

# Greenhill Primary School

Greenhill Main Road, Sheffield, South Yorkshire, S8 7RA

**Inspection dates** 15–16 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Attainment at the end of Key Stage 2 has been rising more slowly than at the end of Key Stage 1.
- Too few pupils in Year 3 and Year 5 make better than expected progress in their writing and mathematics.
- Teachers do not always have high enough expectations of what pupils can achieve in lessons.
- During some lessons, activities are not adjusted by teachers to enable all pupils to make the best possible progress.
- Pupils do not always get enough opportunities to practice problem-solving skills in mathematics.
- The quality of marking is not consistently good and pupils are not always given clear enough guidance about how to improve their work. This is particularly the case in writing.
- In lessons, pupils do not display consistently positive attitudes to their learning and occasionally some can become easily distracted.
- Since the last inspection, leaders have not ensured all teaching is now good or better.
- School improvement plans do not have enough emphasis on increasing the proportion of pupils making better than expected progress.
- Not all leaders use achievement data well enough to step in quickly if pupils are not making good progress.

### The school has the following strengths

- The school is improving and there are now examples of good and outstanding teaching.
- Attainment by the end of Key Stage 1 improved significantly last year.
- Pupils who did not read as well as expected in Year 1 have been given additional support and many have now caught up with where they are expected to be for their age.
- Attendance is above average and pupils enjoy school, feel safe and secure.
- Pupils benefit from a wide range of exciting clubs and after-school activities.
- Governors understand their own strengths and the role they have in holding leaders more robustly to account.

## Information about this inspection

- Inspectors observed 23 lessons or small group activities, of which five were conducted jointly with the headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met with a group of pupils from Key Stage 2.
- Inspectors took account of the 69 responses to the on-line questionnaire (Parent View), a recent school survey and received a number of letters and phone calls from parents during the inspection.
- Inspectors took account of the 15 questionnaires returned by members of the school staff.
- Inspectors observed the school’s work, looked at progress data, performance management information, records relating to behaviour and safety as well as documents relating to safeguarding.

## Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Susan Hall

Additional Inspector

Christine Howard

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium fund is below average. The pupil premium is additional government funding provided for children in local authority care, those from armed service families, and those known to be eligible for free school meals.
- Almost all pupils have a White British background.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported by school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good or better, by:
  - raising teachers' expectations of what pupils can achieve in every lesson
  - using pupils' responses in lessons to refocus activities when necessary so all pupils make good progress
  - improving the quality of marking and ensure pupils respond swiftly to any advice given
  - planning lessons that engage all pupils, developing really positive attitudes to work.
- Raise attainment by the end of Key Stage 2, by:
  - ensuring pupils make better than expected progress in writing and mathematics
  - creating more opportunities for pupils to undertake open-ended problem-solving activities in mathematics
  - guiding pupils more precisely about how to improve the content and presentation of their written work.
- Improve the quality of leadership at all levels, by:
  - further developing school improvement plans to sharply focus on raising the proportion of pupils making better than expected progress
  - using achievement data more robustly to monitor pupils' progress, and respond quickly if pupils are not making rapid progress.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because the proportion of pupils making good progress is not high enough, particularly in Year 3 to Year 5. School leaders recognise that while pupils generally make the progress expected of them, too few make really rapid gains in their learning, regardless of their background.
- Children start the Early Years Foundation Stage with skills that are in-line with those typically expected for their age. They usually make good progress in developing their reading, writing and mathematical skills.
- Pupils who did not read as well as expected in Year 1 have been given extra support and most have now caught up. There are now stronger links between the Early Years Foundation Stage and Year 1 about how reading is taught, which is helping to accelerate pupils' progress.
- Attainment by the end of Year 2 in reading, writing and mathematics is broadly average. It has been improving every year, significantly so last year.
- Attainment in English and mathematics by the end of Key Stage 2, however, has not been improving so quickly and remains broadly average overall. This does not represent good enough progress from these pupils' starting points.
- The progress made by pupils who are disabled or who have special educational needs is similar to others in the school and can vary from class to class. Support for pupils with more complex behavioural needs is effective, helping some make good progress during small-group sessions. This is one example of the school's commitment to tackling discrimination and promoting equality of opportunity.
- The pupil premium fund is used to provide a range of additional support. This is helping the majority of pupils, for example who are known to be eligible for free school meals, to make the same progress as others in their class. However, by the end of Key Stage 2, a small proportion of pupils remain eight months behind where they are expected to be for their age.

### The quality of teaching requires improvement

- Although teaching is getting better, and there are now examples of good and outstanding lessons, it is still judged to require improvement because it is not consistently good enough in every class to ensure all pupils make fast progress from their starting points.
- In lessons that require improvement, teachers' expectations are not always high enough. On these occasions, all pupils are given the same activity and then expected to work at the same pace, regardless of whether they have fully understood the task or not. This means that the most-able pupils can find the work too easy, finish quickly and then have to wait for others to catch up.
- Where teaching is good, for example in Year 6, pupils are given a range of exciting activities, pitched at just the right level. No time is wasted and pupils quickly settle to independent work, which captures their imagination.
- The quality of marking is inconsistent across the school. Where it is good, pupils respond quickly to clear guidance about how to improve their work, helping to rapidly accelerate their progress.
- However, pupils in some classes are not always given clear enough guidance about how to improve the content and presentation written work. There are also examples in pupils' mathematics books where simple errors have not been picked up quickly enough by teachers and as a result pupils continue to make the same mistakes. This limits the progress they make.
- Teaching assistants generally make an effective contribution to pupils' learning because they are aware of what needs to be achieved in a given session and relationships with pupils are positive and friendly. However, teaching assistants are occasionally not so well deployed by teachers and opportunities are missed to make better use of their time in lessons to help accelerate pupils' progress.

## The behaviour and safety of pupils requires improvement

- Behaviour and safety require improvement because not all pupils display consistently positive attitudes to their learning in every lesson and occasionally some can become easily distracted.
- Behaviour around school is improving and much is good. Pupils talk very positively about the changes to the lunchtime arrangements, where a range of activities have been carefully designed for them to enjoy.
- School records show that incidents of unacceptable behaviour are falling quickly. Indeed, incidents of bullying or racist comments are rare. When they do occur, leaders take quick action to resolve matters effectively.
- Pupils know how to keep themselves safe and are well informed about all types of bullying. They explain that teachers help them to quickly resolve their differences.
- Pupils enjoy coming to this improving school and their attendance is above average. Incidents of persistent absence are also being successfully addressed.
- Pupils enjoy attending a wide variety of clubs and sporting activities are particularly popular. Many pupils explain how this is helping to improve their confidence in lessons.
- The overwhelming majority of parents say their children are kept safe and are happy at school.

## The leadership and management requires improvement

- Leadership is beginning to secure improvements, but overall it is still judged to require improvement because not enough has been done to ensure that all teaching is consistently good or better. Also, assessment data is not used robustly and so leaders do not step in quickly enough if pupils are not making better than expected progress.
- The school is now taking part in a national programme for school improvement. However, this is a very recent development and it is too soon to see any significant impact in raising the quality of teaching or improving pupils' achievement.
- As part of the school's involvement in this programme, the headteacher is currently redrafting the school improvement plan. While the plan correctly identifies the right priorities, there is still not a clear enough focus on how to help pupils make rapid progress from their starting points.
- Leaders generally have an accurate view of what is working well and what needs to improve further and self-evaluation is secure. For example, they recognise that the quality of teaching in Year 6 is now much stronger than at the time of the last inspection.
- The role of middle leaders is improving and they benefit from professional development and training opportunities.
- Senior leaders are taking action to accelerate the drive for improvement and the headteacher ensures that there is an effective link between teachers' pay and their performance in class.
- All staff share the desire that this improving school soon becomes good.
- The curriculum is enhanced by a wide variety of residential visits and trips out. Appropriate plans are currently being developed to use the new primary school sports funding to further support the school's already strong sporting success by increasing the number of pupils who take part in competitive events at all levels.
- The local authority has provided appropriate support and leaders speak positively about the help they have received this year.
- **The governance of the school:**
  - The governing body now provides a much greater level of challenge and support to leaders. This is because they are now better informed about the school's performance, such as, through the reports they receive from the school and through their more regular visits to the school. Training has helped them to better understand the school's performance in comparison with other schools. Consequently, governors have a more accurate understanding of what needs to be done to improve the school further. This has enabled the governing body to hold the school to account. They are aware of how the pupil premium funds are being spent and

are currently further refining their system to monitor the difference it is making to pupils' progress. Governors ensure safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	107084
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	425751

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	525
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lindsay Reynolds
<b>Headteacher</b>	Julia Brown
<b>Date of previous school inspection</b>	30 January 2012
<b>Telephone number</b>	0114 2377080
<b>Fax number</b>	0114 2839330
<b>Email address</b>	enquiries@greenhill.sheffield.sch.uk



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