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8 January 2014

Mr Lee Pridden  
Headteacher  
Grosvenor Road Primary School  
Parkgate Drive  
Swinton  
Manchester  
M27 5LN

Dear Mr Pridden

### **Requires improvement: monitoring inspection visit to Grosvenor Road Primary School, Salford**

Following my visit to your school on 7 January 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- establish links with other good and outstanding schools; provide opportunities for staff, and therefore pupils, to benefit from the sharing of good practice, in particular to enable teachers to improve the ways in which they use questioning to guide children in identifying solutions for themselves
- further refine the schools' action plan; provide a clear link between the impact of actions taken by the school and the overall success criteria in relation to improvements in pupils' progress.

### ***Evidence***

During the visit, meetings were held with the headteacher, the deputy headteacher, teachers, pupils, members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school action plan was evaluated. Other documentation relating to the monitoring of standards, along with a sample of pupils' work, was scrutinised.

## **Context**

Since the last inspection one teacher has left the school and three new appointments have been made. One teacher has already taken up post as a nursery teacher and plans are in place for two other appointees to begin their employment at the school this term.

## **Main findings**

It is clear that leaders have focussed on improving the quality of teaching as the main route to raising standards of learning within the school. Leaders have taken swift action to improve areas such as the teaching of mathematics across the school. Teachers are effectively challenging pupils to improve their work and pupils are using their mathematical knowledge to solve real-life problems.

Leaders have moved quickly to ensure that teachers receive effective training and support so that teachers have a better understanding of the teaching of mathematics. All teachers have received training in how to make mathematics more hands-on and practical. Some teachers have received training in how to more effectively question pupils so that pupils think more for themselves. As a result, when lessons involve practical tasks and teachers use questioning effectively, pupils' make rapid progress in their understanding. This is also the case in other subjects and not just in mathematics.

Teachers' marking of pupils' work contributes effectively to the progress being made by pupils across the school and in a variety of subjects. 'Fix-it' comments are used consistently well by teachers to inform pupils on either how they can improve their work or to challenge them to answer increasingly more difficult questions. As a result evidence in pupils' work books demonstrates that the rate of progress being made by pupils is improving. The introduction of a common format to the planning of lessons by teachers has been effective in ensuring groups of children, particularly the more able, are suitably challenged so that more of them achieve the levels they are capable of. Records of leaders' lesson observations demonstrate that tasks are set to match the abilities of different groups of pupils. Time is not wasted by pupils being involved in activities which are either too hard or too easy. As a result, in effectively planned lessons, pupils make good progress.

Governors confidently challenge school leaders around those children whose progress is not good enough. Governors have completed a skills audit of themselves to ensure that their own expertise can be used to best effect in order to rapidly raise standards.

## **External support**

Leaders have successfully embraced the use of support from outside the school in order to promote the improvements required. Working closely with the local authority, leaders have commissioned support from a range of sources and plans are in place for teachers to continue to benefit from the additional professional development. Improvements in the teaching of mathematics and the improved use of planning to increase the rate of pupils' progress are a direct result to leaders' effective partnership with the local authority.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Salford.

Yours sincerely

Drew Crawshaw

**Her Majesty's Inspector**