



Grosvenor Road Primary School

Inspection Report

Unique Reference Number 131037
LEA Salford
Inspection number 282165
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Mr John Heap CfBT Lead Inspector

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

Type of school	Primary	School address	Parkgate Drive
School category	Community		Swinton
Age range of pupils	3 to 11		Manchester, Lancashire M27 5LN
Gender of pupils	Mixed	Telephone number	0161 794 1096
Number on roll	417	Fax number	0161 728 1713
Appropriate authority	The governing body	Chair of governors	Cllr John Cullen
Date of previous inspection	12 June 2000	Headteacher	Miss M Baker

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an above average sized primary school with a nursery. It serves a residential area with some signs of deprivation. The proportion of children eligible for free school meals is broadly average. An above average proportion has learning difficulties and/or disabilities. There are small numbers of asylum seekers, looked after children and children learning English as an additional language. Almost a third of Year 6 children joined the school after Year 1. The school is enjoying a period of stability following major upheaval caused by a new building and refurbishment programme.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school that it provides a satisfactory standard of education. However, owing to the large budget deficit value for money is unsatisfactory. The extent of the recent building, particularly in the Foundation Stage (nursery and Reception), is good evidence of how all children are valued and benefit equally from what the school has to offer. It also strongly supports the good provision in nursery and Reception. Achievement and standards are satisfactory. Progress is good in the Foundation Stage and Year 6 and adequate in Years 1 to 5. Children with additional learning needs and/or disabilities receive satisfactory support and make similar progress to their peers. Personal development is good. The quality of teaching and learning is satisfactory, with the strongest practice in the Foundation Stage and Year 6. The school is aware that teaching needs to improve, particularly in Years 3 to 5. The curriculum is satisfactory and all children benefit equally from what it has to offer. The school takes good care of its children and there is good improvement in the tracking of achievement. Links with outside agencies are good. Leadership, management and improvement since the last inspection are satisfactory. There is improving work in monitoring the school's performance by senior staff and the information gained is promoting accurate self-evaluation. The school has a satisfactory capacity to improve further. The work of the governing body is unsatisfactory. It is too reliant on the headteacher and has too little impact on both the day-to-day and the strategic management of the school.

What the school should do to improve further

- Improve progress in Years 3 to 5.
- Raise the quality of teaching to that of the best by:
 - increasing teachers' subject knowledge and understanding
 - improving the use of assessment
 - making sure all teachers have high expectations.
- Improve governance by developing a rigorous range of activities for monitoring the school's performance.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Attainment on entry to the nursery is a little below average. Good provision in the Foundation Stage enables children to make good progress. Standards are a little above average and particularly strong in social skills. Progress in Years 1 and 2 is satisfactory and standards are broadly average by the end of Year 2. In the 2005 national tests, results in mathematics were much better than those in reading and writing. The school is focusing hard on improving English standards and there is improvement. During Years 3 to 6, progress is uneven and children make the most gains in Year 6. Standards by the end of Year 6 in 2005 were below average and targets were not achieved, particularly among the boys. However,

good teaching is promoting broadly average standards in the current Year 6. Progress in Year 6 is now good and children of differing abilities produce consistently good work, particularly in writing and mathematics. Trends in test results have been consistently below average, but current targets are challenging and realistic. In Years 3 to 5, progress is slower because the quality of teaching is patchy. Children with extra needs make similar progress to their peers.

Personal development and well-being

Grade: 2

Children's personal development is good, including their spiritual, moral, social and cultural development. Children enjoy school and this pleases the parents. Attitudes to school, work and each other are overwhelmingly positive. Children are responsible, considerate, polite and well behaved. They know the difference between right and wrong and they work and play safely. Attendance for most children is good. Overall figures are just below the national average owing to the number of holidays taken in term time. Through the school council, children have an active voice in school developments. They know they are part of a larger community and the importance of their actions. For example, children know that they belong to a diverse community through work in religious education and appropriate visits and visitors. They recognise the importance of links with Europe and an effective example of this was seen in an assembly led by children in Year 3 which was conducted entirely in French. Children reflect on a range of issues, often in class discussions and assemblies. Social and interpersonal skills are developing well in lessons. They develop satisfactory skills which contribute to social and economic well-being. They know that a healthy lifestyle is important, including regular exercise and a good, balanced diet.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and promotes satisfactory progress overall. Across all classes, the common strengths include:

- good relationships that encourage confidence, inquiry and shared opinions
- teachers valuing children's views and creating a positive atmosphere for learning
- good management of lessons.

The strongest practice is in the Foundation Stage and Year 6, where children progress well. The strengths in the Foundation Stage include good knowledge of the children, accurate assessment that is used well to judge children's learning and their future needs, and tasks that are interesting and challenging.

In Years 1 and 2, teaching and learning are satisfactory and most children make satisfactory progress. However, in Years 3 to 5 progress is variable because the quality of teaching is weaker. Teachers' knowledge and understanding is only adequate, the use of assessment information is at an early stage of development, and sometimes the

pace of lessons is slow. In Year 6, activities move along at a faster pace and teachers make strong demands on children. As a result, pupils make up lost ground so that their basic skills in subjects such as English and mathematics are at least satisfactory. Children with additional learning needs make similar progress to their peers because they receive effective extra support.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good enrichment activities. It is adequately organised but gains in knowledge and skills is patchy. This is because of shortcomings in some teachers' subject knowledge and a lack of rigour when assessing children's work. Legal requirements are met. The recent upgrading of the building has improved provision, particularly in the Foundation Stage and children progress well. The curriculum matches local needs appropriately and all children benefit equally. Children with extra needs benefit from their satisfactory individual education plans and adequate support from classroom assistants. Information and communication technology (ICT) is underused across the curriculum. The curriculum is enriched well by:

- the teaching of French
- good visits and knowledgeable visitors, such as health workers and safety officers who contribute well to children's good personal development
- a good range of sporting opportunities that extend and develop children's skills and add to their enjoyment of learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Children are secure, happy and safe and parents are satisfied that they are well looked after. Systems to track attendance, behaviour and safety risks are effective. Any children at risk are identified early and appropriate strategies are speedily put in place. Arrangements for child protection and safeguarding vulnerable children are well established and staff are trained to meet the medical needs of children. Health and safety risk assessments are appropriately conducted by the school and staff keep a vigilant watch on the premises. The school tracks children's achievements and progress. However, the information gained is not linked well to lesson planning so that individual children's learning needs are fully met. The provision for children with additional learning needs and/or disabilities is good and fosters the same progress as others. Asylum seeker children are helped to settle down quickly in a safe, secure learning environment.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and two deputy headteachers provide strong and effective leadership and management in all areas of care and personal development. Self-evaluation is an accurate and improving feature.

Issues relating to improving standards and progress have been accurately identified and there is, for instance, evidence of good improvement across the school in reading. Subject coordinators provide helpful support and again, their self-evaluation is accurate. For example, the English coordinators have identified slower progress in Years 3 to 5 as an area for development and improvements in teaching and learning are underway. The monitoring of standards is effective, but the information is not having sufficient impact on some of the teaching. The monitoring of teaching is satisfactory, but the focus of observations is far too much on teacher performance and not enough on children's learning and progress. Arrangements for the recently completed building programme are a strong example of management and the local authority ensuring that children and adults are safe in school.

The governors do not play a key role in the school's development. They are far too dependent on the headteacher, who provides them with a satisfactory range of information. Their monitoring of school business is weak and their input into improvement planning lacks direction and impact. Financial management is unsatisfactory and the school has a large deficit, mainly caused by contributions to the building programme and increases in staffing costs. There is an adequate plan to reduce the deficit that has been agreed with the local authority.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Mrs Brock, Mr Ashcroft and I enjoyed being in your school this week. It was a great pleasure and privilege to work with you and the staff of the school. We were delighted when many of you talked freely with us and we were impressed by the courtesy and help you provided.

What we liked about your school:

- the way that you play sensibly and safely and behave well
- your good attitudes to work and school
- the important role the school council plays in the school on your behalf
- the consideration, help and support you give each other
- the good progress made by children in the Foundation Stage and Year 6
- how well all the staff care for you and make sure that you feel safe and secure
- the hard work that the headteacher and staff are doing to improve standards, particularly in reading.

We have asked your teachers to improve teaching and learning and help you make more progress, particularly in Years 3 to 5. You can be a great help in this by always doing your best work and by following closely the guidance of your teachers. We also want the governing body to do a lot more work on checking the quality of teaching and learning and the standards you achieve. They will then have a good idea how much progress you are all making.

The inspection team wishes you well and good luck for the future.