

Greenhill Primary School

Greenhill Main Road, Sheffield, South Yorkshire S8 7RA

Inspection dates

2–3 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils are not making good progress in English, mathematics and a range of subjects across Key Stage 2.
- Teaching requires improvement. Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard.
- The most-able pupils do not make good progress as the work set for them is not challenging enough.
- Feedback from marking does not provide clear subject guidance and additional challenge for pupils to improve their work.
- The provision for children in Reception requires improvement because too few children make progress that is better than expected.
- Leaders, including middle leaders, are not using information about teaching and pupil progress well enough to improve the overall effectiveness of the school.
- Leaders, managers and governors have not taken appropriate steps to ensure that the quality of teaching and outcomes are consistently good.

The school has the following strengths

- Pupils' progress throughout Key Stage 1 is good. From average starting points, attainment at the end of Year 2 is above average in English and mathematics.
- Pupils enjoy school, especially the wide range of extracurricular activities and visits. Many sporting opportunities contribute particularly well to pupils' enjoyment.
- Parents are highly positive about the safety, care and well-being of their children. The most vulnerable pupils are particularly well looked after.
- Pupils' personal development and welfare, and behaviour are good. Pupils conduct themselves well around school and are keen to learn.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good in all subjects across Key Stage 2 to make sure pupils make good progress, especially in English and mathematics, by:
 - raising expectations of what pupils can achieve by setting challenging work, particularly for the most-able pupils
 - ensuring that pupils present their work to a consistently high standard
 - accurately checking pupils' understanding of what is being learned to determine when they should move on with their work
 - providing incisive subject feedback that challenges pupils to do better than at present and provide sufficient time for them to respond effectively
 - planning greater opportunities for pupils to write at length in a wide range of subjects to deepen their learning in other subjects, especially science, and to improve pupils' writing skills
 - checking more effectively pupils' understanding of what they are reading
 - increasing opportunities for pupils to apply their mathematical skills across a wide range of subjects.

- Improve the provision in the Early Years Foundation Stage to ensure children make good progress, particularly in literacy and mathematics, by:
 - providing challenging experiences for children so more of them make better than expected progress
 - increasing the rate of progress for boys and disadvantaged pupils
 - developing both the indoor and outdoor provision to strengthen reading, writing and language skills
 - ensuring the quality of teaching is consistently good throughout the provision.

- Increase the impact of leadership and management by making sure that:
 - links are made with good or outstanding schools to improve the quality of leadership and teaching across the school and raise expectations
 - leadership of teaching and learning is improved to strengthen accountability and drive up pupil progress
 - middle leaders are more thorough and accurate in their assessment of the quality of teaching and the progress pupils are making
 - the effects of professional development are linked closely to gains in pupils' progress
 - governors have an accurate view of the school through external checking of the school's effectiveness.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders and managers have not had high enough expectations of staff to ensure that the quality of teaching is good and that pupils are making good progress in all key stages.
- Middle leaders and senior leaders are not consistently effective in assessing the quality of teaching and the progress pupils are making, especially in Key Stage 2. They regularly collect a wide range of information about teaching and learning but their findings have not been checked effectively with colleagues from good or outstanding schools to ensure they are reliable. As a result, their views on the quality of teaching and pupils' outcomes in Key Stage 2 and Early Years are overgenerous.
- The headteacher takes overall responsibility for the day-to-day work in improving the quality of teaching. This limits her ability to hold other senior leaders to account for improvements to teaching. As a result, the checking of the quality of teaching and learning across the school requires improvement.
- Systems for checking the performance of teachers are used to identify appropriate support and training to improve teaching. However, the impact of training is not linked closely to the amount of progress pupils are making and has not led to good teaching throughout the school.
- The system to check pupils' progress is more refined than in previous years. Regular pupil progress meetings take place to identify which pupils are falling behind and to identify targeted support to help them catch up. The full impact of this work has yet to be determined.
- The curriculum has been revised recently and provides motivating experiences for pupils. However, these are not being used well enough by teachers to ensure pupil outcomes are consistently good. Literacy and mathematical skills are not consistently good and pupils' understanding of other subjects is variable, particularly science.
- There are many visitors to the school and a wide range of extracurricular activities for pupils. For example, pupils have opportunities to take part in residential trips, visit the theatre, and participate in the school choir and orchestra, which all contribute to pupils' enjoyment. Pupils have developed a good understanding of democracy and show respect and tolerance for others. Pupils are developing their spiritual, moral social and cultural understanding effectively.
- The primary sports funding is used highly effectively to increase pupils' engagement in sport through a wide range of activities including yoga, boccia, street dance and Thai boxing. The school is very successful in competitive sport such as cricket, girls' football and swimming. All children participate in the school's inter-class sporting competitions. Pupils are proud of their sporting achievements.
- The additional government funding is used effectively to support disadvantaged pupils by providing extra staffing support to help improve their progress. A senior leader checks the progress that is being made by disadvantaged pupils and is striving to ensure attainment gaps close quickly across the school. It is also used to ensure that pupils can engage in all of the activities on offer in school including residential activities. This is a good example of the school's commitment to equality of opportunity for all.
- The school has not been supported effectively by the local authority as the school's overall effectiveness has not improved since the previous inspection. This term, regular visits have been made to check the work of the school and establish an accurate view of its effectiveness to plan for improvement.
- **The governance of the school**
 - Over time, the governing body has not held the headteacher to account sufficiently well to ensure good teaching and good outcomes for pupils. Governors have not used effective external challenge to ensure that the information they are receiving, and collecting from their regular school visits, is providing them with an accurate view of the effectiveness of the school. They understand national performance measures and the school's progress information. However, they have not ascertained an accurate view of pupils' achievements over time.
 - The governing body checks the finances of the school and links the teachers' performance to pay. They have approved the use of pupil premium funding and make sure the impact of the funding is checked against the progress being made by disadvantaged pupils. Governors know that the school is preparing pupils to be good citizens.
- The arrangements for safeguarding are effective. Staff are vigilant and appropriately trained. Leaders work with several partners and external agencies to ensure children are safe. Governors check the quality of the school's work in safeguarding children and know that it is secure.

Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching is variable across the school and is not good overall. Across Key Stage 2, teaching requires improvement as the progress pupils are making is variable in a wide range of subjects. Despite teaching being good in Key Stage 1, inconsistencies across Key Stage 2 lead to the overall quality of teaching across the school requiring improvement.
- Expectations are not consistently high across Years 3 to 6 for all groups of pupils. Work set is not challenging enough for pupils to reach the highest standards, especially the most able. Pupils are not always challenged to make sure the presentation of their work is to a high standard.
- Teachers do not check pupils' understanding of what is being learned well enough. As a result, some pupils are moved on to new activities before they are ready for new learning and the most-able pupils are not moved on quickly enough. As a result, groups of pupils are not learning at an appropriate pace to ensure good progress.
- An analysis of pupils' work showed that feedback from marking is not having a good impact on pupils' progress. Feedback is not consistently challenging pupils to think deeply about how they might improve their work and is not always related to the subject being studied. Pupils are not given enough time to act fully on the feedback and this limits the extent to which they can improve the standard of their work and make good progress.
- Pupils develop their literacy skills across a wide range of subjects because of the way leaders have planned the curriculum. However, there are few opportunities for pupils to write at length and this inhibits not only the progress they make in English, but also pupils' ability to show a deep understanding of what is being learned in other subjects, particularly in science. In many subjects there are good opportunities for pupils to develop their reading skills. Occasionally, pupils' understanding of what they are reading is not checked well enough to help them make good progress.
- There are few opportunities for pupils to apply their mathematical skills across a range of subjects.
- Teachers plan interesting work that captures pupils' interests and there are high expectations of behaviour. As a consequence, pupils are keen to learn.
- In Key Stage 1, pupils make good progress and develop good literacy and mathematical skills because of consistently good teaching. Expectations are high and pupils respond well to the work that is planned for them. There is good teaching in Key Stage 2 but it is not consistently good across, and within, each year group.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. Inspectors found pupils to be confident in engaging in discussion with adults and giving their opinions about the school. They say they enjoy being in the school and are well looked after.
- Pupils know how to keep themselves safe and they learn about internet safety. They are clear about what to do should they feel their safety is compromised.
- Pupils are clear about what constitutes bullying and say that it is rare. School records confirm this. Pupils say they have 'total confidence' in adults as they tackle bullying swiftly and effectively.
- Pupils vote for the school council and also vote for which prize is to be chosen when the class 'marbles jar' is full (marbles are placed in the jar when children behave well or produce good work). Pupils know the school's values very well and act accordingly. The values of the school and the ways in which they are promoted are helping pupils to become good citizens and understand democracy.
- The school's work with the most vulnerable pupils is very effective as it supports their personal development and welfare well. The school provides a supportive environment for these children to express their feelings and develop their self-esteem.

Behaviour

- The behaviour of pupils is good.
- The school is a calm and purposeful place with pupils getting on well together at lunchtimes, playtimes and in class.
- Pupils are enthusiastic learners and enjoy the work that is set for them. They work well together in class to support one another in learning. However, presentation of work can vary when teachers are not clear about what is expected.
- Pupils listen well to the adults and are developing good attitudes to learning. Good relationships are a strong feature in all classes. The school's environment is well cared for by pupils and is litter free.
- Girls' behaviour is generally impeccable and so is that of most boys. However, a very small number of boys have been excluded for short periods of time to address their behaviour. The school has established 'the hive', a room staffed by skilled adults, and the use of this facility is helping these pupils to improve their behaviour.
- Overall attendance is average, with many pupils attending well.
- Parents and staff are very positive about the good behaviour of pupils.

Outcomes for pupils

require improvement

- Variations in the quality of teaching in Key Stage 2 lead to pupils' outcomes in reading, writing, mathematics and a range of subjects requiring improvement.
- Since the previous inspection, the progress of those pupils leaving Year 6 has required improvement. Pupils' progress in reading has been inconsistent and slipped to below average in 2015. Too few pupils made more than expected progress in mathematics and progress in writing was broadly average.
- An analysis of the work of pupils currently in Key Stage 2, along with progress information provided by the school, showed that pupils are making expected progress in English and mathematics but not enough are doing better than that. The work analysis showed that there are variations in the depth to which pupils are studying other subjects. Good understanding of work in history was evident but work in other subjects, particularly science, is not detailed enough to ensure that pupils are making good progress.
- Across Years 3 to 6, the most-able pupils are not challenged well enough by the work they are expected to do and, as a result, not enough are consistently reaching the highest standards in their subjects.
- In Key Stage 1, progress has been consistently good since the previous inspection. Pupils have reached standards that are regularly above average in English and mathematics, with many pupils attaining the highest standards. An analysis of current pupils' work confirmed that pupils in Key Stage 1 are making good progress because they are taught well.
- There are too few pupils with disabilities and pupils who have special educational needs to make meaningful comparisons between their outcomes and others in the school.
- The overall progress being made by disadvantaged pupils is less than others in the school and less than others nationally. Progress for disadvantaged pupils has improved in the past year because of better identification of their needs and improvements in the support given to these pupils. However, across the school, progress for these pupils is variable and gaps in attainment are not closing quickly. Leaders are aware of this and continue to check carefully the progress of these pupils to improve support.
- Leadership is focusing well on the development of reading skills and has introduced a new system in Key Stage 2 to strengthen the progress pupils are making in reading. Inspectors found that pupils enjoyed reading and some were exceptionally enthusiastic. However, pupils' understanding isn't always checked well enough in reading sessions and variability exists in the quality of teaching. In the recent screening check for reading at the end of Year 1, most children achieved the expected standard, with a good number doing better than that.

Early years provision

requires improvement

- Over time, teaching and leadership both require improvement as expectations have not been high enough to ensure that all groups of children make good progress.
- Children have not made better than expected progress in sufficient numbers, particularly boys and disadvantaged children. This is because the quality of teaching has not challenged these children sufficiently for them to make good progress in reading and writing.
- An analysis of children's work showed that current progress still shows variations across groups of children with not enough being challenged sufficiently well to make good progress.
- The proportion of girls reaching a good level of development is above average as they take more opportunities to develop their reading and writing skills than do boys. Adults do not ensure that boys are fully developing these basic skills to best effect.
- There are too few children with disabilities or who have special educational needs to make effective comparisons between their progress and the progress of others.
- Leaders have not ensured that the provision, both indoors and outdoors, provides rich opportunities for all groups of children to develop their language skills and their reading and writing skills.
- Leadership has good links with the Nursery provision attended by the children and has developed strong links with parents. Parents are very satisfied with the provision.
- Children are safe and happy because of the secure procedures that are in place in the early years provision. All adults have a positive relationship with children in their care and contribute positively to children's good personal development and good behaviours. Children cooperate with adults. They are learning to take turns with their work and respect each other.
- Children are well looked after and there are secure procedures for safeguarding children.
- Children are prepared effectively to begin their work in Key Stage 1 as, overall, they attain standards that are average by the end of Reception Year.

School details

Unique reference number	107084
Local authority	Sheffield
Inspection number	10002045

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	528
Appropriate authority	The governing body
Chair	Lindsay Reynolds
Headteacher	Julia Brown
Telephone number	0114 237 7080
Website	www.greenhillprimary.org.uk
Email address	enquiries@greenhill.sheffield.sch.uk
Date of previous inspection	15 October 2013

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils with disabilities and those who have special educational needs is well below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- Children start school in Reception where they receive full-time education.
- The school holds a school games gold sports award and the Quality in Study Support award.
- There have been significant changes in staffing since the previous inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Three observations were undertaken jointly with senior leaders.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the school. Also, inspectors spoke with pupils about learning and safety throughout the two days of the inspection.
- Inspectors listened to pupils from Years 2 and 6 reading.
- An inspector held meetings with the Chair of the Governing Body and three other governors. Inspectors also held meetings with senior leaders, other staff and a representative of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books with a senior leader. An analysis of work in pupils' books took place with the headteacher during part of a lesson.
- Inspectors analysed 41 questionnaires completed by staff. There were no responses to the online pupil questionnaire. Inspectors evaluated 130 responses to Ofsted's online questionnaire for parents, Parent View.
- Inspectors spoke to parents at the end of the school day.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Andrew Swallow	Ofsted Inspector

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