leaders. In addition, the inspection team made short visits to a few 'support lessons' where specialist help is provided by trained assistants. Meetings were held with three groups of pupils, members of the governing body and school staff, including senior and middle managers. The inspectors observed the school's work and looked at a number of documents. These included: the school's improvement plan, safeguarding and child protection policies, attainment data and assessment information and minutes of the governing body. They listened to pupils read and looked at pupils' work. Inspectors analysed 136 parental and carers' questionnaires and others completed by pupils and staff.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is smaller than average. Most pupils are from White British backgrounds and few are at the early stages of learning English as an additional language. The percentage of pupils who are disabled and those who have special educational needs is average. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The school has achieved several awards including Activemark, Healthy Schools and International school status.

The school runs its own breakfast club and after-school club. Both were inspected as part of this inspection. An external provider, Greenhill Village Pre-school, is based in an annex on the school site. This setting is subject to a separate inspection.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Pupils, including those with special educational needs and those who are disabled, achieve satisfactorily. They learn and progress satisfactorily, although pupils’ progress is more rapid in communication and writing and in reading by Year 6 than in mathematics. Due to some differences in the spread of ability, with fewer more-able pupils within current cohorts, attainment in communication, reading, writing and mathematics is lower than in the past and is broadly average by the age of 11. Children in the Early Years Foundation Stage learn and develop well from typically expected starting points.
- The quality of teaching is satisfactory. An increasing proportion is good or better but there is, and has been, variability throughout the school. Although a greater proportion of the teaching observed by inspectors, particularly in the Early Years Foundation Stage and in Key Stage 2, was good and outstanding, satisfactory teaching over time results in pupils’ satisfactory progress through school. Inconsistencies are particularly evident in relation to adults’ modelling of spoken English when teaching pupils, the levels of challenge set and the impact of teachers’ marking.
- Pupils’ behaviour and safety are good. Pupils enjoy school and say they feel safe here. The large majority of parents and carers confirm that any instances of poor behaviour are dealt with effectively. Adults are strong role models for pupils in terms of behaviour and safety. Pupils’ attendance is above average.
- Leadership and management are satisfactory. Senior leaders and the governing body focus on improving the school’s performance and consolidating strengths in the personal support and guidance offered to pupils. They accurately identify the school’s strengths and weaknesses. Leaders are committed to maintaining the school’s inclusive nature. There is a new thematic approach to the curriculum. Its impact in improving pupils’ outcomes is developing but currently pupils do not use their literacy, numeracy and information and communication technology (ICT) skills widely enough to support their learning in other subjects.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure the quality of teaching is consistently good or better in order to raise attainment and accelerate pupils' progress in communication, reading, writing and mathematics by:
 - developing adults' skills in teaching and modelling sounds and letters in order to ensure that pupils read with accuracy, fluency and understanding
 - providing appropriate levels of challenge to meet pupils' needs and help them to meet their potential, particularly in mathematics
 - ensuring pupils always know their targets, how well they are working and what they need to do to improve their work.

- Increase the impact of leadership and management by:
 - ensuring teachers plan for, and pupils use, literacy, numeracy and ICT skills across all subjects of the curriculum.

Main Report

Achievement of pupils

Children make good progress in the Early Years Foundation Stage. This was particularly so in 2011, when children entered with weaker than expected skills. By the time they moved into Year 1, the proportion of children achieving a good level of development exceeded the national average. The teaching of linking letters with the sounds they make is strong. This helps children to acquire effective early reading skills. Children were observed tackling new vocabulary in their books with confidence. They were robustly encouraged by teachers to sound out each part of the word and then blend these individual sounds together. These skills are not as well established among older pupils who sometimes struggle to read with sufficient accuracy, fluency or understanding. Weaker readers in Years 1 to 6 are overly reliant on looking at illustrations in books to guess at individual words. They read inaccurately as a result. By the end of Key Stage 1, pupils' reading skills fell and were low in 2011. Pupils' attainment overall in communication, reading, writing and mathematics is broadly average by the end of Year 6. Unvalidated data for 2011 and pupils' current work show that reading is the strongest element. Although attainment in mathematics is weaker, the school's tracking and pupils' current work show that revised whole-school strategies to boost mathematical outcomes for pupils are beginning to reverse this pattern.

Most of the parents and carers who returned the inspection questionnaire say that their children make good progress, including parents and carers of disabled pupils and of pupils with special educational needs. Inspection findings including current data analysis and scrutiny of pupils' books show that, over time, pupils' progress is satisfactory. In just over half the lessons observed, pupils made good progress. However, this was variable and was closely linked to the quality of teaching seen. Pupils persevere well with tasks although they are sometimes slow to start and do

not always produce the volume of which they are capable. Pupils respond well to any opportunities to use computers during lessons. For example, pupils in Year 2 were excited and engaged well as they looked through the photographs of a recent visit to Castleton with a view to turning these into a comic strip. Sometimes, pupils' responses are limited when teachers talk for too long in the introductions to lessons. Pupils who earn the right through good learning and behaviour thoroughly enjoy extended periods of 'golden time' each week. Pupils who are disabled and those with special educational needs generally learn equally as well as their peers. Rates of progress vary between subjects and year groups but the gaps are narrowing in comparison with pupils nationally.

Quality of teaching

Parents, carers and pupils are complimentary about the quality of teaching provided. During the inspection, a mix of good, satisfactory and outstanding lessons was seen. In the very best lessons, teachers use questioning extremely effectively to check what pupils know, understand and can do. They consolidate previous learning well and ask thought-provoking questions that make pupils reflect upon moral and ethical issues such as, 'Is it always wrong to steal?' These approaches, along with adults' high expectations of good behaviour, are a positive influence on pupils' spiritual, moral, social and cultural development. Teachers are good role models as they encourage pupils to work companionably and show respect for others' views.

Activities are well resourced and support pupils' learning. Pupils contribute their own ideas about how to develop the planned curriculum in ways they will enjoy. When teaching is less successful, too many inconsistencies creep in. For instance, adults' skills in developing pupils' knowledge of the links between letters and sounds are not sufficiently secure. Staff are due to attend additional training to address this issue. Work set does not consistently provide sufficient levels of challenge to pupils. This is particularly the case in mathematics where pupils repeat similar exercises with ease. Pupils agree that they find some of their work easy.

Teachers analyse their assessments and generate data specific to each pupil. They generally use this effectively to plan pupils' next learning steps. Regular discussions ensure that the headteacher and staff have a clear overview of pupils' attainment and progress. Following these meetings, additional provision is put in place to meet pupils' individual needs. For example, last year a small number of more-able pupils were supported to attain far higher than average levels in their work and tests. However, outcomes are not consistently strong enough for all pupils.

Teachers mark pupils' work regularly but with varying degrees of detail and resultant impact. For example, the best marking in Years 5 and 6 provides pupils with clear information about the next steps for improving their subject knowledge and understanding. There are far fewer examples of developmental marking in other year groups, particularly in mathematics. Topic books show a range of work that links directly to pupils' interests. However, teachers do not consistently ensure that pupils pay heed to the development points they are working towards in literacy when they write in other subjects. Pupils' targets are often but not always clearly recorded so they do not always know them and pupils are not always certain about how well they are working.

Behaviour and safety of pupils

Most parents and carers who returned the inspection questionnaire confirm that standards of behaviour are good. Pupils say that they feel safe in school and that they could approach any adults if they have concerns. They confirm that pupils generally behave well in lessons and around the school. They also agree that pupils take good care of each other and praise the peer mediators. Pupils particularly appreciate the new rewards and sanctions that have helped to improve behaviour in school. There are few instances of name calling or racism.

The school provides a supportive environment in which pupils learn. Pupils are increasingly confident in sharing their knowledge and understanding in lessons. Pupils know how to keep themselves safe and have a good understanding about internet safety and how to avoid cyber bullying. Parents and carers of disabled pupils and those with special educational needs are fulsome in their praise of how well their children are nurtured. Parents and carers comment, 'My child has grown in confidence and ability and couldn't be happier at Greenhill' and, 'Our children are in safe hands.'

Incidences of bullying are rare. The large majority of parents, carers and pupils express confidence in the school's systems for dealing with bullying and harassment. Attendance is above average and the school works concertedly to encourage all pupils to attend regularly and on time. A good number of pupils attend the school's breakfast club. Pupils thoroughly enjoy this provision where they relax in the informal atmosphere, enjoy a good breakfast and mix with friends. After-school provision is similarly supportive.

Leadership and management

Senior leaders provide clear direction for the school. They have an accurate picture of the quality of teaching and learning throughout school. Improvements to final outcomes for pupils are a key focus and outcomes are rising again. There is a successful emphasis on professional development. Good partnership work across the locality ensures staff feel well supported as they develop their skills. Effective partnership work with parents, carers, and external agencies add value to the school work. A range of partnerships, including with the local secondary school, enrich the curriculum. For example, their staff provide a variety of modern foreign language opportunities.

The school shows satisfactory capacity to improve further. The governing body offers satisfactory challenge and good support. Senior leaders regularly share information with the governing body whose members have an increasingly high profile in school.

Assessment data are regularly updated for each pupil so that staff have a clear picture of pupils' individual needs. This ensures that pupils enjoy equality of opportunity. No discriminatory practice is tolerated. No pupils are excluded from any activity and staff know the circumstances of its pupils well. The leadership is firmly committed to nurturing and welcoming all groups of pupils, and particularly those pupils with disabilities or with a range of special educational needs. For instance, the well-appointed Rainbow Room provides a highly supportive environment for pupils in

need of specific support.

The curriculum is satisfactory. Following a period of flux, it is evolving at a faster rate now that leaders have decided exactly how to move curriculum development forward. The approach through themes is engaging pupils more successfully in their learning. Pupils' spiritual, moral, social and cultural development is satisfactory overall. There are particular strengths in pupils' ability to relate well to others and to accept differences of background, religion and belief. The curriculum fosters a strong moral code. There are increasing level of interest in the wider world through the school's international work such as in Uganda.

Lines of communication between home and school are established well. Parents and carers confirm that 'staff are approachable' and would recommend the school to others. Parents and carers say they feel well informed of their children's progress. The school meets requirements with regard to safeguarding. Staff identify risks and pupils are helped to recognise potential hazards.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 February 2012

Dear Pupils

Inspection of Greenhill Primary School, Sheffield S8 7RA

Thank you for your friendly welcome when we inspected your school recently. We appreciated the help you gave all the inspectors. We enjoyed meeting so many of you, listening to your views and joining you in lessons. This letter tells you what we found.

You told us that you enjoy school and feel safe there. We saw that too and judge that behaviour is good. We were pleased to see that so many of you come to school regularly and on time – please keep this up! Most of you feel that teaching is good and almost of all you feel you learn lots in lessons. We judge that teaching is satisfactory. The adults in your school take good care of you. The senior leaders are working hard to make sure your school gets better and better.

Part of our job is to see what your school could do better. We have asked your headteacher and all the adults to help you reach higher standards in communication, reading, writing and mathematics. You can help by making sure you remember your targets and that you always check what your teachers have written in your books about how to improve your work. Also, practise how to sound out words as this will help you to read and write more accurately. The teachers are going to plan more ways for you to use literacy, numeracy and computer skills as you learn in other subjects.

Please carry on working hard and enjoying school.

On behalf of all the inspectors, I send you our best wishes for the future.

Yours sincerely

Jane Hughes
Lead Inspector

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