

Grosvenor Road Primary School

Inspection report

Unique Reference Number	131037
Local authority	Salford
Inspection number	381294
Inspection dates	12–13 October 2011
Reporting inspector	Robert Pye

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Frances Bennett
Headteacher	Judith Dulson
Date of previous school inspection	19 May 2009
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons or part-lessons, taught by 16 teachers. They held meetings with pupils, teachers and support staff, parents and carers, members of the governing body and also the local authority representative. They observed the school's work, and looked at school development planning, progress monitoring documentation and pupils' workbooks. Inspectors also analysed 108 questionnaires returned by parents and carers, eight completed by staff and 98 returned by pupils in Key Stage 2. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether current attainment and progress in English and mathematics is improving quickly enough.
- How effectively leaders and managers have improved the quality of teaching.
- How well assessment is used to support learning throughout the school.
- How successfully the curriculum meets the needs of boys in Key Stage 2.
- How well provision for lower attaining pupils and those with special educational needs and/or disabilities impacts on their learning.

Information about the school

Grosvenor Road is much larger than the average size primary school. The vast majority of pupils are from White British backgrounds. An above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average. The school has a number of external awards, including Healthy School status and the Sportsmark. An increasing number of pupils join the school during the year. Many of these pupils have learning difficulties. There have been some significant changes in staffing since the previous inspection. For the past two years the school has been led and managed by an acting headteacher.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school that is improving rapidly. The acting headteacher's clear vision for the school's improvement is focused on driving up standards and is shared by all staff. The large majority of parents and carers are appreciative of the school's work. Pupils enjoy learning and are able to demonstrate increasing self-confidence. Pupils are well behaved and overall they develop a good understanding of the choices required to live safe and healthy lives.

Improved tracking procedures give a clear picture of individual pupils' progress throughout the school. Staff are making better use of these to identify pupils who need extra help, but some assessments are not used sufficiently well to consistently provide challenge for all groups of pupils, particularly for the lower attaining pupils in writing or mathematics. All pupils present their written work neatly and punctuate well, but some find it difficult to write longer pieces of work and do not get regular opportunities to develop this skill. Pupils' achievement is satisfactory. Children start school with skills that are below those expected for their age and reach broadly average standards by the end of Year 6. Progress over the last few years has been satisfactory and it is now accelerating rapidly as a result of recent improvements to teaching. In the best lessons, activities are varied and interesting, teaching is lively and engaging and the pace is brisk. In a minority of lessons, it is not always clear to lower attaining pupils what they have to do and consequently, their rate of progress is slower.

The curriculum meets the academic and personal needs of most pupils but curriculum planning does not indicate sufficiently how subjects can provide further interest and increase the opportunities to learn and to apply new skills. Some good ideas are being trialled to resolve this weakness; lessons are increasingly more relevant to boys' lives and more first-hand experiences are being introduced. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support for their individual needs. Robust steps taken to ensure pupils come to school regularly have resulted in above average attendance. In the Early Years Foundation Stage children make satisfactory progress. Provision for learning outdoors is less effective in the nursery than in reception.

The acting senior management team and recently restructured governing body are in the process of developing their expertise. Priorities for improvement are clear and

this, coupled with accurate self-evaluation and recent improvements to teaching and pupils' progress, demonstrate the school's satisfactory capacity to improve further.

Up to 40% of the 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?

- Improve pupils' progress and raise attainment in writing and mathematics, and particularly for the lower attaining pupils by:
 - developing all pupils' skills in writing longer pieces of work and providing regular opportunities for them to do so
 - making more effective use of assessment to carefully match tasks in mathematics and writing to hence challenge them to achieve well
 - ensuring lower attaining pupils fully understand what they need to do in lessons.
- Improve the curriculum by planning and developing a full range of opportunities for pupils to apply new skills and providing subject leaders with the training they need to take a lead in developing and monitoring this process.
- Improve provision in the Early Years Foundation Stage by making the outdoor area in the Nursery Year more stimulating and using it to extend learning across the curriculum.

Outcomes for individuals and groups of pupils

3

Pupils are eager to learn and this, together with their good behaviour, contributes to their satisfactory progress in lessons. They work well together in small groups and often show good levels of enjoyment. For example, in Year 4, pupils showed good concentration and confidence in using information and communication technology to create diaries from information they had found out about Tudor monarchs.

For some time and until recently, attainment at the end of Year 6 had been declining. The school has succeeded in halting this decline and there is evidence of sustained improvement as a result of the strategies introduced. The work in pupils' books and the school's own tracking data confirm that currently pupils are on course to meet their targets. From their below average skills on entry to the Reception class, all groups of pupils, including those with special educational needs and/or disabilities, are now making satisfactory progress. Pupils' progress, particularly of those who are lower attaining, however, is more variable in lessons because the work they are set does not always present them with sufficient challenge.

Pupils contribute to school life by taking on responsibilities, such as membership of the school council. They also make a useful contribution to the local community, including taking part in school productions and dance displays. They have good understanding about the need to eat a balanced diet and take regular exercise in order to stay healthy. They know how to stay safe and secure in school and what might constitute an unsafe situation. They are tolerant and treat each other

respectfully and their spiritual, moral, social and cultural development is satisfactory. Pupils' above average attendance and their satisfactory progress in gaining basic skills mean that they are soundly prepared for the next stage of education and for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers plan their lessons carefully to build on previous work. This enables pupils to use what they already know and understand to support their current learning. Teachers manage classrooms well, so that pupils are engaged in their work and little time is lost. Teachers' explanations are helpful to pupils and they are often adept at questioning to find out what pupils understand. In the best lessons, new learning is acquired quickly and teachers are clear about what pupils are expected to know. Pupils are informed about their progress and how to improve through marking and by talking to adults. For example, in a Year 6 mathematics lesson, the teacher skilfully adapted the range of questions asked in response to the pupils' understanding of percentages. In a minority of lessons, teachers do not consistently set challenging work that matches the abilities of all pupils, especially in writing and mathematics. Teaching assistants are soundly deployed to support most pupils, particularly those with special educational needs and/or disabilities.

The curriculum is currently being revised to enable pupils to be more creative and develop a better understanding of global issues. Recent initiatives to widen pupils' horizons by the provision of more regular educational visits, opportunities for first-hand experiences and seeking to provide more interesting activities for boys, are beginning to have a positive impact. However this aspect is not yet fully embedded across the school.

The school provides a safe learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. The support for pupils whose circumstances could potentially make them vulnerable is well targeted and effectively

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

encourages their development and learning. Transition arrangements are good for pupils moving to secondary education, but are less effective to support movement between classes. Interventions for lower attaining pupils and for the increasing numbers of pupils who join classes during the year, many of whom have learning difficulties, have recently been implemented and this is enabling teachers to make better use of assessment to boost pupils' attainment and progress. Established links with a wide range of outside agencies, including all branches of children's services, ensure that extra support for individual pupils is readily available. The school has been successful in improving attendance since the last inspection and it is now above average.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Over the last two years, following a strong lead from the acting headteacher, improving teaching and learning and raising achievement have rightly been the main priorities. There has been noticeable impact evident in improved teaching and, as a result, pupils are making better progress and staff expectations of what pupils can do are beginning to rise. There are opportunities for the professional development of staff and their performance is managed effectively. The school is rigorous in monitoring the quality of teaching and its impact on pupils' learning. The system for tracking pupils' progress is effective and school leaders have a secure grasp of how well individuals and groups of pupils are doing.

Subject leaders are keen to contribute and to improve their skills, but the school recognises that they need better training to play their part more effectively in developing aspects of the school curriculum. All staff work well as a team and with high levels of commitment. Governance is satisfactory and the governing body provides appropriate challenge and support. There are satisfactory procedures to safeguard pupils, including clear policies. Links with parents and carers via child-led initiatives are good and they are supportive of the school. There are firm links with a number of external agencies, especially the local secondary school. For example, Year 4 pupils shared their excitement at being in a science laboratory learning to make 'explosions!' The school's satisfactory promotion of community cohesion is founded on a secure knowledge of the local context. Opportunities to learn about the range of cultures in Britain and elsewhere are satisfactory. The school is committed to promoting equal opportunities. There is some variation in progress between the different groups of pupils but the school is working diligently to narrow this gap.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Overall, the Early Years Foundation Stage provides a satisfactory beginning to children’s education. Most children enter nursery or reception with levels of knowledge, skills and understanding below those expected for children of their age. School records indicate that children’s progress has improved since the last inspection. However, although the gap between the children’s levels of development and those of most children of their age has narrowed, children continue to enter the main school with skills below the expected levels for their age across all the areas of learning. Teaching is satisfactory overall and there is some good teaching, especially in the Reception class. The quality of the environment in which children play and learn is adequate; it is better in reception than in the nursery. For example, reception children have better opportunities to learn outdoors than do children in nursery. Children who need additional help with learning or their behaviour are identified early and supported effectively. The partnership with parents and carers is good. Parents and carers are positive about the care their children receive and the good relationships between staff and children. As a result, children settle well and are happy, and feel safe within the established routines and knowing what is expected of them. The provision is satisfactorily led and managed. It ensures that children’s welfare and safety are maintained. A permanent leader has only recently been appointed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

Almost all parents and carers who returned the questionnaire expressed the view that their children enjoy school and that the school keeps them safe. In addition, a very large majority is entirely happy with their children's experiences at the school. Speaking for many, one parent commented, 'My child enjoys coming to school and all the staff and children are very friendly.' A very small minority is of the opinion that the school does not do enough to help to guide parents and carers with helping their children's learning at home. Inspectors considered that aspect, but found that school makes much effort to offer support and guide parents and carers with their children's learning. A small proportion of parents and carers was concerned that the school did not provide them with enough information about their children's progress. Inspectors looked at the methods used by the school and found that the school provides regular information for parents and carers about children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grosvenor Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received **108** completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	66	36	33	1	1	0	0
The school keeps my child safe	65	60	42	39	1	1	0	0
The school informs me about my child's progress	45	42	58	54	2	2	1	1
My child is making enough progress at this school	51	47	51	47	4	4	0	0
The teaching is good at this school	58	54	48	44	1	1	0	0
The school helps me to support my child's learning	48	44	55	51	4	4	0	0
The school helps my child to have a healthy lifestyle	50	46	51	47	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	42	58	54	2	2	0	0
The school meets my child's particular needs	46	43	57	53	3	3	0	0
The school deals effectively with unacceptable behaviour	44	41	57	53	3	3	0	0
The school takes account of my suggestions and concerns	38	35	64	59	4	4	0	0
The school is led and managed effectively	47	44	56	52	0	0	2	2
Overall, I am happy with my child's experience at this school	57	53	48	44	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



14 October 2011

Dear Pupils

Inspection of Grosvenor Road Primary School, Manchester, M27 5LN

Thank you all for your warm welcome when the inspection team visited your school recently. You were very polite and kind to us. We are particularly grateful to those of you who came to talk to some of us on Wednesday lunchtime. We enjoyed your good behaviour and the way you supported each other confidently in class.

Grosvenor Road is a satisfactory school. You are right to be proud of it. You are making satisfactory progress in your lessons and most of you enjoy learning. By the time you leave school at the end of Year 6, the standards that you reach are broadly average. The adults who work with you care for and look after you. You are not afraid to give visitors advice on how to keep safe!

Your headteacher and all the other staff are very proud of you and they are always looking for ways to make the school better. We would like to help them with this, so we have asked your teachers to help you make even faster progress, by making sure that at all times your work matches your abilities, particularly in writing and mathematics. We have also asked the teachers to make sure that you get more chances to practise the skills you learn. For the very young children we have asked that teachers think of more exciting ways for you to play outdoors in the nursery.

Thank you again for your kindness to us. Please keep working hard and looking after each other.

Yours sincerely,

Robert Pye
Lead inspector

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