

# Greengate Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	107056
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	336797
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Bernard Jones

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

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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 of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Evans
<b>Headteacher</b>	Mrs Wendy Wheldon
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Greengate Lane High Green Sheffield S35 3GT
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## Introduction

This inspection was carried out by three additional inspectors. In looking at teaching and learning, inspectors visited 16 lessons and observed eight teachers. Inspectors scrutinised a sample of pupils' work and held meetings with the Chair of the Governing Body, staff, groups of pupils, parents and the School Improvement Partner. They observed the school's work, and looked at the data on pupils' performance, including their current progress, plans for the future and records of the school's own monitoring of its performance. The responses to 26 parents' questionnaires were considered, alongside responses from staff and questionnaires from pupils in Key Stage 2.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- current achievement of pupils to determine the impact of senior and middle managers in securing improvement in teaching and learning and in raising standards from the low average levels on entry
- how well data are used to chart and check pupils' progress in order to identify and tackle underachievement
- the impact of specific actions taken to improve English and mathematics and the current progress being made by all groups of pupils in Key Stage 1 and 2 in English and mathematics
- the effectiveness of leadership and management in securing higher standards through the improved use of assessment.

## Information about the school

Greengate Lane Primary School is an average-sized primary school. The school provides for children in the Early Years Foundation Stage in the Nursery and Reception classes. The large majority of pupils are White British. There are no pupils at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average. The number of pupils entitled to free school meals is well above average. The school has been awarded the Activemark and the Healthy School Award.

**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. Achievement is satisfactory overall; it is good in the Early Years Foundation Stage. Since the previous inspection, there has been a significant decline in attainment which has now been halted. During the same period, significant changes to staffing have resulted in a new senior leadership team and five new teachers. Attainment and pupils' achievement are rising and where there was significant underachievement throughout the school, pupils are now on track and making satisfactory progress. The changes have been exceptional and the impact has been rapid and entirely positive. In addition, the excellent lead given by the headteacher has ensured that systems and strategies are in place to secure continued improvement.

Pupils in Key Stage 1 who have less of a history of underperformance have made most gains in attainment. Year 6 pupils have presented greater difficulties because they have a longer history of underperformance. However, attainment is rising quickly from a low base and these pupils are meeting challenging targets. There are still weaknesses that are being tackled but these need more time to improve, throughout the school. For example, in mathematics, pupils' skills in problem-solving and calculation are under-developed. Weaknesses in writing stem from poor skills in sentence construction and inaccurate use of punctuation and spelling.

The school has the wholehearted support of its parents and carers. They appreciate how well pupils get on together at work and at play and how well they behave in class and around the school. A number remarked on the improvement in pupils' behaviour, how their children enjoy coming to school and have positive attitudes towards learning. Despite this, a few parents and carers are responsible for a higher-than-average proportion of pupils who are persistent absentees. In addition, some take their children out of school for holidays during term time. The majority of pupils attend well, but attendance rates as a whole are low.

At present, there is a significant proportion of satisfactory teaching among the largely inexperienced staff. This is a barrier to further improvement, and the good teaching practices that exist are not sufficiently shared with others. Not enough emphasis is placed on the progress made by all pupils in lessons because teachers are not clear enough about what they expect pupils of different abilities to achieve. This contrasts with the good teaching where these expectations are much clearer. A strength of the school is the pastoral care it provides for its most vulnerable pupils who, as a result, attend well and flourish.

The school has a satisfactory capacity to improve. This is rooted in accurate and realistic self-evaluation and good quality planning, which has led to challenging targets being set

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and being met. There is a gap in the leadership at middle management level that is currently being filled very effectively by senior leaders until appointments are taken up in the summer term. There is still additional work to be done to train and develop subject leaders. The school provides satisfactory value for money.

**What does the school need to do to improve further?**

- Raise achievement and improve standards throughout Key Stages 1 and 2 by:
  - improving pupils' skills in problem-solving and calculation in mathematics
  - developing pupils' abilities in accurate use of spelling and punctuation and better sentence construction to improve their extended writing.
- Raise the proportion of good teaching by:
  - focusing teachers' lesson planning so that they are clear about what they expect pupils of different abilities to achieve
  - developing the roles of middle managers so that they are equipped to monitor teaching and learning and judge the impact this has on raising standards.
- Improve attendance rates by:
  - reducing the proportion of persistent absenteeism
  - reducing time lost by pupils taking holidays during term time.
- About 40% of schools whose overall effectiveness is judged to be 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 work well together, showing consideration for others and benefiting from sharing their experiences in lessons. They show positive attitudes and cooperate well with teachers and other adults. Their good behaviour ensures that learning takes place without undue interruption and generally makes a positive contribution to the quality of learning. They can be trusted to take responsibility in the classroom and at play and relish the opportunities to do so. Improvements to attitudes and behaviour have been significant in ensuring satisfactory achievement overall and some good achievement, for example, in reading. They also account for the increased rate and secure nature of learning. Pupils start school with low attainment. Past results have been significantly below average. However, much of the past underachievement is being rectified and pupils are making the progress that they should. This includes all vulnerable pupils and those with special educational needs and/or disabilities. As a result pupils' attainment is improving quickly and is nearer to that expected for their age throughout the school.

When pupils' progress, attainment and enjoyment are taken together, their overall achievement is satisfactory. Pupils develop an appropriate range of basic academic skills, including how to use new technology. Information and communication technology is used well by teachers to make learning more meaningful and improve pupils' enjoyment

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and engagement and helps to prepare them satisfactorily for the next phase of their education. The school council plays an active role in putting forward ideas and makes a valuable contribution to the school community. Pupils have a sound understanding of how to live healthily and safely. Pupils' spiritual, moral, social and cultural development is satisfactory and they have a good understanding of right and wrong. Pupils are open, welcoming and confident with visitors.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Overall, the quality of teaching is satisfactory. Teachers manage pupils' behaviour well and are successful in promoting pupils' positive attitudes to learning. As a result relationships between adults and pupils are positive and help to engender good relationships between pupils. This ensures that pupils enjoy lessons and work well in pairs and groups. Teachers have a good understanding of how to help pupils to develop basic skills, including information and communication technology skills. The use of assessment data to guide and support pupils is a growing strength. However, where teaching is satisfactory, assessment is not used to best effect in lesson planning to

<sup>1</sup> 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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ensure that teachers target precisely what they expect from pupils of different abilities. In some satisfactory lessons, teachers talk too long and pupils become passive and lose concentration. Teaching assistants are generally well deployed and contribute effectively to pupils' learning, particularly when supporting the most vulnerable pupils and those with special educational needs and/or disabilities.

There are effective links between the school and outside specialists to ensure satisfactory levels of pastoral care, guidance and support for pupils, and some good support for the most vulnerable pupils. A case study of vulnerable pupils shows how effective support has resulted in much improved attendance and accelerated progress. Provision for pupils with special educational needs and/or disabilities is satisfactory.

The curriculum is satisfactory. There is a good range of after-school clubs and these, along with the visits to places of interest and visitors to the school, make a good contribution to enriching the curriculum. The school is in the process of modifying and improving its curriculum and acknowledges that the use of literacy and numeracy skills in subjects across the curriculum is not yet fully embedded, but is starting to be seen in some classes.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has brought a clear vision to the school based on raising standards. Changes have been quickly made and are secure. They have been handled sensitively and effectively so that staff morale is high and there is a common purpose to secure further improvement. Improvements to pupils' behaviour and their learning and progress reflect the support that staff have given to the headteacher's vision. Monitoring and evaluation are accurate and the school is poised to extend these activities to middle leaders by the end of the school year.

Governors support the school well. They challenge appropriately and ensure that the budget is used efficiently. There is a comprehensive range of policies in place and high among the priorities is ensuring that safeguarding procedures are up-to-date and effective. They meet requirements. There are satisfactory procedures to ensure pupils experience equal opportunities in all aspects of their school life and the school is assiduous in tackling any form of discrimination. Partnerships with other schools ensure a flow of expertise into and from the school. These factors and the satisfactory provision for community cohesion have their impact on the ways pupils interact positively to give

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a harmonious and caring atmosphere in and around the school.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

In the past year there have been significant changes to the provision in the Early Years Foundation Stage. The quality of teaching and the care provided have improved and the new framework for teaching young children has been adopted, which has given a clearer structure to learning. An effective assessment system has been introduced. Good quality leadership and management by the headteacher are ensuring that children achieve well. All these factors have had a positive impact and provision is now good. As a result of the good progress being made, more children are nearer to achieving the expectations for their age by the end of the Reception Year from their low starting points. Good links established with parents, as well as the good care and support given to children, help them to settle quickly and happily when they begin in the Nursery and when they transfer to the Reception class. Teaching is good. It is based on thorough planning and teachers' knowledge of how young children learn. Teachers provide stimulating learning experiences through which children acquire new skills and knowledge. For example, a small group acted out a doctor's surgery situation where the 'receptionist' answered the telephone, while the 'doctor' bandaged the teacher's arm. Children feel safe and reflect this in their confident approach with adults. Additional adults provide good support to children with special educational needs and/or disabilities, and this ensures that all children participate fully in activities. Teachers ensure that there are plenty of opportunities for children to make choices and that daily activities include both adult and child-initiated activities. Children's use of information



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and communication technology is under developed. A barrier to further improvement is the lack of a covered outdoor space and restrictions to the outdoor space for Reception class children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

The school works hard to engage parents and carers and is establishing effective systems to involve them in the life of the school, for example, by offering First Aid classes. The vast majority of parents and carers who responded to the questionnaire and those to whom inspectors spoke during the inspection were supportive of the school. A few expressed concerns about the communication between school and themselves. No common concerns were expressed, although a few individual parents and carers described particular problems they had experienced. They appreciate the safe environment of the school and mainly find teachers to be approachable. They say they are helped to support their children's learning at home, but some expressed concern about the number of new teachers. The inspectors judge that teaching in the school is at least satisfactory in all classes. Parents and carers are aware of their children's progress and their targets and are satisfied with their children's achievement. They praise the school and its staff for the ways they help children enjoy school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greengate Lane 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	42	15	58	0	0	0	0
The school keeps my child safe	13	50	12	46	1	4	0	0
The school informs me about my child's progress	7	27	17	65	2	8	0	0
My child is making enough progress at this school	6	23	19	73	1	4	0	0
The teaching is good at this school	4	15	20	77	2	8	0	0
The school helps me to support my child's learning	8	31	17	65	1	4	0	0
The school helps my child to have a healthy lifestyle	8	31	16	62	0	0	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)	5	19	14	54	2	8	0	0
The school meets my child's particular needs	8	31	15	58	3	12	0	0
The school deals effectively with unacceptable behaviour	10	38	13	50	2	8	1	4
The school takes account of my suggestions and concerns	2	8	19	73	1	4	1	4
The school is led and managed effectively	9	35	12	46	5	19	0	0
Overall, I am happy with my child's experience at this school	9	35	14	54	2	8	1	4

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 March 2010

Dear Pupils

Inspection of Greengate Lane Primary School, Sheffield, S35 3GT

Thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you.

I like the way you take responsibility and have a pride in your school. You help to make your classrooms interesting places to be in. I was also impressed by how well you all get on together, both in the classrooms and out in the playgrounds. I appreciate how well your school helps you in learning to live healthily. Your teachers ensure that you are safe and that you know how to live safely. You obviously enjoy being at your school.

I found that your school gives you a satisfactory standard of education because teaching is sound and the curriculum is satisfactory. This helps you to make satisfactory progress throughout your time at Greengate Lane Primary. You are doing better now in English and mathematics. To make things even better, I have asked your teachers to ensure that you continue to improve in mathematics and English by developing your basic skills in writing and in calculating and problem-solving in mathematics. I have also asked that teachers plan even more carefully so that you all make the progress of which you are capable and that they are helped to do so by developing the skills of subject leaders. I have asked the school to help some of you to improve your attendance, because you are missing out on your learning and other good things that happen in school. You can all help the school to improve by continuing to work hard and some can help by coming to school more regularly.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Mr Bernard Jones

Lead inspector

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