

# Grosvenor Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	131037
<b>Local Authority</b>	Salford
<b>Inspection number</b>	328549
<b>Inspection dates</b>	19–20 May 2009
<b>Reporting inspector</b>	David Halford

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	371
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Cullen
<b>Headteacher</b>	Mrs A Cookson
<b>Date of previous school inspection</b>	15 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Parkgate Drive Swinton Manchester M27 5LN
<b>Telephone number</b>	0161 794 1096
<b>Fax number</b>	0161 728 1713

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<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 May 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This larger than average primary school serves an area of some social and economic disadvantage. Almost all pupils are from White British backgrounds and only a small number speak English as an additional language. Of these, very few pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average and there are an increasing number of pupils with a statement of special educational need. The Early Years Foundation Stage consists of both Nursery and Reception classes. The school has gained the Sportsmark and Healthy School's awards. The school offers out-of-school care for its pupils, but this facility was inspected separately. A new headteacher has been appointed since the school was last inspected and there have been a significant number of staff changes in recent times. When last inspected in March 2006, the school was judged to be satisfactory. A subsequent monitoring visit by one of Her Majesty's Inspectors took place in March 2007 and the school was found to be demonstrating satisfactory improvement.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory but improving school. Good leadership and management have ensured that it is emerging successfully from a period of significant difficulty managing a substantial deficit budget. Good personal development and well-being of the pupils is a high priority for the school and the pupils know they are cared for well. Good overall spiritual, moral, social and cultural development promotes positive attitudes and good relationships between the pupils. They know they are safe and secure, how to keep themselves fit and healthy and show good levels of enjoyment in their school. Their attendance, while satisfactory, is improving and all these elements are summed up effectively by overwhelmingly supportive parents who claim that 'children enjoy school so much they ask to go at the weekend!'

All pupils, including those who have learning difficulties and/or disabilities, and the small number for whom English is an additional language, achieve satisfactorily throughout the school. Many children enter the Nursery with levels of skill which are below those typically expected for their age. They make good progress through the Nursery and Reception years and when they enter Year 1 most children are working towards the expected goals at the end of the Early Years Foundation Stage. Satisfactory progress through Years 1 and 2 enables them to attain the expected standards by the end of Key Stage 1, and similar satisfactory progress through Key Stage 2 enables most pupils to attain average standards in English, mathematics and science by the end of Year 6. Pupils' standards in writing are, however, not high enough throughout the school.

The satisfactory quality of teaching is becoming effective in promoting improvement in standards over time. This is because some good teaching impacts well on pupils' learning. However, in some cases, the match of work is not precise enough to meet the varying needs and abilities of the pupils, especially where pupils of different ages are in the same class. The curriculum is satisfactory, but lacks enough opportunities to broaden pupils' learning experiences and enable them to apply their basic skills of literacy and numeracy across all subjects. The academic progress of individual pupils is tracked well, and challenging targets for improvement are set. Nevertheless, marking of pupils' work is not consistent enough to enable pupils to learn how to improve their work.

The leadership and management of the school are good, despite working in recent time under significant financial restraint. The staff know the needs of the school well and are supported by a knowledgeable and effective governing body. The school has made satisfactory progress in promoting community cohesion. Nevertheless, the school has made good progress since the last inspection, is providing good value for money and has a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start in the Nursery with skills that are below those typically expected for their age, especially in aspects of their personal and social development and language and communication, and mathematical development. Good teaching and a wide range of stimulating and practical activities engage their interest effectively and enable them to make good progress in their learning. Children settle quickly into nursery routines, with personal and social development being a priority which is developed well by all staff. As a result, children quickly gain confidence and independence, as they check themselves in at the start of a session, chose their own

snack-time and organise their own activities. This good development in children's independence enables a smooth and easy transition to the Reception Year. Throughout the Early Years Foundation Stage the outdoor areas are used continuously during the day, but the school recognises the need to develop these areas further to extend the children's learning experiences. Children are happy and feel safe and secure in the setting because of the good levels of care and good relationships, which exist. They share resources sensibly, take turns and show good levels of concentration in their tasks. Enjoyment is obvious as children join in number games enthusiastically and show good levels of concentration when completing bean diaries. The 'key person' system works well in developing good relationships with the children and their families, ensuring that children's individual personal and learning needs are met effectively. Planning and assessment systems are good. Children's progress is monitored carefully and recorded so that next steps in learning build effectively on what children already know and can do. Leadership and management are good; staff work well together as a team to provide the best possible learning opportunities for the children. Most children are well prepared for work in Year 1 as they are working towards the expected goals at the end of the Early Years Foundation Stage.

### **What the school should do to improve further**

- Improve pupils' standards in writing.
- Improve the quality of teaching by matching pupils' work more appropriately to their ages and abilities.
- Broaden the curriculum to offer pupils more opportunities to develop their skills.
- Improve the consistency of teachers' marking to ensure pupils' know how to improve their work.

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

## **Achievement and standards**

### **Grade: 3**

Although the starting points for children entering Year 1 vary widely from year to year, most are working towards the expected early learning goals. Most pupils reach standards broadly typical for their age by the end of Year 6. In Key Stage 1, pupils make satisfactory progress and by the end of Year 2, standards are broadly average in reading and sometimes better in mathematics. However, standards in writing are often below average. Similarly, by the end of Year 6, standards, which are broadly average, are on a rising trend, which has been sustained from 2006. This represents satisfactory overall achievement over time. However, progress is better in mathematics and science than in English. Within this positive picture of overall improvement, progress in English is hampered again through weakness in writing. Pupils with learning difficulties and/or disabilities, and the small number of pupils for whom English is an additional language, make similar progress to their peers due to the good support available to them, appropriately challenging targets and the careful tracking of their improvement.

## **Personal development and well-being**

### **Grade: 2**

The pupils' personal development is of good quality and lies at the heart of this school. Central to this success is pupils' good spiritual, moral, social and cultural development. Pupils' successes are celebrated well; they have a clear sense of right and wrong and develop a strong sense of

others in the school community. The cultural development of the pupils is currently satisfactory. The school has made positive links within its locality but has not yet provided pupils with a national and international perspective. They know the school to be a safe place where they are valued as individuals. They have a clear understanding of how to keep healthy, building upon their accreditations of the Sportsmark and Healthy School Awards. Pupils behave well. The challenging behaviour of a small number of pupils is managed well. The pupils generally report the school to be a friendly and welcoming place. The pupils' obvious enjoyment in school is reflected in satisfactory and improving levels of attendance. The positive progress they make in their learning ensures that they develop satisfactory skills in literacy and numeracy which has the potential to serve them well in adult life. There is an active school council, which, though well established, does not yet fully involve the pupils in decision-making processes, which impact directly on the school community and its provision.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory overall and is having a positive impact on pupils' learning and achievement. Lessons are generally effective and pupils are managed well in classrooms. In many lessons there is an appropriate focus on developing pupils' speaking, listening and thinking skills. This, for example, was used to good effect in a Year 3/4 class. Pupils were discussing in a productive and animated way the properties of triangles. Well-informed teaching assistants offer strong support assessing pupils' progress regularly and thoroughly. Pupils respond well with good attitudes to their work and good behaviour. In the best lessons, pupils are engaged well in their work and the lessons proceed with pace, holding pupils' attention well. Where teaching is not so effective, it is not sufficiently well matched to the varying abilities of the pupils. This is especially so in mixed-age classes. Some teachers mark pupils' work frequently and regularly and inform the pupils clearly on how to improve their work. Currently, this good practice is not consistently applied throughout the school.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall. Good emphasis has been placed on developing pupils' skills in literacy and numeracy over recent years in order to raise standards, with some success, although there is still more to do to improve pupils' writing skills. Despite having a sound influence on pupils' basic skills, the curriculum is not yet planned well enough to broaden pupils' learning experiences and enable them to apply their basic skills across all subjects. Nevertheless, the good personal, social and health education programme contributes well to pupils' personal development and well-being, as do visits such as the residential experiences at Lledr Hall. The number and range of clubs, visits and visitors are relatively few and this limits the opportunities for pupils to develop their emerging skills and talents.

### **Care, guidance and support**

#### **Grade: 3**

The school's overall provision for care, guidance and support is satisfactory, but within that, the provision for pupils' care is good. Families and pupils are supported well by the school community. Safeguarding procedures are in place and meet current government guidelines.

Good attention is given to ensuring that pupils are safe and secure in school. Good provision is made to track the academic progress of individual pupils. This is especially so for pupils with learning difficulties and/or disabilities and for the small number of pupils who are learning English as an additional language. Good partnerships exist with parents and outside agencies. Challenging targets are set and pupils work hard towards achieving them. However, not all pupils receive enough guidance on how to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. They have had a positive influence in the school to eradicate a large deficit budget and in the improvement of standards. The managing of this situation has led directly to considerable staff movement working within substantial financial constraints. The headteacher and recently established leadership team have addressed these issues well. They are supported effectively by a knowledgeable governing body and have received good support from the local authority. Collectively they know the school well and have a good understanding of its strengths and areas for development. They are promoting good levels of care for the pupils and maintaining the school's desire to strive for further improvement. The school's self-evaluation processes are good. Pupils' improving standards are a testament to the school's desire to challenge them and ensure that every child of every culture has an equal opportunity to succeed. Community cohesion is promoted satisfactorily. A policy is in place and the school is engaged purposefully in establishing links locally. However, national and international developments have yet to be fully explored. Resources are used well to achieve good value for money.

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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
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?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	3
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	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**

My colleagues and I really enjoyed our recent inspection of your school. Thank you very much for your warm welcome, and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy your school so much.

Grosvenor Road Primary School is a satisfactory but improving school, with some interesting work taking place. The staff care for you all well, make sure you feel safe and secure and we think that the way your headteacher and her staff manage your school is good. I shall remember Year 3 and 4 reading, writing and demonstrating Haiku Poems, the excitement in the Life Education Caravan and my colleagues and I were impressed with your lovely artwork.

When we visit schools we also look for things, which will help each school to get even better. At the moment, the standards you reach in writing are not really high enough and need to be improved. I have asked your teachers to try harder to match the work they give you in lessons to your different abilities and also to try to give you more opportunities to use your skills when working in different subjects. I have also asked that when they mark your work you know how to improve it.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.