

Greengate Lane Primary School

Greengate Lane, High Green, Sheffield, South Yorkshire, S35 3GT

Inspection dates 8–9 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teachers do not always plan their work well enough to get the best out of all pupils, particularly those in the mixed-age classes and those who are able.
- Although some teachers mark work in a way that helps pupils do better next time, not all do.
- In lessons, teachers do not always use lesson time to the full to accelerate pupils' progress and to allow pupils enough time to work things out for themselves.
- Achievement has not been as good in Key Stage 2 as in Key Stage 1 for the past three years.
- While most pupils make the progress expected of them, too few do better than this in Year 3 to Year 6.
- The drive by senior leaders to improve the quality of teaching has not resulted in consistently good teaching.
- While the headteacher and deputy headteacher provide strong leadership, the part other leaders play in school improvement is less well developed. Some of the school's plans for improvement are sharply focused while others are too general.
- The governing body does not always check carefully enough that all school policies are being fully implemented.

The school has the following strengths

- Children in the Early Years Foundation Stage make excellent progress and are provided with a range of fun and exciting activities.
- Pupils enjoy coming to this improving school. They behave well and their attendance is above average.
- The school uses the pupil premium funding wisely to ensure, for example, most pupils who are eligible for free school meals make good progress.
- The headteacher has high ambitions for the school and has shown determination in driving forward improvements in teaching.
- The school's systems for checking on pupils' progress are firmly established and enable leaders to quickly identify any pupil who may be struggling with their work.

Information about this inspection

- Inspectors observed 14 lessons, one of which was a joint observation with the headteacher, and also a number of small-group activities led by support staff.
- Meetings were held with the Chair of the Governing Body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to groups of pupils from Key Stage 2.
- Inspectors took account of seven responses to the online questionnaire (Parent View), a recent school survey of parents' views and spoke to parents at the start of the first day.
- Inspectors took account of 20 questionnaires returned by members of staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Jean O'Neill

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils supported by school action or school action plus is slightly above average. A very small proportion of pupils have a statement of special educational needs.
- A lower than average proportion of pupils is from minority ethnic groups.
- The proportion of pupils known to be eligible for the pupil premium funding is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club for pupils.

What does the school need to do to improve further?

- Improve teaching so it is all at least good or better, by:
 - planning work that better meets the needs and interests of pupils, particularly in the mixed-age Year 3 and Year 4 classes
 - improving the quality of marking so all pupils are clear about how to make their work better
 - ensuring lessons are planned and organised so that pupils are given opportunities to work things out for themselves and quickly settle to independent work.
- Raise attainment in reading, writing and mathematics, by:
 - ensuring that all teachers aim for pupils achieving better than expected progress
 - ensuring that time in lessons is always used to full advantage to accelerate pupils' progress
 - challenging more-able pupils by giving them more demanding open-ended work.
- Improve the impact of leadership, including governance, by:
 - using the same rigor which has driven improvements in the quality of teaching to press on now to ensure all is good or better
 - improving the effectiveness of teachers who have responsibility for leading areas of the curriculum or special educational needs provision
 - ensuring the governing body checks more carefully the effective implementation of all school policies.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because while some pupils make good progress, particularly in Year 1 and Year 2, for the majority of pupils in Years 3 to 6 their progress has not been good enough. This is because teachers have not always given pupils work that is challenging enough, particularly for the more able.
- There is evidence to show from the school's own records and from inspection evidence that things are continuing to improve this term. Last year, the headteacher made sure that teaching in Year 5 was no longer inadequate. It was this teaching which had slowed pupils' progress in that year group. Pupils are now catching up, but there are still gaps in their knowledge and understanding.
- Most children start school with skills that are low compared to those expected for their age. Children make excellent progress in the Early Years Foundation Stage and are well prepared to start Year 1.
- Attainment by the end of Year 2 was exceptionally low at the time of the last inspection and since then has been improving so that in the last two years it has been broadly average in reading, writing and mathematics. This represents good progress from pupils' starting points.
- Attainment by the end of Year 6 has also been improving from an exceptionally low level at the time of the last inspection. In 2011, the pupils' attainment at the end of Year 6 was broadly average in English and slightly higher than this in mathematics. However, attainment fell to below average in 2012 and too few pupils made the progress expected of them in mathematics and not enough made good progress in reading and writing.
- From the school's robust systems to track pupils' progress, leaders identified that too many pupils did not make good enough progress in Years 3 and 4, and progress was inadequate in Year 5 and took action to put this right.
- Pupils read regularly and enjoy a range of books. Younger pupils use their knowledge of sounds and letters to help them read tricky words. The school recognise that pupils now need to further develop their comprehension skills and plans are in place to address this.
- Well-tailored support for disabled pupils and those with special educational needs help the majority to make good progress. Those pupils who are supported by extra funding through the pupil premium are provided for in small-group activities and as a result, most also make good progress.
- The few pupils who are from minority ethnic groups generally make the same progress as others in the school.

The quality of teaching

requires improvement

- Teaching requires improvement because while it is good in an increasing number of lessons across the school, it remains weaker in some. The quality of teaching has not been consistently strong enough to ensure that all pupils in Key Stage 2 make good progress.
- Teaching is getting better. However, improvements in some year groups and in some subjects are more established than in others. For example, pupils in Year 6 last year made much better progress than those in Year 5, and progress in writing was good in Year 3 but inadequate in Year 4.
- Children are taught exceptionally well in the well-resourced Early Years Foundation Stage. Activities are carefully planned to support all areas of learning, both indoors and outside. Children are encouraged to be independent, taking responsibility for their own learning and work very well together. Adults take every opportunity to challenge and extend children's enjoyment, learning and understanding.

- The quality of marking and guidance offered to pupils, so they know how to improve their work, is too varied. When marking is at its best pupils say 'it really helps because we know how we can make things better'. However, there are other examples where teachers mark work either as right or wrong and offer little or no guidance about how to improve.
- Most teachers are generally planning activities that better meet pupils' needs and interests increasingly well. However, in some of the mixed-age classes pupils are initially being provided with the same work at the start of lessons, which is not challenging enough for either the older or the more able pupils.
- Pupils achieve most when they are inspired to learn. For example, in a Year 6 descriptive writing lesson based on the Hotel Transylvania film. Pupils received a high degree of challenge, good guidance and then quickly settled to independent work so that much was achieved. However, in some other lessons, teachers talk for too long and do not give pupils enough time to show they can get on with their work by themselves. This limits how much they achieve.

The behaviour and safety of pupils are good

- Pupils enjoy school and look forward to coming. As a result, attendance has improved in the past three years and is now above average. All parents who completed the on-line survey agreed that their children are happy to come to school and that they feel safe.
- The number of exclusions is very low and incidents of bullying are rare. Pupils say they get on well together, they are informed about all types of bullying and know how to keep themselves safe, for example, when using the internet.
- Children in the Early Years Foundation Stage are helped to make excellent progress in developing their personal and social skills.
- Pupils have a high regard for their teachers, are keen to learn and generally make positive contributions in their lessons. They respect the views of others, even when they are different from their own.
- When teachers talk for too long, for example, at the start of the lesson, pupils are always respectful, but are not always regularly given enough time to work on their own. This does not allow them to develop the attitudes and skills to work out problems for themselves well enough.
- Around the school and at playtimes pupils are polite and friendly, accepting responsibility well.
- There are clear systems in place to manage any low-level problems and pupils respond very well to a quiet word. Pupils say that when there is name-calling, for example, teachers very quickly 'sort things out so they don't become big issues'.

The leadership and management requires improvement

- Leadership requires improvement because while the headteacher has shown determination to improve the quality of teaching and last year addressed significant weaknesses, leaders have not secured good enough teaching for all pupils in Key Stage 2.
- The headteacher has a clear view of how successful the school can be and has high ambitions for all pupils. The robust system to check on how quickly pupils are making progress and to find out where there are gaps in their understanding, enables pupils to get the right help at the right time. This is one example of the school's commitment to equality of opportunity for all pupils.
- Teachers who are responsible for leading English, mathematics and other areas of responsibility are less effective than the senior leaders. They have developed improvement plans for their subjects, but these vary in quality and are not robustly focused on using information about pupils' progress to measure how well the things they have planned have turned out.
- The deputy headteacher is effectively supporting a member of staff who has recently taken on the responsibility for overseeing provision for disabled pupils and those with special educational needs. Training courses are being attended, which are already better equipping the member of staff for the role.

- The headteacher has allocated the pupil premium funding in a wide variety of creative ways. For example, the appointment of a learning mentor is helping to improve attendance and accelerate the progress of pupils whose circumstances might put them at risk.
- Since the last inspection, performance management arrangements have been improved and these are helping to improve the quality of teaching. However, following lesson observations made by senior leaders, there are occasions where teachers have been told their teaching is good even though pupils' progress has not been good. This does not help staff develop a clear enough understanding of what is and what is not acceptable.
- **The governance of the school:**
 - Governors bring a range of skills and expertise to help them lead the school. They are well informed about the progress the school is making and what still needs to be achieved. Procedures for giving governors an accurate view of the school's academic performance, for example, are very effective and enable them to ask challenging questions. They check spending carefully and are aware of the positive effect of the use of pupil premium on pupils' progress. Safeguarding arrangements meet requirements and pupils are kept safe. However, because the governing body does not check carefully all aspects of this work, leaders are not always held robustly enough to account. The local authority provides swift and effective support when requested. Governors also seek advice from a range of other providers to supplement this support.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107056
Local authority	Sheffield
Inspection number	400881

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	195
Appropriate authority	The governing body
Chair	Mark Heaton
Headteacher	Wendy Wheldon
Date of previous school inspection	16 March 2010
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