

Grosvenor Road Primary School

Parkgate Drive, Swinton, Manchester, M27 5LN

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Ably supported by senior and middle leaders, the inspirational and determined leadership of the headteacher and deputy headteacher have ensured that since the previous inspection, the quality of teaching, achievement, pupils' behaviour and attendance have markedly improved.
- The governors know the school well. They work closely with school leaders and offer a good balance of both challenge and support.
- Improvements in teaching have led to a significant rise in pupils' achievement since the previous inspection. This is because teachers and teaching assistants have improved through the good training and support opportunities available and because leaders rigorously hold them to account for the progress that their pupils make.
- Pupils make good progress. In the most recent tests at the end of Year 6, pupils' attainment in reading, writing and mathematics was significantly above the national average, the best ever in the school's history and a significant improvement on previous years.
- Pupils with special educational needs, those who speak English as an additional language and those supported by extra funding make good progress owing to high-quality intervention and support.
- The curriculum engages pupils well. It inspires them to learn and behave well and teaches them how to keep safe.
- Provision in the early years has improved and is now good.

It is not yet an outstanding school because

- Pupils' achievement in writing and mathematics is not consistent in all year groups. In some classes, the work given to pupils is not sufficiently challenging for the most able.
- Pupils do not have enough opportunities to fully engage in playground games and activities during breaks and lunchtimes.

Information about this inspection

- Inspectors observed teaching and learning in many lessons and also made additional visits to observe parts of lessons, two of which were observed jointly with the headteacher and deputy headteacher.
- Discussions were held with pupils about their work in lessons.
- Pupils' work was scrutinised in writing, mathematics and a range of other subjects.
- Meetings were held with senior leaders and middle leaders, members of the governing body, teaching and support staff and pupils.
- Inspectors listened to pupils read in Years 1 and 5 and checked reading progress records.
- Pupils were observed during lunchtimes, break times and in before- and after-school activities.
- Inspectors considered 39 responses to the online questionnaire (Parent View) and also the responses from the school's most recent parent survey. They also spoke informally to a number of individual parents at the start of the school day.
- Twenty-eight staff completed questionnaires and the responses were analysed.

Inspection team

Gillian Hunter, Lead inspector	Additional Inspector
Jennifer Platt	Additional Inspector
Catriona Stewart	Additional Inspector

Full report

Information about this school

- This school is larger than the average sized primary school with rapidly increasing numbers.
- The proportion of disabled pupils or those who have special educational needs is above average.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is well above the national average. The pupil premium is additional government funding to support children who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Almost one-fifth of pupils are from minority ethnic groups. This is lower than the national average. About one-tenth of pupils speak English as an additional language. Although this is much lower than the national average, an increasing number are joining the school at an early stage of learning English.
- The school provides a range of after-school activities. The breakfast club and after-school childcare are provided for pupils by an external provider.
- Children start school in the early years in the nursery and attend full time from the age of three.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there have been a number of changes in teaching staff. There are currently three newly qualified teachers (NQTs).

What does the school need to do to improve further?

- Continue to improve standards still further, particularly in writing and mathematics by:
 - improving the quality of teaching so that more is outstanding and more pupils make rapid progress
 - making sure that the most able pupils always do work that challenges them to reach the highest standards of which they are capable.
- Provide opportunities for pupils to fully engage in appropriate outdoor activities during breaks and lunchtimes.

Inspection judgements

The leadership and management are good

- The headteacher has been relentless in his drive to improve achievement and teaching. He is supported extremely well by the deputy headteacher and two senior leaders. Together they have introduced changes that have brought about rapid improvements in the quality of teaching, resulting in significant improvements in reading, writing and mathematics since the previous inspection.
- The school's system for checking the quality of teaching and learning as well as pupils' progress is rigorous. The deputy headteacher and senior leaders, who are also leaders of English and mathematics, play an active role with the headteacher in regularly checking on the quality of teaching. As a result, the school's view of how well it is doing is accurate, sharp and focused. Leaders have a clear picture of the school's many strengths as well as what needs to be improved.
- Middle leaders in charge of subjects make a good contribution to school improvement. Their very good subject knowledge and capacity for teamwork ensure that there is an enjoyable and challenging curriculum that helps pupils to achieve well. Enrichment through performances, clubs, residential and non-residential visits is a strong feature.
- Arrangements to check the performance of teachers are carried out systematically and are closely linked to teachers' salary awards and training. Staff training in reading, writing and mathematics is closely targeted to the needs of individual staff and pupils. The high-quality support and training have already resulted in rapid improvements in the performance of all pupils.
- Leaders have been successful in their determination to ensure that pupils have equal opportunities and that there is no discrimination within the school. Pupil premium funding is used effectively to ensure that eligible pupils make good progress. The leadership of the special educational needs coordinator is highly effective in making sure that these pupils are well targeted and achieve well.
- The school works closely with parents to ensure they are fully involved with their children's education and all parents who were talked to during the inspection expressed very positive views about the school.
- Staff questionnaires reflect high morale and a strong team spirit. Staff are committed to their work and are fully valued.
- The local authority has a very good relationship with school leaders and has provided good support to the school. It has given training to governors and carried out monitoring of teaching with leaders.
- The curriculum supports the development of pupils' spiritual, moral, social and cultural development well in preparation for life in modern Britain. Pupils benefit from a variety of after-school clubs including different sports, choir, science and mathematics.
- There is a strong focus on developing pupils' physical and sporting skills. The use of the primary school sport funding is effective in extending the range of different activities. This has enabled the school to develop team games, competing with other schools in tournaments.
- **The governance of the school:**
 - Governors visit the school regularly to check for themselves how well it is doing and consequently they have a good knowledge of its work and performance. They provide good levels of support and challenge to make sure the school continues to improve. The governing body is well informed and fully understands information about pupils' progress and achievement. They make sure that the pupil premium funding is used wisely and that eligible pupils have the right support, enabling them to make good progress. Governors are fully aware of the quality of teaching and make sure that any pay increases are awarded for good teaching and that underperformance is tackled. They bring a good range of expertise to their role and are keen to update their knowledge through relevant training. The governing body makes sure that all requirements for safeguarding are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have very good attitudes to learning and are keen to succeed. When challenged to work things out for themselves, they respond with enthusiasm and perseverance.
- Pupils' behaviour in classrooms and around the school is of a consistently high standard. Pupils are well mannered, polite and helpful to one another and to visitors.
- They usually play well together during playtimes and lunchtimes. However, there are limited opportunities for pupils to take part in or lead on different types of playground games and activities. There are not

enough spaces where pupils can go to chat and be quiet with their friends.

- Pupils have opportunities to contribute to the life of the school by, for example, membership of the school council and fundraising for charities.

Safety

- The school's work to keep pupils safe and secure is good and there are thorough systems in place to maintain this. All staff and governors have undertaken relevant and good-quality training. There are rigorous checks on the suitability of persons who work in the school, including volunteers.
- The school's internet safety policy ensures that pupils learn how to keep safe, both inside and outside school.
- Pupils are clear about the different forms of bullying and feel that incidents happen very infrequently because staff ensure that pupils are made aware of how to keep safe and what to do if an incident should occur.
- Parents, staff and the pupils themselves are unanimous in the view that children are very safe in school.
- Attendance has improved significantly since the last inspection and is now almost at the national average. The school has been very successful in reducing the number of pupils who are persistently absent.

The quality of teaching is good

- Teachers' good command of their subjects and knowledge of pupils promote effective learning. Teachers demonstrate considerable skill in teaching reading, writing and mathematics. This reflects leaders' priorities and the substantial amount of high-quality professional development that all staff have received in ensuring that learning in reading, writing and mathematics is effective.
- Teachers have high expectations and create an atmosphere in which pupils want to learn. In the early years and across all classes they plan work that results in pupils making good progress. Pupils produce a good amount of well-presented work in all subjects. However, work is not consistently planned in some classes to challenge the most able pupils sufficiently so that they extend their knowledge and deepen their understanding.
- Last year pupils made very good progress in reading in Key Stage 1 because of carefully planned and consistent teaching of phonics (letters and the sounds they make).
- Progress in reading has speeded up and is consistently good throughout the school because the teaching of reading has been transformed and is a key priority across subjects and all years. Pupils of all ages speak enthusiastically about the books and authors they enjoy when reading at home and at school and are proud to become a 'green reader' which means they have read to an adult at home or in school for five days in the week.
- Teachers plan well across subjects to develop pupils' skills in writing. Written work on display around the school shows how pupils are able to explain their thoughts and feelings using increasingly complex sentences and descriptive language. In mathematics, pupils are becoming increasingly confident in using their knowledge and skills of a range of mathematical concepts and applying them to more complex problems. In some year groups, however, the most able pupils are not always given work that is hard enough for them in lessons.
- Teachers' use of oral and written feedback is effective in helping pupils understand how they can improve their work. The quality of marking and feedback is good. Pupils know what they have done well and receive helpful guidance on how to improve their work. They mostly respond to their teachers' advice and this helps improve their understanding.
- Adults question pupils carefully and they are quick to find out how well pupils understand their work. As a result, teachers adjust lessons, when necessary making sure that those pupils in receipt of the pupil premium and those from minority ethnic groups or who have English as an additional language are achieving well and quickly catching up with their peers.
- Teaching assistants and other adults work closely with teachers. They understand the purposes of planned lessons and how well pupils are doing; they give good support to groups and to individuals, including disabled pupils and those who have special educational needs, so that they can achieve well.

The achievement of pupils is good

- There has been a rapid improvement in the attainment of pupils at the end of Year 6, after the results in

national tests had been significantly below average for at least four years. In 2014, standards were significantly above average in reading and above average in writing and mathematics. Attainment for the present Year 6 indicates that pupils are on track to maintain, and even improve upon, these levels. This represents good progress from these pupils' individual starting points.

- Reading throughout the school is very good and improving rapidly. Attainment at the end of Year 6 in 2014 was significantly above the national average with these pupils achieving almost a year ahead of those in 2013.
- The progress of the most able pupils, especially in Years 5 and 6, is much improved and is now good with more pupils achieving the higher levels. This is linked to more effective teaching which ensures these pupils are set work which moves their learning swiftly. However, this improvement is not consistent in all classes.
- By the end of Year 6, disadvantaged pupils supported by the pupil premium, make good, and sometimes outstanding progress from their starting points in relation to other pupils nationally. Funding is used to give access to a wide range of additional resources when they are needed. By the end of 2014, disadvantaged pupils achieved above non-disadvantaged pupils nationally in reading by over half a term. In mathematics and writing, they were below non-disadvantage pupils nationally by over one term. In mathematics, not enough of these pupils achieved the higher levels.
- In 2014, there was no gap between disadvantaged pupils and their classmates in the school in reading. In writing and mathematics, these pupils were almost a year behind. Pupils' work, the school's performance information and inspectors' direct observations in lessons all provide convincing evidence that this group of pupils are making rapid progress. The attainment gap between disadvantaged pupils and other pupils in the school is closing rapidly so that they are currently half a term behind in writing and two terms behind in mathematics.
- Disabled pupils and those who have special educational needs make good progress. Teaching assistants work effectively with small groups. A variety of specialised approaches supports the learning of individual pupils.
- Pupils from minority ethnic groups and those who speak English as an additional language also achieve well because their progress is tracked carefully and they receive skilled and timely support from both teachers and teaching assistants.
- The school is very clearly focused on identifying pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This also clearly shows the school's commitment to promoting equality of opportunity and tackling discrimination.

The early years provision is good

- Children enter nursery with skills and knowledge below those expected for their age, particularly in language and communication skills. They make good progress in the early years and are well prepared for Year 1.
- The early years leader has been well supported by senior leaders to make considerable improvements to the provision for the children in the Nursery and Reception classes. As a result, teaching is now securely good and children are able to make good progress throughout the early years.
- Children have access to all areas of learning throughout the day, inside and outside. Adult-led activities and other activities that they choose themselves give them a wide range of experiences across the curriculum.
- Assessment is regular and informative. Adults note how well children do during activities and this helps the adults to plan the next stages of learning so that children can continue to progress.
- Children settle quickly into the nursery. A focus on developing personal, social and language skills helps children to develop the confidence to play well together and share learning with adults and friends.
- Children develop early reading and writing skills because of good phonics teaching and a continued focus on writing skills.
- Behaviour is good. Children play and work safely together and show a strong understanding of how to cooperate well in groups.
- Parents feel welcomed into the classroom. They are given opportunities to share in their children's learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131037
Local authority	Salford
Inspection number	454853

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	445
Appropriate authority	The governing body
Chair	Paul Wilson
Headteacher	Lee Pridden
Date of previous school inspection	9 October 2013
Telephone number	0161 921 1200
Fax number	Not applicable
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