

Grosvenor Road Primary School

Parkgate Drive, Swinton, Manchester, M27 5LN

Inspection dates

9–10 October 2013

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		Requires improvement	3
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

- Despite recent improvements, not enough pupils make good progress, and standards therefore are below average at the end of Year 6.
- Progress in mathematics is not yet at the same level as reading and writing.
- Not enough teaching is consistently good. In some lessons, tasks set are too easy. This restricts pupils reaching the levels of which they are capable.
- Pupils are not always aware of the purpose of each lesson and what they should achieve by the end.
- In some lessons, pupils do not pay full attention to teachers' explanations because they have too few opportunities to contribute to the lesson, or think things out for themselves, especially when adults do not ask thought-provoking questions.
- The new leadership team has made a good start, but it does not make full use of all the information on pupils' progress to assess the quality of teaching.
- Expectations are not high enough to drive rapid improvements in pupils' achievement.

The school has the following strengths

- The new headteacher has set a clear direction for whole-school improvement. Progress rates are accelerating and teaching is improving.
- Children settle quickly in the Early Years Foundation Stage and make good progress.
- The school's focus on writing has led to all pupils making good progress. Progress in reading is also accelerating.
- Sport and physical exercise are promoted strongly to improve pupils' well being.
- Pupils feel safe and behave well around the school, and in most classes they are keen to learn.
- Parents and carers have positive views of the school and are invited into classes to see how their children learn.
- Governors provide good levels of challenge and support for leaders. They carry out robust recruitment interviews to ensure they appoint high quality staffing.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 24 lessons or parts of lessons, four of which were jointly observed with the headteacher and deputy headteacher.
- Discussions were held with pupils, teachers, the headteacher, governors and a representative from the local authority.
- Inspectors took account of the 14 responses to the online questionnaire (Parent View) together with other survey information collected by the school. They also spoke informally to parents as they brought their children to school.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Kirsty Haw

Additional Inspector

Full report

Information about this school

- This school is larger than most other primary schools.
- The large majority of pupils are White British and speak English as their home language.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by local authority. At this school, this funding supports pupils who are known to be eligible for free school meals and those who are looked after.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed together with several teaching staff.

What does the school need to do to improve further?

- Improve teaching so that more is consistently good or better by ensuring that:
 - teachers plan activities which meet the needs of all ability groups, especially the most able
 - when teachers focus on particular groups of pupils, they do not miss opportunities to assess and meet the needs of others effectively
 - teachers provide clear explanations so that pupils understand what is expected of them and how to achieve this
 - pupils listen with enthusiasm and keenness to learn and that questions are always used effectively to probe pupils' understanding and develop their thinking.
- Raise attainment and accelerate progress in mathematics by:
 - providing training and support to improve teachers' subject knowledge
 - planning opportunities for pupils to use mental calculations throughout the lesson and use their mathematical skills in other subjects
 - improving the quality of marking and feedback in pupils' books to help pupils improve.
- Improve leadership and management by ensuring that all leaders:
 - raise their expectations and set challenging targets for pupils to make good progress
 - use a wide range of information, including the progress made by pupils, when judging the overall quality of teaching and learning, so as to provide support and training where needed.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils are now making the progress expected, but too few make good progress from their starting points compared with other schools nationally. This includes those who are the most able.
- Over time, pupils in Key Stage 2 have underachieved and attainment at the end of Key Stage 2 is below average. School's own data and work in pupils' books show that standards are rising and progress is accelerating. Most classes are working at age-related levels and more pupils are beginning to make good progress. In 2013, a higher proportion of Year 6 pupils made expected or better than expected progress compared to previous years. In writing, more pupils also reached the higher levels and the numbers making good progress were similar to the national average.
- Progress in Key Stage 1 requires improvement as pupils do not build sufficiently on their skills and knowledge, especially in mathematics. While attainment is average, it was average on entry to Key Stage 1 and pupils therefore make expected rather than good progress overall. Reading and writing are, however, improving quickly.
- Children make good progress in the Early Years Foundation Stage. They join school with skills and knowledge which are below those typically expected for their age, especially in mathematics. Staff rapidly develop supportive relationships with children and provide a wide and worthwhile range of learning activities. This helps them to achieve well. By the time they enter Year 1, children are working at the expected level for their age.
- Reading is taught well from the outset and the use of a structured scheme to teach letters and sounds is leading to higher standards within Key Stage 1. The proportion achieving the level required in the Year 1 check on letters and the sounds they make in 2013 was much higher than the previous year and above that locally. Pupils have good attitudes to reading and read daily. Additional support is provided to help those who are struggling to make sure they do not fall behind.
- Progress in mathematics has not improved enough and too few pupils make good progress. This is because pupils are not being challenged sufficiently to make faster progress and teachers do not show them how to improve through marking or feedback.
- Pupil premium funding is used for additional learning support. This ensures eligible pupils make similar progress to their classmates. Gaps in their attainment, compared to others, are beginning to close. For example, pupils who left Year 6 in 2013 were approximately two terms behind others in their class in writing and mathematics, and 3 terms behind in reading. This gap has significantly reduced since the previous inspection.
- Disabled pupils and those who have special educational needs are well supported. The school accurately identifies their specific individual learning needs. Specialist and additional teaching is ensuring that these pupils are increasing their rates of progress. This helps them keep up with their classmates, demonstrating the school's suitable promotion of equality of opportunity.

The quality of teaching

requires improvement

- Teaching is not consistently good and this leads to too few pupils making good progress over time. The proportion of good teaching is, however, increasing.
- Where teaching requires improvement, tasks lack challenge and are not always matched closely to pupils' needs, especially that of the most able. Consequently, pupils find the work too easy and not enough reach the higher levels. In some lessons, teachers focus their attention on particular groups. Where this occurs, opportunities are missed to check or accelerate the learning of others. This restricts the progress of these pupils.
- Sometimes, pupils do not know what is expected of them or how to achieve the aims of the lesson, as explanations are not always clear.

- In the main, teachers use questions well. However, in some classes, they miss opportunities to probe pupils' understanding and challenge their thinking through focused questions. Brief responses are accepted when pupils would benefit from being expected to explain their answers more fully.
- Across the school teachers develop positive relationships with pupils. It is clear that pupils like and respect their teachers and that their feelings are reciprocated.
- The work of additional adults contributes greatly to the progress pupils make, particularly those who have special educational needs or who are eligible for the pupil premium.
- Well-planned activities contribute to the good progress made in the Early Years Foundation Stage. A wide range of resources are provided, both indoor and outdoor, to help children develop their early skills. Adults skilfully question and work alongside individuals or groups to promote their language, social and physical development successfully.
- Teachers have good subject knowledge in literacy but too few have good subject knowledge in mathematics. Opportunities are missed to use and extend pupils' mental abilities throughout the lesson or for pupils to use their mathematical skills in other subjects in order to improve further.
- Teachers' marking of pupils' writing is good but it is less secure in mathematics. In mathematics, marking is not always accurate and comments made do not check pupils' understanding or show them how to improve. Errors made by pupils are also not revisited so the gaps in pupils' skills and understanding are not addressed.

The behaviour and safety of pupils

requires improvement

- In the best lessons, behaviour is good because pupils are enthusiastic and want to do well. In lessons that require improvement, pupils are passive and compliant but lack the enthusiasm for learning seen in the better lessons. They also have too few opportunities to use their own initiative, their ideas or find things out for themselves.
- Attendance is below average but leaders have put good systems in place to ensure that this improves.
- Pupils are polite, courteous and helpful. Behaviour in and around school is good. Pupils know the school rules and the sanctions and rewards in place. School records show that these are effective.
- All parents who expressed their views feel that pupils behave well and are kept safe. The pupils spoken to agree. Many felt that behaviour has improved since the new headteacher took over.
- Pupils have an appropriate knowledge about the different types of bullying for their age. They are adamant that there is no bullying in this school. Where minor incidents occur, swift action is taken to address them.
- Pupils feel safe and know how to keep themselves safe. They are aware of potential dangers, including fire, water, road and using the internet.
- Pupils enjoy school and can readily list lessons and activities they like, and enjoy being with friends.

The leadership and management

requires improvement

- Historically, the management of teaching has not led to pupils making good progress. This is now being addressed and school leaders, including governors, have brought about improvements which are raising achievement and improving the quality of teaching. There is no longer any inadequate teaching in the school and new staff appointments have raised the overall quality of teaching.
- The new headteacher has brought a clear sense of direction to the school. Together with other leaders, areas for improvement have been correctly identified and detailed action plans drawn up to tackle weaknesses. Some leaders are new to their post so are currently unable to show how they have supported colleagues or brought about improvements.

- Checks on the quality of teaching are carried out regularly by leaders and the progress pupils make is carefully tracked. However, the information is not used well enough to pinpoint where teaching is failing to promote rapid progress for different groups of pupils so that teaching can be improved.
- Targets are set for teachers to ensure all pupils make the progress expected. These are not ambitious enough to ensure all pupils make good progress.
- A broad and balanced range of subjects are taught and these help promote pupils' literacy skills. Pupils, however, have too few opportunities to use their mathematical skills in other subjects. This limits their chance to practise and improve these skills. Sports and physical activities are strongly promoted and the recently received sports funding is being used to extend this further. A 'Get Active' club has been introduced before school and is led by specialist sports coaches. Its aim is to improve the health and well-being of pupils who attend but it is too early to judge the impact at this stage.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are interested in learning about people from a wide range of cultures and are respectful of others' beliefs. They mix well at playtimes and lunchtimes and have a clear sense of right and wrong.
- The local authority has an accurate view of the school and has confidence in the leadership team. They have provided valuable support to both leaders and teachers in order to help raise standards.
- **The governance of the school:**
 - Governors have a good overview of the school. They provide an appropriate balance of challenge and support. They are committed to seeing the school improve and as a result, carried out a rigorous recruitment process when appointing the new headteacher. They have a secure understanding of the quality of teaching. Appointed governors set targets for the headteacher and check that pay increases for teachers are now only awarded where there is evidence that pupils are making good progress. Governors visit the school and receive regular reports from senior leaders, including on how well each year group is doing. They keep a close eye on finances, for example knowing how the pupil premium is spent and what difference this is making. They attend training to keep their skills and knowledge up to date and ensure they fulfil their statutory duties effectively, for example safeguarding.

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	131037
Local authority	Salford
Inspection number	426164

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	444
Appropriate authority	The governing body
Chair	Paul Wilson
Headteacher	Lee Pridden
Date of previous school inspection	12 October 2011
Telephone number	0161 921 1200
Email address	grosvenorroad.primaryschool@salford.gov.uk

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