

# Greengate Lane Academy

Greengate Lane, Sheffield, South Yorkshire, S35 3GT

**Inspection dates** 23–24 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are excellent. The leadership of teaching and learning is a particular strength and has resulted in rising standards and improving teaching. The school is much improved and has excellent capacity to continue to improve in the future.
- Pupils make rapid progress in the early years and good progress throughout the rest of the school. By the end of Year 6, standards are average and are rising so that more pupils in the current Year 6 are on track to attain above-average standards in reading, writing and mathematics.
- The most able, pupils with special educational needs and lower-attaining pupils make good progress.
- Teaching is good and sometimes outstanding. The teaching of reading is a particular strength. Teaching assistants have a positive effect on the learning of pupils, especially those at risk of falling behind or those with special educational needs.
- Relationships are good throughout this happy school. Pupils behave well in lessons, enjoy working hard and concentrate well. They say they feel safe in school and act with care for the safety of others.
- In the early years, outstanding achievement, provision, and leadership and management mean that children have an excellent start to their school life.

### It is not yet an outstanding school because

- The teaching of mathematics is not quite as strong as the teaching of reading.
- Although achievement has much improved and is outstanding in the early years, it is not yet outstanding in Key Stages 1 and 2.
- Opportunities to reinforce learning in mathematics are occasionally missed in subjects such as geography and science.

## Information about this inspection

- Inspectors saw teaching and learning in all classes, observing nine mainly whole lessons, including a joint observation with the headteacher. In addition, a number of shorter visits were made to lessons in the early years and to see particular aspects such as the teaching of reading, physical education or pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Past and current work in Key Stages 1 and 2 was scrutinised and some pupils were heard reading.
- Meetings were held with school leaders and other staff, members of the governing body and with a representative of the ISIS Academies Trust.
- Documents, including school development planning and reports showing the school’s view of its own performance, safeguarding documents, and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was analysed. The school’s records of pupils’ progress were also reviewed.
- The views of 16 parents who completed the online questionnaire (Ofsted Parent View) were analysed. Short discussions were held with 40 parents of a total of 51 children at the beginning of the second day of the inspection. The results of the most recent school survey of parents’ views held by the school in October 2013, when 45 parents responded, were also taken into account.
- Inspectors received the views of staff through discussions. They received the views of pupils through both informal and pre-arranged discussions.

## Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Anthony Buckley

Additional Inspector

## Full report

### Information about this school

- Greengate Lane Academy converted to become an academy school on 1 February 2013 as a member of the ISIS Academies Trust. When its predecessor school, Greengate Lane Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- In this average-sized primary school, there is a high proportion of disadvantaged pupils (children known to be eligible for free school meals or looked after by the local authority). The school receives additional funding for these pupils.
- The large majority of pupils are of White British heritage and speak English as their first language, although there are a few pupils at early stages of learning English.
- The proportion supported at school action plus or who have a statement of special educational needs is average. The proportion of disabled pupils and those with special educational needs supported through school action is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- In 2014, the school was awarded Ambassador status for the 'Achievement for all' scheme.

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

- Further improve the quality of teaching and pupils' learning, especially in mathematics, by:
  - helping pupils develop skills in mental calculation
  - improving the use and application of mathematical learning in solving problems in mathematics and in other subjects.

## Inspection judgements

### The leadership and management are outstanding

- Excellent leadership and management by the headteacher have ensured that all senior leaders, governors and staff are fully committed to enabling every pupil to do his or her very best. All leaders have very high expectations of themselves, staff and pupils; consequently, the quality of teaching and standards of pupils' work and of behaviour have improved and are continuing to improve well.
- Senior leaders know the school inside out and any weaknesses are addressed with great determination.
- The leadership and management of teaching and learning are particularly strong. The school has outstanding systems to ensure that senior leaders and all teachers are fully aware of the details of the progress of each individual pupil. Senior leaders hold regular meetings with each teacher to check that all pupils are receiving what they need to overcome any difficulties they have.
- Guidance to teachers and teaching assistants is excellent so that all staff steadily become more effective and operate consistently in such matters as how they teach reading and writing or how pupils are taught to behave well. Staff appreciate the support they receive on how to improve their work. Staff training focuses on key aspects and there are strong systems to ensure that teachers and teaching assistants learn from one another. Pay rises relate to teachers reaching their targets, which strongly emphasises the progress of pupils in their class. This strong leadership of teaching and learning has a positive effect on pupils' learning and behaviour.
- Leadership roles are shared well throughout the school. For example, subject leaders for English and mathematics have had a strong impact on ensuring that all teachers mark pupils' work consistently and effectively and that pupils benefit fully from teachers' marking.
- The vast majority of parents recognise how much the school has improved. One parent represented the views of many when she told inspectors, 'They have completely turned it around.' Pupils also say how much the school has improved; they talk of the much greater confidence they have in their learning and appreciate how much behaviour has improved at the school.
- Parents receive good-quality information about what is going on in school and how they can best support their children's learning. Reports on pupils' school life are clear and helpful and are appreciated by many parents.
- The school is fully committed to equal opportunities. This means that all groups of pupils make good progress in their learning. Lower-attaining pupils, disadvantaged pupils and higher-attaining pupils all do well because the curriculum is carefully modified to meet the needs of all learners.
- The curriculum places strong emphasis on developing pupils' basic skills, especially reading. The curriculum for writing is also excellent. The curriculum for mathematics is not quite as strong because opportunities are sometimes missed to develop mathematical learning in subjects other than mathematics.
- Although the curriculum emphasises basic skills, this is not at the expense of other elements. Pupils are provided with many experiences which help them learn and enjoy their school life. There is a regular programme of visits, including residential experiences, and visitors to school. In addition, a wide programme of after-school activities helps pupils develop their interests. The curriculum gives strong support for pupils' spiritual, moral, social and cultural development.
- The school has formed good links, not only through the ISIS Academies Trust but also with other local schools. The school has received support from the academy trust on teachers' marking, which is now a great strength in teaching in all classes and is having a positive effect on accelerating pupils' progress.
- The effective use of additional sports funding has led to improvements in the teaching and learning of physical education (PE), including games and sports during after-school sessions and in the school's timetable. Participation in sport has grown. Pupils enjoy working with external coaches who visit the school frequently.
- **The governance of the school:**
  - Governors bring to their roles a wide range of expertise. They continually evaluate their own performance and, where gaps exist, such as the current gap in financial expertise, governors act to ensure they are filled.
  - Governors have introduced excellent systems to enable them to develop a clear understanding of how well the school is performing. They have a detailed understanding of the learning and behaviour of different groups of pupils in the school and take whatever action is necessary to assure any required improvements are brought about.
  - Governors are highly committed to excellence. They set very ambitious targets for staff and have ensured strong systems for holding staff to account, including making salary decisions.

- Governors check meticulously, drawing on extensive school data, that extra funding, such as the pupil-premium funding, is effective in continuing to close the gap between the achievement of disadvantaged pupils and that of other pupils.
- Strongly supported by a specialist governor, the governing body has worked closely with the headteacher to ensure that all safeguarding procedures, including training, fully meet statutory requirements.

### **The behaviour and safety of pupils** are good

- Behaviour is led and managed effectively and given high priority by all staff. As a result, it has improved and is now consistently good and, sometimes, outstanding. Pupils behave well in the playground, around the school and in the dining room and assemblies.
- Staff apply the school's effective behaviour policy consistently well. During the inspection, in lessons observed, no time was wasted with disruptive behaviour in any class. Pupils are proud to say that this is typically the case at their school and that 'behaviour is improving all the time'. In some lessons, such as in the early years, and in Years 2, 5 and 6, behaviour is excellent. The good quality of behaviour in no small part accounts for how much pupils enjoy school and make such good progress.
- The school works very well to ensure that pupils are safe and secure.
- The governing body and senior leaders ensure that all child protection and other aspects of safeguarding, including staff recruitment and training practices, fully meet requirements. Pupils are taught good awareness of internet dangers and demonstrate sound internet practices.
- Pupils say they feel free from all kinds of bullying and safe in school. They also say that any instances of bullying that arise are taken seriously and dealt with by staff.
- Older pupils enjoy taking on responsibilities around school and act in a sociable and mature way with visitors.
- The school has an extensive personal and social education programme. It also continually promotes pupils' spiritual, moral, social and cultural education, which is well developed among pupils. Pupils relate to each other and to adults well, frequently reflecting on larger issues, especially in older classes, and they know right from wrong. The school's nurture area provides respite from the classroom for any child who would benefit from time there.
- Improving the rate of attendance has been given high priority by senior leaders. Consequently, rates of attendance have steadily risen to levels that are now a little above national averages.

### **The quality of teaching** is good

- Teaching is consistently good throughout the school in writing, mathematics and other subjects such as history, geography and science. The teaching of reading is outstanding.
- Because teaching and learning are led and managed so strongly, both inspection evidence and the school's accurate evaluations of teaching and learning indicate that teaching is improving, and that the proportion of outstanding teaching has risen and is continuing to rise throughout the school.
- Teaching and learning are supported through high-quality relationships between staff and pupils and by the good quality of pupils' behaviour. Teachers expect a lot of pupils and pupils respond very well to this. They are taught to do their best and aim high, and not to be afraid to make mistakes and to have a go. Pupils know that any lack of concentration or effort will not be accepted and that they have to work hard.
- A particular strength in teaching is that teachers and teaching assistants are aware of the learning needs of each pupil in the class. Any underachievement is quickly recognised. When books are marked, teachers bring a group of pupils 'who didn't quite get it' together the next day to ensure they are secure in their learning.
- Well-trained teaching assistants are effectively deployed and have an important effect on the progress of pupils, especially of those who, for one reason or another, find learning more difficult.
- Reading is particularly well taught. Daily lessons in phonics (letters and their sounds) and daily guided reading lessons ensure that all pupils make strong progress in their reading from the early years to Year 6.
- The teaching of writing is effective and standards of writing are improving well. More pupils are on track to attain standards above those expected for their age in writing.
- Although mathematics is generally well taught, especially written calculation and measures, mental calculation is not as strong and chances are missed to relate mathematics learning to solving problems or

to develop, use and apply mathematics in other subjects.

- The school has, over the last year, placed more emphasis on providing additional stimulation and support for the more able. Consequently, throughout the school, more pupils are attaining above standards expected for their age. For example, in Year 6 this year, nearly half of pupils are on track to attain above national averages in either reading and writing or mathematics.
- Teachers have good subject knowledge and use it well to enhance pupils' learning. For example, teachers use their subject knowledge well to ensure that questioning is effective so that open questions, when pupils are required to give their views, are used to develop understanding and closed questions, when a single response is required, are used to check learning. Good subject knowledge is also used well to ensure that lessons are invariably interesting and to provide exciting experiences that enhance pupils' learning.

### The achievement of pupils

is good

- Because teaching and learning are so well managed, pupils make good progress throughout the school; they are well taught and motivated by their lessons, which they enjoy. National comparative data, the school's accurate records and pupils' work all indicate that rates of progress have accelerated and are continuing to improve.
- When children join the school in the early years, they often have skills and knowledge that are well below those typical for their ages. Standards are rising in the school and last year, by the end of the Reception year, children attained standards that were only just short of national averages. This excellent progress is due to outstanding provision in the early years.
- Pupils progress well in Years 1 and 2 and, by the end of Year 2, standards are in line with national averages in reading, writing and mathematics.
- Pupils continue to make good progress in Years 3 to 6. In 2013 and 2014, Year 6 pupils attained average levels in national curriculum assessments. Standards were higher in reading and writing than in mathematics. Progress is particularly strong in reading throughout the school, and reading is expertly taught.
- This year, the current Year 6 pupils are on track to attain higher standards. National data in 2013 indicated that pupils at Greengate Lane made significantly more progress than other pupils nationally between Years 2 and 6.
- The school has spent additional pupil-premium funding wisely. Disadvantaged pupils left the school a little more than two terms behind other pupils in the school in English and mathematics in 2013. Similar Year 6 pupils this year are doing better and are on track to leave little more than a term behind other pupils in the school. This means that disadvantaged pupils at Greengate Lane in 2013 attained in line with similar pupils nationally but that current Year 6 pupils are now on track to do better. School records indicate that this trend of improvement is set to continue in future years.
- The most able pupils are making better progress than previously because of some determined work by the school. More demanding targets have been set for these pupils and more pupils are attaining above the standards expected for their ages in reading, writing and mathematics.
- Disabled pupils and those with special educational needs are given frequent additional support in small groups. Some parents of these pupils were keen to tell inspectors how well their children were doing. Inspection evidence supports their view and these pupils make good progress. The few children who come to the school from families whose main home language is other than English make good progress in their speaking, reading and writing and enjoy school.

### The early years provision

is outstanding

- Senior school leaders and early years leaders have worked together very effectively to provide outstanding leadership and management of the early years. This ensures that provision in the early years is excellent, allowing children to make outstanding progress by the end of the Reception year.
- Leaders are very clear about exactly where improvements are needed and continual checks are made to ensure that pupils receive the best. Teamwork within the early years unit is strong and all adults work to ensure that all children do their best.
- The school has strong induction arrangements for children, working with parents to ensure that children settle quickly and get off to a good start. Many parents speak very highly of the early years unit and are

confident that their children are developing well.

- During the inspection, the level of attainment between new entrants and those who had been at the school for a year was very wide, indicating the strong progress children make during their first year in the school.
- When they become full time, in the Reception class, children continue to make good progress. The strong emphasis the school places on children's personal and language development pays dividends.
- By the end of the early years, Reception children attain just a little short of national averages for pupils of this age. This indicates the excellent progress made by all pupils in the early years.
- Provision is outstanding. All children receive high-quality support and care and all staff hold very high expectations of pupils' behaviour. Consequently, children – especially the older children in the early years – are able to sit and listen well, concentrate well, work hard and do their best. They clearly enjoy the strict but kind guidance they receive.
- Outstanding provision and high-quality teaching meet the needs of learners of all abilities. The children are kept safe and their physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development, are fully catered for.
- Excellent use of assessment is made to modify planning, activities and adult interventions to meet the needs of each individual. Any special educational needs are quickly identified and appropriate provision is made to meet these needs. The most able are quickly identified and adults ensure that they are continually challenged so that they enjoy their learning and progress rapidly. These children, and all others, are thoroughly prepared for working in Year 1 and beyond.
- Activities both indoors and outdoors are interesting and varied and provide children with many exciting experiences to play and learn together.

## 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

<b>Unique reference number</b>	139297
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	451043

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Brennan
<b>Headteacher</b>	Wendy Wheldon
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	0114 2848322
<b>Fax number</b>	0114 2848322
<b>Email address</b>	enquiries@greengatelane.sheffield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

