

Gleadless Primary School

Inspection report

Unique Reference Number	106991
Local Authority	Sheffield
Inspection number	336782
Inspection dates	11–12 November 2009
Reporting inspector	Liam Trippier HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair	Mrs Tracey Garner
Headteacher	Mrs Valerie Fowles
Date of previous school inspection	8 April 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 26 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including pupils' work, school policies and its self-evaluation. Eighty-eight pupils' questionnaires and 104 parent and carer questionnaires were received and their content was considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all groups of pupils throughout the school to determine whether teaching is sufficiently effective
- how well the curriculum has been developed to meet the needs and interests of the pupils since the last inspection
- the school's assertion that there are strengths in its care, guidance and support for pupils and in their personal development outcomes such as behaving well and leading healthy lifestyles
- the effectiveness of leadership at all levels in contributing to school improvement and self-evaluation.

Information about the school

This is a larger than average primary school located on two sites. The proportion of pupils eligible for free school meals is below average. Most pupils come from White British backgrounds and virtually all pupils speak English as their first language. A broadly average proportion of pupils has special educational needs and/or disabilities. The Early Years Foundation Stage provision consists of a Nursery and Reception classes. The school has been awarded Investors in People and Activemark status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Leaders ensure that the school provides good quality care, guidance and support and pupils enjoy their time in this caring environment. Parents appreciate the work of the school and a typical comment is 'Gleadless is a lovely school, I am happy to send my children there!'

Pupils behave well and have a good understanding of healthy lifestyles. They say they feel safe in school and know how to keep themselves and others safe. Pupils' spiritual, moral, social and cultural development is good and pupils are effectively encouraged to think about the feelings of others to inform their own decisions. Pupils have a clear understanding of right and wrong.

Pupils' achievement is satisfactory. They start school with skills and knowledge that are broadly typical for their age, except in speaking and listening, where they are lower. They make satisfactory progress as they pass through the Early Years Foundation Stage. Pupils also make satisfactory progress overall in Key Stages 1 and 2, reaching standards that are broadly average in mathematics and science and above average in English. Pupils with special educational needs and/or disabilities make good progress from their starting points due to the effective support they receive from teaching assistants.

In some lessons, the quality of teaching is good but overall it is satisfactory. Learning slows when teachers do not actively involve all pupils in lessons and when insufficient opportunities are provided for pupils to talk, to consolidate learning or consider answers to teachers' questions. Teachers' planning is often detailed, but does not routinely use assessment information held by the school to plan precisely for all groups of pupils.

The quality of the provision in the Early Years Foundation Stage is satisfactory and there are strengths in the way the pupils are taught to behave and develop socially. However, there is variability in the quality of planned opportunities for play and for developing children's writing skills through a wide enough range of activities. The staff in the Early Years Foundation Stage have worked hard to make the department welcoming, but the building does not adequately meet the needs of the Reception age children because access to outdoor provision is limited.

Senior leaders contribute well to the self-evaluation of the school. They lead by example and provide a clear vision and a reflective approach. Senior leaders routinely monitor the quality of teaching and learning, but the monitoring of provision by middle leaders is underdeveloped. Teachers do not have an accurate view of strengths and weaknesses in their subjects and areas because they do not regularly and systematically monitor teaching themselves and, therefore, self-evaluation lacks precision. Consequently, the capacity to improve is satisfactory rather than good. All staff have worked effectively on

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both sites to provide a welcoming environment in buildings that are not conducive to good learning.

The curriculum has developed well since the last inspection and is now of good quality. Pupils enjoy a good range of interesting activities and strong links have been made between subjects which has had a positive effect on standards in English. Provision for information and communication technology (ICT) has improved and more practical work occurs now than at the time of the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils' learning and progress are good and better by:
 - ensuring that teachers provide consistent and clear feedback in lessons and through their marking so that pupils know how to improve
 - actively involving pupils in all lessons
 - providing more opportunities for pupils to talk about their learning in lessons to develop deeper understanding.
- Improve the quality of play opportunities and writing in the Early Years Foundation Stage through:
 - high quality resources for all play activities
 - improved access to outdoor provision for Reception age children
 - better resources and equipment to promote the development and enjoyment of writing through play.
- Develop leadership at all levels through:
 - regular and direct monitoring of the school's provision by teachers
 - effective use of data by all staff to monitor and evaluate the quality of teaching, learning and progress and to plan for pupils' needs precisely.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' learning and progress, observed in lessons and in their books is satisfactory overall. When progress is good, pupils take part fully in lessons and are enthusiastically engaged in activities that meet their needs. For example, in a good personal, social, health and citizenship education lesson about the United Nations 'Rights of the Child', all pupils were busy and active in a whole-class discussion. The teacher ensured that all pupils contributed and challenged their thinking through high quality questions which elicited considered and thoughtful responses. Pupils delivered excellent presentations to the class using appropriate vocabulary demonstrating a clear understanding of the topic. In some lessons progress is slower because opportunities for pupils to talk about their

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learning and take an active part in lessons are missed.

Standards at all key stages are broadly average. In 2009, pupils' attainment was highest in mathematics at the end of Key Stage 1 and in English at the end of Key Stage 2.

There are no significant differences in the attainment of different groups of pupils including those with special educational needs and/or disabilities.

The extent to which pupils develop workplace and other skills that will contribute to their economic well-being is satisfactory. The school has worked hard to develop ICT after several set backs, including equipment theft. Standards in this subject are now satisfactory. Pupils enjoy their learning and older pupils have a clear understanding of the importance of good attendance. Attendance has been average for the last three years and the school actively and regularly promotes good attendance and punctuality.

Pupils say they enjoy school and feel safe. They support each other well and respect each others' differences. The school has established an effective peer mediation system, whereby older pupils are trained to support their younger peers to successfully solve minor disputes. Pupils told inspectors that if they have any concerns adults will listen to them and deal with their concerns appropriately. Behaviour is good in lessons and around the school and contributes well to learning. Recent work towards the Healthy School's award is having a positive effect throughout the school. Pupils have a good understanding about the importance of adopting a healthy lifestyle and many take part in extra-curricular sporting activities. School meals have healthy choices that pupils select.

Pupils are proud of their school council that has had an influence on, for example, changes to school lunches and playtime routines. It also provides a formal and clear route for all pupils to express their views, which is appreciated by many. Pupils of different ages have good opportunities to contribute to the school community through a variety of activities including 'playground friends' and various fund raising events managed by the pupils themselves. Pupils' involvement within local community organisations and other groups in the wider community is underdeveloped at this stage. Leaders recognise that this is an area to develop in the future and some successful links have already been made through charity work and links with other countries.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory. In the best lessons teachers ensure that their planning is closely linked to the assessment of pupils' previous work to provide activities that meet all pupils' needs accurately. Teaching is conducted at a brisk pace and pupils routinely work well together to discuss ideas. In an outstanding phonics lesson, the teacher expertly provided a range of activities to ensure all pupils were busy and engaged when she was teaching the whole class together. Interesting resources, such as puppets, motivated the pupils to take part and pupils were selected in turn by the teacher to model answers to the class. She ensured all pupils listened to the answers and consequently they all made at least good progress. Teachers routinely collect pupils' assessment data and information and it is entered into the school's data tracking system. However, this information is not consistently evaluated or used by all teachers to ensure tasks set in lessons meet pupils' needs precisely and consequently pupils' overall progress is satisfactory rather than good. Marking in pupils' books is positive and done regularly, however, it is of variable quality throughout the school and it does not always provide pupils with clear ways to improve.

The good skills-based, knowledge themed curriculum is enhanced with good sporting and musical activities, including a school orchestra. Long, medium and short-term curricular planning builds systematically upon pupils' experiences and provides a curriculum that is accessible to all. A good range of educational visits and visitors provide pupils with useful information and real life experiences to enhance their learning. There is a wide range of extra-curricular activities, and attendance at these activities by all groups of pupils is high. Pupils say they enjoy these.

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The quality of care, guidance and support is good. Pupils are well cared for in a safe environment. Relationships observed during the inspection were supportive and considerate. Good links have been made with educational and welfare facilities for pupils with special educational needs and/or disabilities to ensure that their needs are met. Transition arrangements between different key stages are good. The split school site provides a challenge for this, but senior leaders and staff work effectively to ensure the move to the different building at the end of Year 2 is smooth. Pupils are well prepared for the next stage in their education through a very strong and effective partnership with the local secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders ensure all staff have high expectations for pupils' personal development and their well-being. They have shown a satisfactory capacity to develop and improve teaching as some areas for improvement remain. Leaders and managers know the main strengths and weaknesses in their areas of responsibility, but there is limited direct observation and monitoring of the provision by other staff. The use of assessment data and information held on the school's tracking system is not yet precise enough to further improve pupils' rates of learning and progress.

The school promotes equality of opportunity well. Community cohesion is promoted satisfactorily. A clear plan has been written based upon an analysis of the school and local area and pupils from all backgrounds get along well with each other. Pupils understand the importance of respect, understanding and tolerance of each others' differences. Safeguarding procedures are good and risk assessments are carefully considered. Governors discharge their statutory responsibilities well. They are active partners and take pride in their work to influence the strategic development of the school. They ensure that parents' views are considered and challenge and support the school well.

Partnerships with educational and welfare facilities make a good contribution to the well-being of pupils. The school has good links with Sheffield Hallam University to provide staff with high quality training and development. Annual reports to parents and carers meet statutory requirements and provide targets for pupils so parents can help their children at home. Parents also use the school's website effectively to communicate electronically with the school.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with personal skills, attributes and abilities typically expected for children of this age with the exception of their speaking and listening skills, which are weaker. They make satisfactory progress overall, but good progress in their personal and social development. Children are settled and willing to take part in a range of adult led and child directed activities. Children have good relationships with each other and with the adults who care well for them. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. Parents' views are positive about the quality of care provided.

The school has ensured that all pupils access the outdoor learning environment in the Early Years Foundation Stage despite the limitations of the building. The quality of the indoor play areas is variable. Some are well resourced, but most lack the necessary equipment to develop children's writing skills well. Some resources for role play are of poor quality and make play areas unattractive to children, which further limits their opportunities for learning. Safeguarding procedures are secure. Areas of strength and weakness have been accurately identified by the leader of the Early Years Foundation Stage and this informs the school's plans for improvement. The leader ensures that the staff team work well together to provide continuous learning opportunities between Nursery and Reception classes. Staff assess pupils effectively in order to plan for their future learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers who made their views known to inspectors in the inspection questionnaires are happy with their children's experience at this school. Any concerns raised from the questionnaires were taken into consideration during the inspection. A very small minority of parents and carers were not happy with their child's experience at the school, raising concerns about teaching, learning and progress and pupils' behaviour. Inspectors found that pupils' behaviour was good overall and that the quality of teaching, learning and progress was satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gleadless Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 471 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	58	39	38	2	2	1	1
The school keeps my child safe	65	63	35	34	1	1	1	1
The school informs me about my child's progress	41	39	53	51	6	6	2	2
My child is making enough progress at this school	44	42	49	47	9	9	0	0
The teaching is good at this school	50	48	47	45	5	5	0	0
The school helps me to support my child's learning	43	41	51	49	7	7	1	1
The school helps my child to have a healthy lifestyle	45	43	52	50	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	47	47	45	3	3	1	1
The school meets my child's particular needs	44	42	51	49	3	3	2	2
The school deals effectively with unacceptable behaviour	40	38	50	48	6	6	3	3
The school takes account of my suggestions and concerns	31	30	60	58	5	5	3	3
The school is led and managed effectively	40	38	53	51	6	6	2	2
Overall, I am happy with my child's experience at this school	53	51	45	43	1	1	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 November 2009

Dear Pupils

Inspection of Gleadless Primary School, Sheffield, S12 2EJ

Thank you for making the inspectors so welcome when we visited your school recently. We were impressed with your confident and friendly manner during discussions with inspectors and in lessons. We very much appreciated your support and help. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found:

- Gleadless Primary is a satisfactory school
- the staff take good care of you
- you behave well and work hard
- you feel safe and happy in school
- you enjoy the topics you are taught and develop good English skills
- you are rightly proud of your good school council.

I have asked the staff to make sure that you are more involved in your lessons and for the information from tests, assessments and work you do in class to be used to help plan tasks that make you think more. I have also asked the teachers in the Nursery and Reception classes to improve the quality of the play areas and to develop better writing skills for the youngest children.

You can play your part too, by continuing to work hard and by attending regularly.

Yours sincerely

Liam Trippier

Her Majesty's Inspector

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