

Grenoside Community Primary School

Inspection report

Unique Reference Number	107051
Local Authority	Sheffield
Inspection number	287695
Inspection date	12 July 2007
Reporting inspector	Joyce Taylor

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	328
Appropriate authority	The governing body
Chair	Mrs J Moore
Headteacher	Mr Colin Fleetwood
Date of previous school inspection	14 October 2002
School address	Norfolk Hill Grenoside Sheffield South Yorkshire S35 8QB
Telephone number	0114 2467380
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Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Grenoside Community Primary School takes its pupils from both the local area and from further afield. Although some parts of the neighbourhood suffer from social and economic disadvantage, overall this is an advantaged area. The majority of the pupils are of White British heritage. A tiny proportion is from minority ethnic backgrounds. The proportion of pupils eligible for a free school meal is lower than average. Around an average number have learning difficulties and/or disabilities though fewer than average have statements of special educational need. The school has very recently moved into an elegant new building.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Grenoside Community Primary School provides its pupils with a satisfactory standard of education. Standards are rising following new initiatives. Achievement, which is satisfactory overall, is strengthening because of recent improvements in teaching and learning. Achievement is good in the Reception classes and in Years 1 and 2. It is satisfactory in Years 3 to 6. Many aspects of the school's provision are effective in ensuring that, for example, in the classrooms and around school the pupils' behaviour is good. Hard work from both staff and pupils has ensured that at playtimes the vast majority of pupils now behave well. As a result they settle happily to their work and most concentrate well on their learning.

Pupils' personal development is good and staff work effectively to raise pupils' confidence and help them develop the skills to get on well together. Older pupils particularly enjoy supporting younger pupils and choose to spend time working and playing with them. The school council is effective in helping pupils make shared decisions and in taking responsibility for aspects of school life. Pupils' spiritual, moral, social and cultural development is good overall, and they are developing a clear understanding of what is right and wrong. However, there are limited opportunities for pupils to meet with people from different cultures. Pupils like school and thoroughly enjoy working in the new building. 'It's a lot better than our old school', one said. Their understanding of healthy lifestyles is good. They talk knowledgeably about the effects of sensible eating and the need for regular exercise. 'I start my press-ups as soon as I get up', an older boy said. Care, guidance and support of the pupils are good and are particularly strong for vulnerable learners. Pupils say they enjoy their lessons and the range of additional activities the school provides, particularly in music and sport, and they are happy in school.

Children start in Reception with skill levels above those expected nationally. Good teaching broadens the children's learning and they enter Year 1 ahead of national expectations. In Years 1 and 2 pupils currently achieve well because the teaching is good. In the past pupils entered Year 3 with average standards and their achievement had been unsatisfactory during Years 1 and 2. However, over the past two years standards have risen and, by the end of Year 2, standards are now high, particularly in writing, which had been a weaker area. Overall achievement by the end of Year 6 slipped from good to satisfactory in 2006 because boys attained below average standards. Good teaching in Year 6 has now remedied this. Boys' standards have improved and are now average and their achievement is satisfactory. Particularly strong teaching in science ensures both boys and girls reach high standards in this subject, which was an earlier area of weakness. Whilst standards at the end of Year 6 in literacy and numeracy are average overall, they are higher than in 2006. Across the school standards in music and art and design are above average and pupils take great pride in their work. Pupils who speak English as an additional language make progress at the same rate as their peers, as do pupils with learning difficulties and/or disabilities.

The quality of teaching and learning is good overall and, although there are some inconsistencies in the use of assessment strategies in Years 3 to 6 due to staff turnover, pupils' achievement continues to strengthen. Teachers focus strongly on raising standards. As a result standards have risen rapidly in Years 1 and 2 and in science by Year 6. Across the school teachers have introduced new strategies to improve the writing of pupils and standards are rising as a result. Lessons are interesting and provide good opportunities for pupils to be involved practically in tasks. New approaches to the assessment of pupils' work are highlighting the standards pupils reach but some inconsistency in assessment means that data is not always used fully effectively

to monitor progress. As a result the slower rate of progress of some groups of pupils, particularly Year 3 to 6 boys with average capabilities, has yet to be accelerated. Work has begun to remedy the problem. In many, but not all classes, specific learning targets for individuals and groups of pupils are shared with pupils as a means of speeding progress.

The curriculum is good. Staff have worked well to provide pupils with interesting learning activities designed to raise standards. Subjects are linked well, for example, in Years 5 and 6 music is used effectively to stimulate writing. Reception children have access to a good range of resources and learn to make sensible decisions as they work and play. The school broadens pupils' experiences through an excellent range of visits, clubs and additional opportunities. For example, there is provision for all Year 4 pupils to learn to play the violin and many opportunities for others to play a good range of different instruments, leading to high standards in music. Across the school the curriculum supports the pupils' personal development well, leading to pupils working with confidence.

The headteacher and senior staff provide good leadership and management. During the past two years they have injected considerable urgency into improving provision and pupils' achievement having identified weaknesses early in 2006. Their evaluation of the school's performance ensures they have identified the correct problem areas and they know how to raise standards. However, in anticipation of expected improvements, they have over-estimated how effectively the school is working and how well the older pupils are achieving. Senior staff have clear and appropriate plans for improving the school, which are already bearing fruit, for example, in teaching and learning, and demonstrate a good capacity for further improvement. Their approach is bringing about consistency of provision and improving pupils' achievement but they realise there is still a little way to go. As a result the school gives satisfactory value for money.

What the school should do to improve further

- Improve boys' achievement so that it is in line with the girls, especially in literacy and numeracy in Years 3 to 6.
- Ensure accurate targets are identified for all pupils and involve older pupils in monitoring how well they are doing.
- Improve opportunities for the pupils' cultural development.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Good progress in the Foundation Stage and Years 1 and 2 ensures pupils get off to a good start. Standards at the end of Year 6 have fluctuated, but are improving and are at the top end of average. Achievement is satisfactory overall and good for a rising proportion of pupils. By Year 6 boys achieve less well than girls and although the school has begun additional support for them the problem is not yet eradicated.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy learning because they feel involved in the life of the school and are proud of their achievements. They say they feel safe in school and that on the rare occasions bullying occurs it is dealt with promptly. Attendance is above average. Children in the Foundation Stage make good strides in learning how to work and play independently and alongside others. Older pupils undertake many responsibilities with pride and confidence. As a result their understanding of how to be good citizens is developing well, although there are gaps in their understanding of different cultures. Despite this, overall, pupils' spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 2

Teachers are very effective at helping pupils feel good about themselves and as a result most pupils behave well and try hard. Teaching is good in Reception and Years 1 and 2 and pupils in these year groups achieve well. Strong teaching, particularly in Year 6, is speeding progress but is more successful for girls than for boys. However, many boys are becoming involved in activities targeted to meet their needs and interests. The overall good quality provision is raising the progress of most pupils. However, in Years 3 to 6, ways of helping pupils understand how to improve and know how well they are succeeding are not used consistently. Throughout the school, pupils find lessons fun because teachers make good use of such devices as computer linked whiteboards, problem-solving activities and games. Teachers and teaching assistants provide good support to pupils with learning difficulties and/or disabilities because they pay close attention to their needs and question their understanding closely.

Curriculum and other activities

Grade: 2

Exciting and stimulating learning opportunities for Foundation Stage children ensures that they have a secure basis on which to build. In Years 1 to 6 staff are adapting the curriculum to develop a practical approach to learning. This is linking subjects, particularly with writing, and is engaging boys more effectively. Boys in Years 5 and 6, for example, enjoy opportunities to learn through sport. Links with the local football club provide a different and stimulating situation for them to write reports about their activities. An excellent range of extra activities, trips, visits and visitors to the school further engages pupils' interest and supports their personal, social and cultural development.

Care, guidance and support

Grade: 2

The school uses an effective network of support services for pupils, especially the most vulnerable. As a result pupils feel they are listened to and that there is always someone to help them. Procedures to keep pupils safe are in place. Good behaviour is promoted well. The systems to track pupils' achievement are thorough and have identified the underachievement of boys leading to new approaches by the school. Targets for improvement have not always been shared

with pupils, particularly in Years 3, 4 and 5, where staff turnover has interrupted school initiatives. Pupils' personal and social development is taught well through effective programmes.

Leadership and management

Grade: 2

The headteacher and deputy headteacher work well together. They share leadership and management and, since identifying weaknesses, have led a strong and clearly directed focus for improvement. Senior staff have worked closely together to identify and implement initiatives which have been successful in improving pupils' achievement. Standards have risen rapidly in Years 1 and 2 and steadily in Years 3 to 6. Parents support the work of the school and appreciate the hard work of the staff but several would value more opportunities to comment on their children's learning. The care given by the school and pupils' generally strong personal development are key features in enabling most pupils to learn well. Governance is good. Governors have a clear view of how well the school is doing: they strongly support the school and seek answers to questions about provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when I visited your school. I very much enjoyed watching you work and talking with you in your classes and around school. Yours is an improving school. At the moment it gives you satisfactory opportunities for learning and it is getting better all of the time.

You have a very caring headteacher and deputy headteacher and an enthusiastic, hardworking staff. You work hard and, as a result, your standards are high by Year 2 and are beginning to go up in literacy and numeracy by Year 6. Not all of you know what to do to make your work better. Standards in science are already high in Year 6. Some of the boys have got left behind a little and need to try extra hard to catch up. Across the school, you enjoy your lessons. You behave well and get on with each other. You need to know a little more about people with beliefs and ways of life that are different from yours. Lots of your parents say they are pleased you come to this school because it helps you do well.

I have identified several areas for the school to improve. This will help you do even better in all areas of learning.

- Make sure boys achieve as well as girls in Years 3 to 6, especially in literacy and numeracy.
- Make sure you all have targets to help you know how to improve and that those of you who are older are involved in checking your progress.
- Make sure you know more about the broad range of cultural backgrounds of people who live in Britain and the wider world.

You are enthusiastic about your school and I hope you carry on enjoying lessons and making Grenoside Community Primary School such a happy place for learning.