

Greenhill Primary School

Inspection report

Unique Reference Number	107084
Local Authority	Sheffield
Inspection number	324524
Inspection date	28 January 2009
Reporting inspector	Joe Peacock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	513
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Miss Karen Dewsall
Headteacher	Mrs J Brown
Date of previous school inspection	26 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Greenhill Main Road Sheffield South Yorkshire S8 7RA
Telephone number	0114 2377080
Fax number	0114 2839330

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the strategies used to raise standards at Key Stage 1, to improve writing throughout the school and to raise the achievement of boys; the progress made to improve teaching since the previous inspection; and the effectiveness of the monitoring and evaluation carried out by senior staff and governors. Evidence was gathered from the school's self-evaluation form (SEF), national assessment data, the school's assessment records, relevant policies, observations of the school at work, including visits to lessons, and an analysis of the parents' questionnaires. The team also held discussions with staff, the chair of governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence that the school's own assessments of these aspects, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This school is on an eight acre site on the outskirts of the city and is much larger than average. The number on roll is rising. Almost a third of pupils travel from outside the catchment area. There is provision for the Early Years Foundation Stage with children taught in three Reception class groups. Only 7% are from minority ethnic families and few speak English as an additional language. The proportion of pupils entitled to free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities is broadly average. The school has experienced significant changes recently, including a new leadership team, many new staff and nine new governors.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Greenhill Primary is a good school providing good value for money. Staff work as one to achieve the core purpose: 'to be the best that you can be within a school community which has happy and successful learners.' Their success is attracting growing numbers. Effective leadership and management are driving improvements. The energy, expertise and enthusiasm of the recently appointed headteacher, the new deputy headteacher and new assistant headteacher are key factors in the school, ensuring all pupils are well provided for in a caring and supportive atmosphere. Parents' positive responses confirm their appreciation of the efforts of the staff and the good focus on equality of opportunity. Comments such as, 'my child loves school', 'Greenhill is very caring and inclusive' and 'the headteacher is an absolute credit!' reflect their overwhelming support.

Pupils' above average attendance indicates their enjoyment of school. Community spirit is strong and relationships good, reflecting the many opportunities for pupils to work and play together and the effective strategies to ensure their good behaviour. The good level of care and concern for everyone's welfare is evident, enhanced by the sterling work of the learning mentor and inclusion manager who closely support vulnerable pupils or those experiencing learning difficulties. Safeguarding requirements are met. Pupils say they feel safe and know who to turn to if they have any concerns. The school's strong links with outside agencies ensure that pupils with individual needs, such as those learning English as an additional language, are well catered for. Pupils have an excellent understanding of a healthy lifestyle. They thoroughly enjoy activities such as kick-boxing, cheer-leading and dancing. All pupils are well prepared for their next stage of education, gaining valuable skills from the good curriculum on offer and a wide range of after-school activities. The provision for French and Italian was recently judged outstanding by Her Majesty's Inspectors.

Pupils, including those with learning difficulties and/or disabilities, achieve well. Provision in the Early Years Foundation Stage is good and children progress well from their starting points. Progress and achievement are now good during Key Stage 1 after a period of decline. The improved outcomes result from effective actions: reducing class sizes in Years 1 and 2; extending elements of the Early Years Foundation Stage curriculum into Year 1; and allocating more teaching assistants to support staff and pupils. In 2008, standards improved to average in writing and mathematics but were well below average in reading. Girls outperformed boys but boys did better than boys nationally. Parental support for reading and a stronger focus on letters and sounds are currently helping to raise standards further. The use of computers to support learning in all subjects and amendments to the curriculum to make it more appealing to boys are also helping to raise standards. Pupils maintain good progress throughout Key Stage 2. By the end of Year 6, standards are well above average in mathematics and science and above average in English.

The quality of teaching and learning is good. Standards are rising because most teachers have high expectations of pupils and tailor their teaching to help pupils to achieve their targets. A school-wide focus on teaching writing has helped pupils to develop into confident writers. Effective teamwork between teachers and teaching assistants ensures that pupils with learning difficulties make good progress. Occasionally, progress in lessons slows because all pupils are given the same work to do and all have to go at the pace of the slowest. Teachers assess pupils' progress carefully and are quick to identify any not making the expected progress. In one Year 6 class, the exemplary marking gave individual pupils clear and detailed guidance on how to

improve. Pupils are becoming reliable in accurately assessing their own work and their progress against individual targets.

The school is a strong, cohesive community because of the shared commitment to pupils by a happy staff who work well as a team. There are good links with the local community and the strength in promoting languages adds to pupils' knowledge of the international community. The collective determination to raise standards is impacting well on progress and reflected in challenging targets. Good delegation of responsibilities has led to teachers forming an accurate picture of how well the school is doing. A host of priorities for improvement has been identified; too many to be realistically tackled. Priorities also lack the detail needed to ensure action will impact on improvement. Governance is satisfactory. Many governors are recently appointed and settling in. They are keen to develop their role in helping the school evaluate its effectiveness. The astute financial management of the highly skilled business manager is providing valuable learning resources that impact well on learning. The school has a good capacity to maintain improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

During the last two years, attainment on entry has been broadly in line with what is expected following a period when it was below. From their starting points the children achieve well, securing the expected levels in all areas of learning. A small number exceed them. Many make this good progress in only two terms as a result of the good teaching. Their teachers' shared approach to planning makes sure that all children have full access to a good range of interesting and stimulating activities, both indoors and out. For example, children, guided by adults, photographed, videoed and recorded on paper the staff car engines, examined as part of their 'themed week' on health and safety. Assessment is strong. Staff accurately record in detail what children say and do and use this information effectively to plan the next stage of learning. The children's personal development is good. They feel safe and secure because they are well looked after. They are encouraged to be adventurous within clear limits and so are not fearful. The good quality provision is the result of effective and thoughtful leadership and management. There are good plans for future developments, including further improvements to the outdoor area.

What the school should do to improve further

- Ensure that pupils of different abilities are consistently provided with appropriately challenging work.
- Ensure the school improvement plan provides a sharp and focused set of priorities and is evaluated effectively by staff and governors.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Inspection of Greenhill Primary School, Sheffield, S8 7RA

Thank you for your warm welcome when we came to inspect your school.

You are right to be proud of your school. It is a good school and I can see why you enjoy it. The health and safety week certainly gave you a lot of interesting and exciting things to do. We are sure the non-contact in the kick-boxing did not spoil your enjoyment of learning a new skill. Your excellent knowledge about how to live a healthy lifestyle was most impressive.

In Reception, your teachers are working very hard to make sure you have lots of interesting things to enjoy both indoors and outside. We liked how grown up and sensible you were as you chose your own activities in the different areas. We can still hear the shouts of 'ship ahoy' ringing in our ears!

It was good to see all of you in Years 1 to 6 getting on so well together. We were impressed by your good behaviour in lessons and around school. All of you concentrate well and work hard most of the time. Teachers and support staff are certainly quick to help you if you need it. We have asked some of your teachers to make sure you all receive work that makes you concentrate and think hard. We are sure you will enjoy the challenge. It should help you to do even better in some subjects too.

It was a pleasure to meet your new headteacher, all your teachers and support staff. They are doing a good job planning interesting things for you to do every day. Your new governors seem to have a lot to offer. We hope it will not be long before they are helping staff decide which things are the most important to improve and come into school to see for themselves how things have improved.

Thank you again for making my visit to your school one to remember.