

Grenoside Community Primary School

Inspection report

Unique Reference Number	107051
Local Authority	Sheffield
Inspection number	336795
Inspection dates	28–29 June 2010
Reporting inspector	Andrew Clark

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Mrs J Moore
Headteacher	Mr Colin Fleetwood
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 12 teachers. The inspectors held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 64 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

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

- the progress more-able pupils make throughout the school
- pupils' involvement in improving their own work
- the contribution all stake holders make to school improvement.

Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average. The vast majority of pupils are White British. The school has Healthy School's status and an Activemark Gold award.

There is an out-of-school club managed by a private provider. This is inspected separately and receives a separate report which is available on the Ofsted website.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It is a very inclusive school and its work to promote equality of opportunity is outstanding. It provides high levels of challenge for the more able and outstanding support for pupils with a special educational needs and/or disabilities. Pupils of all abilities make excellent progress because of the high quality of teaching and the rich and exciting curriculum. The outstanding headteacher and senior leadership team have built securely on the strengths identified at the last inspection. Pupils' standard of work and their achievement in many areas have improved since the last inspection. Staff morale is very high and everyone, including the governing body, is highly committed to driving the school forward. They have excellent systems for monitoring and evaluating the school's work, providing an extremely accurate view of its strengths and relative weaknesses. As a result, the school has an outstanding capacity to continue to improve.

Many children join the Early Years Foundation Stage with skills which are above those typical for their age. They leave Year 6 with well above average attainment in English, mathematics and science. The pupils feel very safe and happy, reflecting the first-rate care, guidance and support they receive. They behave extremely well and are polite and caring towards others. They take a great deal of pride in all their work and consistently aim to improve. Pupils make an excellent contribution to the life of the school through their many committees and councils and independent fund raising activities. They are very well prepared for the next stage in their education and in life. The high quality of teaching is underpinned by the excellent use of accurate measures of pupils' achievements to set work which is challenging and fun. The curriculum is very imaginative and promotes pupils' personal development extremely well resulting, for example, in exceptional spiritual, moral, social and cultural development.

Pupils make excellent use of information and communication technology (ICT) through many subjects. Outstanding partnerships with others contribute to the school's success. The very strong links with other schools and teacher training providers consistently promote staff professional development and regularly breathe new life into learning. The school works very closely with parents and carers and enables them to make an excellent contribution to their children's learning. However, a small minority of parents and carers express concerns about some aspects of school life. The headteacher and his staff take decisive action to reduce anxieties but recognise there is more work to be done to ensure that all parents and carers are entirely confident with every aspect of the school's work. The school plays an exceptionally strong role in the local community and has very good links with children in other countries.

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What does the school need to do to improve further?

- Take steps to ensure that the views of parents and carers are even more positive by attending to their remaining concerns.

Outcomes for individuals and groups of pupils

1

Pupils take great care over all their work. They set written work out very neatly and are accurate in their mathematics and science calculations. They think and behave like junior mathematicians and scientists. They are systematic and logical in investigating and tackling problems whilst also showing imagination in making links between different aspects of their learning. The results of National Curriculum tests rose quickly to well above average levels at both Year 2 and Year 6 following the last inspection and have remained very high. Both boys and girls make excellent progress from their individual starting points. They have a very good understanding of the steps they need to take to reach the next level in their learning and consistently try hard to make improvements. Pupils of all abilities including those with special educational needs and/or disabilities meet, and often exceed, very challenging targets set for them.

Pupils are very proud to be members of the school and show this in their excellent behaviour and consideration for others. Pupils with emotional and social difficulties make very good progress in developing strategies to manage their own behaviour. Pupils are punctual and attendance is above average. All groups of pupils take their many responsibilities very seriously. Pupils have a very good understanding of how to keep fit and healthy. All pupils participate in frequent physical education lessons and are very successful in the many sporting opportunities the school provides. The school council is led and managed well largely by the pupils. They often initiate and organise their own fund-raising and other activities to the advantage of others, such as children in Ghana or environmental charities. Although a few parents and carers expressed concerns that pupils were not well enough prepared for their future learning, the inspection evidence does not support this view. Pupils have high levels of basic skills and are confident, independent and very good communicators, whatever their ability. They have a good understanding of the emotional and physical stages they will go through as they grow older and many aspects of how the world of work operates. They have high aspirations.

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

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

How effective is the provision?

Detailed and sharply focused lesson plans ensure the needs of different groups of pupils are met very well. Teachers' expectations are very high and pupils strive hard to meet them. Teachers and teaching assistants work together closely to ensure pupils of all abilities are included fully and progress exceptionally well. All adults are highly skilled at questioning pupils to deepen their understanding and improve their thinking skills. Excellent classroom management leads to superb relationships where pupils feel they can make a meaningful contribution to the lesson. Lessons are often very exciting; they are brought to life through poetry, story telling, role play, active investigative tasks and competitions and games. Teachers and pupils make excellent use of ICT, such as electronic voting systems, to reinforce and enrich many aspects of learning. Teachers place a strong emphasis on the use of an accurate vocabulary and a secure factual knowledge in all subjects. They use marking very well by involving the pupils and ensuring goals set during lessons are met. There are excellent systems to assess pupils' progress and set targets for learning.

The outstanding curriculum brings learning to life for all groups of pupils. Extremely well planned programmes of work ensure rapid systematic progress in pupils' literacy and numeracy skills. Pupils' investigative and independent learning skills are very successfully promoted through many subjects and the excellent links made between them. In turn, these contribute to the very high standards in mathematics and science. Teachers make excellent use of homework to extend pupils' research and study skills. Very well planned visits, including residential ones, are often the centre point for further studies and contribute significantly to personal development. Creative and practical

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topics often lead to imaginative and high quality work in subjects such as music, art and history. The school promotes pupils' awareness of global sustainable development very well through use of the outdoors and many links with the wider community.

The school takes outstanding care of all its pupils. It has excellent and innovative systems to support the more vulnerable pupils. In particular, the programme for developing fine and gross motor skills is used as a model of best practice by the local authority. The school promotes excellent work with families, often linking closely with other agencies to provide on-going support. The exceptionally high standards of record keeping and monitoring contribute to the safe working environment and ensure high standards of behaviour and above average attendance.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and deputy headteacher provide decisive leadership which motivates and empowers staff, governors, parents and carers and pupils alike. The headteacher and several members of staff take leadership roles within the local authority promoting educational development and supporting other schools. Staff are highly trained and work very well as a close knit team. They are imaginative and extremely thorough in tackling any relative weaknesses. For example, they use learning in science as the catalyst for raising standards even higher in other subjects. There are very rigorous systems to track pupils' progress and set extremely challenging but appropriate targets for them to achieve.

The promotion of community cohesion is outstanding because staff and governors carefully analyse the full extent of the school's provision and the impact it has on pupils and others. It plays a very successful central role in the local and wider community through, for example, sporting and art initiatives. The school provides high quality learning opportunities for parents and carers and solicits their views regularly. However, a small percentage of them feel that the school is not doing the best it can to support their children's success. The school is very determined to address these concerns and make even closer links. The school is very inclusive successfully breaking down barriers to learning for the most vulnerable pupils and promoting equality of opportunity and understanding of diversity extremely well. The governors have excellent systems in place to monitor provision and contribute to self-evaluation. They are very well informed through the use of steering committees and highly analytical reports from the

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headteacher. Very robust policies, thorough record keeping and the use of modern technology contribute to high quality procedures for safeguarding. The school makes excellent use of all available resources to provide outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When they start school children's skills are generally above those expected for their age. They get off to an excellent start and develop a real thirst for learning. Children's very fast gains in skills and knowledge mean that by Year 1 they work above and often well above average levels. There are very good systems to support children and their parents and carers when they first start in the Reception class and help them quickly settle in. Excellent welfare arrangements and very positive relationships ensure children feel very safe and secure and settle extremely quickly. Adult-led group sessions are very keenly focused on moving children on in their learning. There are fun and imaginative programmes to help children make particularly good progress in early reading, writing and numeracy. The children are very proud of their work. Children greatly enjoy exploring the wide range of stimulating learning activities both indoors and out, including carrying out their own investigations and learning how to solve problems. Staff skilfully question children to help them think for themselves and organise their ideas. The work is very well matched to the needs of children of all abilities. The committed staff team and have very clear roles and are constantly seeking ways to improve the provision further. They maintain high quality records of children's achievement which are used very well to plan the next steps in their learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

About 20 per cent of parents and carers responded to the questionnaire. They are proud of the school and appreciate the hard work and approachability of staff. The vast majority say that their children love coming to school. The inspection endorses these positive views. A small percentage of parents and carers feel that they are not always well informed about their children's progress and voiced other concerns, including the behaviour of some children. During the inspection, no evidence was found to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grenoside Community 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	55	29	45	0	0	0	0
The school keeps my child safe	37	58	27	42	0	0	0	0
The school informs me about my child's progress	17	27	38	59	8	13	0	0
My child is making enough progress at this school	27	42	29	45	5	8	1	2
The teaching is good at this school	33	52	25	39	4	6	0	0
The school helps me to support my child's learning	27	42	28	44	8	13	0	0
The school helps my child to have a healthy lifestyle	27	42	35	55	2	3	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)	19	30	32	50	9	14	0	0
The school meets my child's particular needs	22	34	33	52	4	6	2	3
The school deals effectively with unacceptable behaviour	19	30	34	53	9	14	0	0
The school takes account of my suggestions and concerns	15	23	38	59	6	9	3	5
The school is led and managed effectively	18	28	35	55	6	9	3	5
Overall, I am happy with my child's experience at this school	27	42	30	47	3	5	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



30 June 2010

Dear Pupils

Inspection of Grenoside Community Primary School, Sheffield, S35 8QB

Thank you for the warm and friendly welcome you gave the inspection team when we visited your school recently. We enjoyed talking to you and visiting your lessons. I would like to tell you what we found.

- You go to an outstanding school.
- You work very hard and make excellent progress.
- Your work in many subjects, including English, mathematics and science, is very good indeed.
- Everyone gets on very well together and you told us you feel very safe.
- You enjoy learning and take part in many exciting clubs and activities. You win many sporting and other competitions.
- You learn a lot from visits, especially when you have the chance to stay away.
- Your lessons are exciting and fun. You make very good use of ICT in many subjects.
- Your headteacher and all his staff work very hard to make the school better and better and they take good care of you.

We have asked the headteacher and his staff to find ways to work even more closely with your parents and carers.

We hope that you will continue to try your best and have fun at school.

Yours sincerely

Mr Andrew Clark

Lead inspector

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