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Ms Vanessa Langley
Gleadless Primary School
Hollinsend Road
Sheffield
South Yorkshire
S12 2EJ

Dear Ms Langley

No formal designation inspection of Gleadless Primary School

Following my visit to your school on 19 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave us and the time you took to discuss behaviour in your school.

This inspection was conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about aspects of the personal development, behaviour and welfare of pupils at the school.

Evidence

Inspectors considered evidence that included:

- observations of pupils' behaviour throughout the day and their attitudes to learning in lessons
- discussions with pupils, school leaders, staff and parents
- a range of documentation.

Inspectors scrutinised records detailing recruitment checks and child protection information. They met with senior leaders, the chair of the governing body and the local authority school improvement adviser. They examined records of behaviour incidents and follow-up support offered to pupils, together with information about attendance and exclusions. Inspectors reviewed school improvement plans, reports to the governing body and risk assessments. They also viewed evidence of pupils' work stimulated from learning about how to stay safe. Inspectors met with several groups of pupils informally and also in two formal meetings.

Inspectors visited 24 lessons or part-lessons to check on behaviour and attitudes to

learning. We also observed and talked to pupils before school, over the lunchtime period and after school when they left for home.

Having evaluated the evidence, I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

Gleadless Primary School is larger than the average-sized primary school with a nursery. There are 429 pupils on roll, the majority of whom are White British. The proportions of pupils from minority ethnic groups or who speak English as an additional language are much lower than the national average. The proportion of pupils known to be eligible for pupil premium funding is just below the national average. The proportion of pupils included in a register of special educational needs and/or disabilities is slightly higher than the national average. Pupil numbers remain steady over time.

Personal development, behaviour and welfare

The majority of pupils display positive attitudes to learning, settle down to work quickly and respond well to their teachers. This means that lessons get off to a prompt start and proceed in a calm and productive way, and little time is lost when there is a changeover of activities or seating arrangements. Pupils show respect for each other and for the school environment, with those spoken to saying that the new modern building is much better. They enjoy their lessons and take pride in the way they set out their work in books. Inspectors noted that this was consistently well presented across subjects and classes. Pupils like to complete tasks and try challenging work through silver and gold activities, although a few of the most able pupils could be stretched even more. A very small minority of pupils who have emotional difficulties sometimes find it hard to sustain concentration, but they are very well supported by additional adults in the classroom who work sensitively to keep these pupils on track and minimise distraction. There is an established behaviour policy that pupils understand and say is fair, even when they have to lose special 'golden time'. Overall, pupils enjoy learning, trust the adults and try hard. The good outcomes at the end of key stage 2 for 2017 across all subjects are testament to the effective teaching and engagement that take place.

The school day has a positive feel at both start and finish times. Staff meet and greet pupils and parents and carers before school and at handover time at the end of the day. Parents who spoke to inspectors commented on how much better these new entry and exit arrangements are proving. Behaviour around the school during the day is overwhelmingly good. Pupils move calmly along corridors during different times in the day and walk quietly in and out of the hall for assembly time, when they engage well with leaders. They greet visitors in a polite and friendly manner

and often thank each other for holding doors open or passing them equipment. At playtimes and lunchtimes, they enjoy a wide variety of games and sports, using equipment safely and sensibly. Adults supervise effectively, checking that there are no pupils feeling left out and keeping a watchful eye on different areas of the field. Pupils say that behaviour is much improved and that fall-outs are now few. They know that a minority of pupils occasionally lose control or use bad language, but teachers are helping these pupils to steadily modify their behaviour. One pupil said, 'You have to respect everyone, even if you don't like them.' Adults deal with any bullying straight away and pupils know to talk to someone if they experience problems. All pupils we spoke with agreed that racist comments are extremely rare. Inspectors noted that at lunchtime, supervision was effective and timely in ensuring that games went smoothly. Return to classes from the large field after playtimes is lightly controlled yet orderly and completed quickly.

Senior leaders and the pastoral team have worked extremely hard to improve the way in which they identify and support pupils whose behaviour is sometimes challenging. The school, working closely with parents and external agencies, has put extensive individual support plans in place to help pupils who have emotional and behavioural difficulties. These detailed plans are discussed and amended weekly. Parents are kept informed and meet with staff at least termly to review progress. One parent commented, 'Brilliant! Can't fault the school. Any issues are sorted out on the same day.' Another parent said, 'Fantastic! My child has [autistic spectrum disorder]. The teacher is doing really well for him.' Other parents confirmed that there had been some concerns over the speed of support in the past but things were now much improved.

All statutory documentation in respect of behaviour incidents is completed correctly. Leaders have taken a firm line over serious incidents and have used fixed-term exclusion when necessary as a sanction. Leaders' reports to governors chart the number of serious incidents and figures demonstrate that these are significantly reducing. Records show that support for pupils with behaviour issues is very closely monitored, but the influence of different strategies is not always sharply analysed. There is insufficient precision in the way that poor behaviour leading to sanctions is recorded, so that leaders do not have a sharp overview of improvement over time for both individual pupils and groups.

There is an extensive programme of safety education that is embedded in a rich curriculum. This includes planned learning in science and personal and social education to cover important issues such as environmental hazards and cyber bullying. There is also a programme of special events such as visits from the NSPCC and Crucial Crew to help pupils keep themselves safe. The school also places emphasis on anti-bullying week and the pupils have a good understanding of what is taught. There are some missed opportunities for this work to be celebrated more widely across the school community. The school website, for example, is currently lacking in detail about the varied and effective work that the school provides. Senior leaders have also provided forum meetings and more frequent newsletters to

provide parents with better information about the school's behaviour policy and procedures. Parents also appreciate the way the recently appointed head of school is communicating in an open and approachable way. Leaders have done much, following the previous inspection report recommendation, to reassure and inform parents about behaviour matters and school expectations, but a few parents remain concerned. Leaders accept that there is more work to be done in promoting school policies and work on safety and well-being.

Attendance, an area for improvement at the previous inspection, is improving though it remains just below the national average. The school employs an additional support officer to work with parents in encouraging better attendance, and leaders have taken a firm line by not authorising term-time holidays. Overall improvement in whole-school attendance and the attendance of disadvantaged pupils shows that these strategies are having a positive effect. Leaders acknowledge that a more detailed breakdown analysis of attendance would provide a sharper overview of improvement and areas to target. There are no significant issues around punctuality.

The school receives effective support from the local authority and makes good use of a number of external consultants in matters associated with behaviour, safety and safeguarding. Leaders ensure that staff are updated frequently on these issues and that there are effective and secure recruitment and induction processes in operation. Governors play an active role in ensuring that safeguarding is effective and that the site is safe and welcoming.

Priorities for further improvement

- Leaders should ensure that the recording of behaviour incidents and attendance patterns informs a precise overview to demonstrate improvement or concerns over time.
- Leaders, staff and pupils should make use of further opportunities, including the school website, to celebrate and promote the school's policies and its good work on safety education and personal well-being.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Sheffield. This letter will be published on the Ofsted website.

Yours sincerely

James Reid
Ofsted Inspector