

Grenoside Community Primary School

Norfolk Hill, Grenoside, Sheffield, South Yorkshire S35 8QB

Inspection dates

15–16 January 2019

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

Summary of key findings for parents and pupils

This is a good school

- Leaders are confident and committed to continuing to improve the school. Their self-evaluation is accurate and used well to inform their plans for improvement.
- Governors are keen to provide leaders with effective support and challenge to help the school to improve further.
- Pupils with special educational needs and/or disabilities (SEND) make strong progress because of effective leadership.
- The provision for disadvantaged pupils is strong. Barriers to learning are swiftly identified and effective support is provided to ensure that these pupils make good progress.
- The curriculum is broad and balanced. It is enriched by a wide range of visits and activities. However, the focus is sometimes on completing tasks rather than on deepening skills, knowledge and understanding.
- The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective. Teachers actively promote fundamental British values.
- There is a strong culture of safeguarding throughout the school.
- Behaviour in lessons, around school and on the playground is good. Pupils are self-confident, caring individuals. This is a result of the school's carefully designed approach to promoting pupils' personal development and welfare.
- Children get off to a good start in the early years foundation stage. They settle in quickly and make good progress in all areas of development. This progress could be increased by providing even more challenge when children are engaged in play.
- Teachers know their pupils well and are keen to provide the right level of support and challenge for all. However, the level of challenge for some of the most able pupils is not as high as it could be.
- Staff have the confidence and expertise to teach phonics well. They have developed activities which excite and motivate most pupils to learn to read and write quickly.
- The work the school has done to improve vocabulary, spelling and handwriting is beginning to have a positive impact on the quality of pupils' writing.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning across the school by:
 - making sure that all the most able pupils are moved on to challenging tasks more quickly
 - continuing to deepen work in subjects other than mathematics and English to make sure that pupils develop age-appropriate skills, knowledge and understanding
 - embedding recent developments in vocabulary, spelling and handwriting.
- Further increase the level of challenge given to children in the early years when they are engaged in independent activities.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders know the school well. They regularly carry out thorough self-evaluation, which they then use to identify key priorities for development. Their improvement plans are clear and focused.
- The quality of teaching is regularly checked through informal and formal lesson observation and the scrutiny of pupils' work. Strengths and areas for development are identified and targets are set for the school and individual teachers.
- The special educational needs coordinator (SENCo) is well trained and uses her expertise to train other adults in school. This has improved the effectiveness of teaching and learning. The SENCo has incredibly high expectations for the pupils, and she ensures that provision for them is very effective. Plans for individuals are meticulous. Targets are aspirational, but realistic and measurable. A range of effective interventions are in place and progress is checked regularly. As a result, pupils with SEND make strong progress.
- The pupil premium leader is in the process of creating a 'Passport to Success' with each disadvantaged pupil. These documents are used to list the strengths, difficulties and support individuals have and to track their progress. As a result, disadvantaged pupils are making strong progress.
- Leaders for English and mathematics make good use of their leadership time to effectively monitor teaching, learning and assessment in their subjects. They can talk confidently about areas they have identified for improvement and how they are being addressed.
- The curriculum is broad and balanced. Leaders of subjects other than English and mathematics have opportunities to check the work that is covered in each year group. However, they need to further develop the work they do to check that pupils are gaining age-appropriate skills, knowledge and understanding.
- Leaders do all they can to ensure that all school staff are motivated, respected and effective. Staff say that they are encouraged, challenged and supported to continually develop their practice by attending courses and by working with their colleagues.
- The primary physical education (PE) and sport funding is used effectively. Pupils' participation in after-school sports clubs and sporting events and competitions has increased, and attainment in PE been raised.

Governance of the school

- Governors know the school well. They gain knowledge about its strengths and weaknesses from visits to school, reports from school leaders and from published data.
- Governors are keen to use knowledge from their professional backgrounds to support the school. For example, one governor has worked closely with the school to monitor policies designed to provide for the personal needs of pupils with SEND.
- Governors challenge school leaders to make sure that they make good use of

additional funding for disadvantaged pupils and those with SEND.

- Governors are involved in the annual safeguarding audit and use it to check that policies and procedures are up to date.

Safeguarding

- The arrangements for safeguarding are effective.
- All policies and procedures are up to date and are fit for purpose. Staff are well trained and receive regular updates, which helps to ensure that safeguarding remains at the forefront of everyone's mind.
- Records are very detailed and well maintained. They show that – when necessary – actions are taken in a timely manner.
- Most pupils say that they feel safe in school and are confident that there is an adult in school they can talk to if they are ever worried. They are taught how to keep themselves safe in a range of situations, including when on the internet.
- Most parents and carers think that their children are safe and well looked after in school. Several parents were keen to say that the school always listens and acts upon their concerns.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved over time. In most lessons, pupils are given interesting and challenging tasks which keep them engaged in their learning. This has resulted in better outcomes in reading, writing and mathematics.
- Teachers and teaching assistants have secure subject knowledge. They use age-appropriate subject-specific vocabulary when explaining tasks and expect pupils to do the same when discussing their work.
- The impact of recent work across the school to improve spelling, handwriting and presentation can be seen in the improvements in the quality of pupils' work in books.
- Pupils have a wealth of opportunities to apply and practise their developing English skills across a wide range of subjects. Pupils also have good opportunities to apply their mathematics skills, mainly in science.
- There is strong provision for reading across the school. Recent work on vocabulary is helping pupils to read with deeper understanding. Pupils are encouraged to read widely and often. Most pupils say that they enjoy reading and can talk about their favourite authors with enthusiasm. However – although some pupils admit that they do not enjoy reading – this is not hindering their progress.
- Phonics lessons are well structured. Pupils are engaged by interesting activities and are keen to participate. Books are well matched to pupils' phonics knowledge so pupils can use their developing skills to read unfamiliar words. Pupils in the early stages of learning to read are encouraged to reread books to develop fluency.
- Teachers and teaching assistants use questioning well to provide both support and

challenge to pupils of all abilities.

- Teachers know their pupils well and help them to make good progress from their starting points. Teachers use their knowledge of prior learning and ongoing observational assessment well. They make sure that work is pitched at the right level for most pupils. However, some of the most able pupils are not always moved on to challenging work quickly enough.
- Pupils enjoy the opportunities they have to complete home learning, especially when it is topic-related. They extend their learning in many creative ways, including by creating presentations and making models.
- Parents appreciate the information that they are given about the subjects that their children are studying. They especially like the information they are given about progress and attainment.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and other staff know their pupils extremely well. They are very quick to identify vulnerable pupils who may need additional guidance and support. This guidance and support are very carefully monitored and skilfully tailored to meet individual needs.
- The school has excellent provision for pupils' social, emotional and mental health. Pupils appreciate the help that they can access and especially value 'Well-being Wednesdays'.
- Pupils can talk at length about how they have learned to keep themselves healthy. They can explain the benefits of eating different types of food and how school helps them to keep active through activities like the daily mile.
- The work of the school to promote fundamental British values and pupils' spiritual, moral, social and cultural development is well embedded across the curriculum. Pupils have very positive attitudes towards diversity and difference.
- Pupils have lots of opportunities to take on additional responsibilities, such as assembly monitors or school council representatives.
- Pupils say that bullying is extremely rare in school. School records show very few incidents, all of which have been recorded and dealt with appropriately. Most parents say that the school deals effectively with bullying.

Behaviour

- The behaviour of pupils is good. They are polite and well mannered and most are kind to each other. They show respect for adults and their peers.
- Pupils are well supervised at breaktimes and have a range of equipment to use. This not only means that they all find something to do, but it also supports their physical development.

- Classrooms are calm. Pupils have positive attitudes to learning and remain on-task for sustained periods of time. Pupils say that the behaviour of other pupils in lessons is good and that others rarely distract them.
- Pupils know how they are expected to behave and know the behaviour policy well. They like the way that rewards and sanctions are applied consistently.
- The school uses a wealth of effective strategies to improve attendance. Current attendance is the same as for the last academic year, which was above the national average. However, some families still take holidays during term time, resulting in poor attendance for their children.

Outcomes for pupils

Good

- Senior leaders hold regular pupil progress meetings with teachers. They check carefully the progress that pupils are making in reading, writing and mathematics. Where progress is less than good, strategies are discussed and put in place to support pupils to raise their attainment.
- Progress across key stage 2 has been average for two years. In 2018, the proportion of pupils reaching the expected standard at the end of Year 6 was at – or above – the national average in reading, writing and mathematics. The proportion reaching the higher standard increased in writing and mathematics, but was below the national average in reading in 2018.
- At key stage 1, the proportions of pupils in Year 2 reaching the expected and greater-depth standards in reading, writing and mathematics have been above the national averages for two years.
- Good phonics teaching resulted in the proportion reaching the required standard in the phonics screening check in Year 1 being well above the national average in 2016 and 2017. However, this fell to well below average in 2018. The school has acted to address this by providing additional support for the Year 2 pupils who did not reach the required standard in Year 1. They have also made changes to ensure that a greater proportion of pupils meet the required standard in phonics in 2019.
- The effective use of pupil premium funding has improved outcomes for disadvantaged pupils. In 2018, disadvantaged pupils in Year 6 performed better than their peers at the expected level of attainment in reading, writing and mathematics.
- Pupils with SEND who are behind and need to catch up quickly are very well supported. The school regularly checks on their progress and adjusts the bespoke support they receive accordingly. As a result, these pupils make good progress from their starting points.
- Outcomes in science at the end of key stage 1 have been well above the national average for two years, but just below the national average at key stage 2.

Early years provision

Good

- Children enter the early years foundation stage from many early years providers. Staff

quickly develop warm relationships with the children. This builds confidence and helps children to settle in and get used to the routines of school life. Teachers work quickly to establish baselines and to quickly move children on from their broadly typical starting points.

- The indoor and outdoor areas are well organised and resourced. The organisation of resources and the expectation that children will help each other encourage independence.
- There is an appropriate balance of whole-class teaching, group teaching and independent learning. Staff use questioning well to provide challenge during adult-led activities, but this could be further developed when they engage in child-initiated independent activities.
- Children concentrate well and sustain their interest in whatever they are directed to do by staff. They have positive attitudes to learning and cooperate well together.
- Staff take every opportunity to develop pupils' vocabulary and to challenge stereotypes, for example by engaging children who were playing in the dragon's castle in a discussion about whether a princess could be courageous.
- A lot of work is done to consistently improve gross and fine motor skills and to develop phonics knowledge. This gives children the support that they need to develop early writing skills. As a result, children make good progress in writing.
- Staff are well trained and have access to good-quality continuous professional development. The leader is able to provide other staff with good-quality guidance and support. They work well with other schools, other settings and outside agencies to make sure that children have the support they need to flourish.
- The leader has put an action plan in place, based on thorough evaluation of practice and outcomes. Planning is used well by staff to make sure that they are all clear about the needs of individuals. Staff have high expectations of what all children can achieve.
- Parents speak positively about the good start that their children get in the early years foundation stage. They like being able to contribute to learning journals.
- All welfare and safeguarding requirements are met. Adults are diligent in making sure that all children know how to use resources and equipment safely.

School details

Unique reference number	107051
Local authority	Sheffield
Inspection number	10059123

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	The governing body
Chair	Alison Warner
Headteacher	Pamela Smith
Telephone number	01142 467 380
Website	www.grenoside.sheffield.sch.uk/
Email address	enquiries@grenoside.sheffield.sch.uk
Date of previous inspection	January 2015

Information about this school

- Grenoside Community Primary School is larger than the averaged-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils has increased over the last three years, but remains below the national average.
- The proportion of pupils with SEND is lower than the national average.
- The headteacher has been appointed permanently since the last inspection, and a new deputy headteacher took up post in September 2017.
- The early years leader is working alongside the local authority to engage nursery providers in a project to improve transition across Sheffield.
- One teacher is working alongside Sheffield University to lead science professional development across the local area.

Information about this inspection

- Inspectors observed teaching and learning in all year groups and in a range of subjects. Some of the observations and some of the scrutiny of work in pupils' books were undertaken jointly with leaders.
- The lead inspector met with members of the governing body and a representative from the local authority.
- Inspectors talked informally with pupils around school, met formally with a group of pupils and took account of the 227 responses to the Ofsted pupil survey. Inspectors also listened to pupils read.
- Inspectors talked to several parents as they dropped their children off at the start of the school day and took account of the 60 responses to Ofsted's online questionnaire, Parent View.
- Inspectors met with senior and middle leaders to find out what they have done to improve the school and the difference this has made. The 29 responses to the Ofsted staff survey were considered.
- Several documents were scrutinised, including the school's self-evaluation document, school improvement plans and records of monitoring of teaching and learning. Minutes of governing body meetings were examined. Inspectors looked at information about the achievement of pupils currently at the school. Documents relating to safeguarding, attendance and behaviour were examined.

Inspection team

Chris Cook, lead inspector	Her Majesty's Inspector
Jo Bentley	Ofsted Inspector
Tracy Fulthorpe	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019