

Gleadless Primary School

Hollinsend Road, Sheffield, South Yorkshire S12 2EJ

Inspection dates

12–13 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- All groups of pupils make good progress from their starting points in reading, writing and mathematics. This includes disadvantaged pupils and those who have special educational needs and/or disabilities.
- Pupils are now reaching the expected standard for their age in the key subjects. A small proportion are moving beyond this expectation. However, in reading, more needs to be done to support pupils' understanding of inference to ensure a bigger proportion attain the higher levels.
- Teaching is good. Teachers meet pupils' needs closely by checking their understanding and learning and using the information to plan activities. They are also quick to address misconceptions. In a small minority of classes, however, the feedback offered following the checks made is not as precise and helpful as it is in all the other classes.
- Pupils have positive attitudes to learning. This is because activities are challenging and engaging and pupils value their lessons. They take pride in their work and in their school.
- Pupils' conduct around school is good and there are well-established routines which they understand. They are also well cared for.
- Pupils' attendance is below average but improving. The proportion of pupils who go on holiday during term time is reducing as well.
- Leaders have worked effectively to make the improvements identified at the last inspection. This includes significant improvements to teaching, and, therefore, to pupils' outcomes. Middle leaders are not yet as strong in this area.
- Governors have a strong understanding of the school's strengths and areas for development. Because of this they can challenge leaders, which ensures that there are high expectations of all leaders and staff in school.
- The early years provision is good. Children arrive with lower than average starting points and make good progress during their time in the phase. This is due to regular opportunities to develop important skills, including their use of speech, and a large proportion of pupils reach a good level of development by the end of Reception.
- Parents largely have a positive view of the school, although the school does not always communicate with them when concerns reported by parents have been addressed.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' outcomes further by:
 - providing the pupils with reading comprehension activities so they can improve their ability to read beyond the literal meaning and can infer meaning with increased ease and skill
 - ensuring that pupils in all classes understand what it is they need to do to make improvements in their work, through the advice they get from the teacher.
- Further improve the impact of leadership by:
 - developing the capacity of the middle leadership so that they have the skills to independently and accurately monitor the quality of teaching across the curriculum, and so they can provide specific support to continue the improvements of teaching in the school
 - working positively with all groups of parents so that they feel confident that the school does work effectively to overcome concerns they raise
 - continuing to work with the community to ensure that all groups of parents understand the importance of regular attendance, and to discourage holidays being taken in term time.

Inspection judgements

Effectiveness of leadership and management are good

- Leaders have worked well to make the necessary improvements since the last inspection. This has been due to improvements in governance as well. Leaders have worked effectively in providing much better training for all staff and this has helped to make significant and sustained improvements in teaching across all key stages. This means outcomes for all groups of pupils are now good.
- Teaching across the curriculum is regularly and accurately monitored by senior leaders. This has helped to provide clear feedback and advice for teachers to support their improved classroom practice and has led to bespoke training being provided. Middle leaders' capacity to check the teaching is not yet strong enough and this means they are not yet supporting senior leaders as effectively in this area.
- Appraisal of staff is done rigorously and based on robust evidence. Pupils' outcomes are central to the success of targets being met for all teachers, as are the teachers' achievements in their area of responsibility. Teachers report that targets are challenging but also address their training needs, as well as their areas of interest. The system ensures that where targets are not met, pay progression is not awarded and that where teachers exceed their targets, this is also reflected in their pay award.
- The work of leaders with responsibility for pupils who have special educational needs and/or disabilities has improved and is now a strength of the school. These pupils' needs are well supported and parents are involved in the discussions around their child's needs, as well as the support in place. These improvements have led to these pupils now making strong progress.
- The pupil premium funding is effectively used by leaders, who again work hard to ensure that these pupils' needs are understood and met well. The funding is spent on supporting these pupils' classroom performance, through strong teaching as well as extra support where necessary. Furthermore, they also fund extracurricular activities to enrich these pupils' education, such as musical instrument lessons. The outcome of this support is that these pupils achieve well.
- The physical education (PE) and sport premium given to the school is used to ensure that there are now sports specialists regularly working with teachers in school to enhance the quality of sport teaching for pupils. As a result, PE is taught well, pupils are very active and well engaged in their learning. Pupils also regularly focus on the theory side of PE learning, which helps them understand how to keep themselves fit and healthy. This focus on sport has also increased the variety of sports they learn and sports clubs in school.
- The school has been federated with a local school since the last inspection. This has supported improvements in teaching and leadership. The two schools, led by the executive headteacher and a federated governing body, have worked very well together to develop a beneficial professional relationship. It has supported a stronger coaching and training programme by building the capacity of expertise, with subject specialists from across the federation, supporting less experienced colleagues effectively. This has meant that the number of newly qualified and recently qualified teachers who have joined the school have been very well supported and teach well.
- Most parents have a very positive view of the school. However, some have reported

concerns to the school, which they believe have not been dealt with. For example, a number of parents are concerned about bullying. However, all pupils spoken to report that bullying is no longer an issue, although it was a few years ago. So while leaders have worked on issues raised, they have not always worked effectively enough in reassuring parents of what has been done as a consequence of the concerns they have raised.

- The curriculum is broad and balanced and ensures that pupils have regular chances to use their reading, writing and mathematical skills across the curriculum. The curriculum has been improved to make it more creative and engaging for pupils, which has had a positive impact, seen by the improved outcomes in these areas. Recently, there have been increased opportunities for pupils to read 'between the lines', as well as just for the literal meaning. In addition, the school have employed a Latin teacher to work with pupils to understand the root of words to help them make the connections between words and their meaning, as well as to increase their knowledge of vocabulary. However, these recent initiatives have not been fully embedded and the impact not fully seen.
- There is a wide variety of events, visits and visitors to school, which are planned specifically to enhance the learning in the classroom. As well as making the curriculum seem more real to the pupils, these opportunities also work to support pupils' spiritual, moral, social and cultural development, as well as their understanding of British values. For example, pupils visit a local care home and bake cakes and biscuits for the people who live there, helping pupils to develop an understanding of their moral and social duty to care for others in their own community. They also learn about, and are involved in, activities to understand such religious and cultural festivals as Eid and Chinese New Year.
- The local authority has a very clear understanding of the school's quality of provision. They have worked with the school since before the last inspection and have been instrumental in providing support from the local school, which has now federated with the school. This move has significantly improved the leadership and governance of the school and has led to better teaching, behaviour and outcomes in the school.

Governance of the school

- Governance of the school is good. Governors are committed and effective partners to the school, and many have very good skills to support the development of the school. They have a clear understanding of the how the school performs against other schools nationally. This means they are able to both support and challenge leaders. It also means they understand what the school's strengths are, as well as their continued areas for development.
- The appraisal system is strong and governors play a big part in this. They have high expectations of leaders and teachers and use the system to hold them all to account. As a result, the appraisal system is robust and fair and supports the improvements seen in the school.
- Governors know how the funding for pupil premium pupils is spent and again hold leaders to account for the impact of this spending on the outcomes of these pupils. This rigour has helped this funding to be spent more effectively.

Safeguarding

- The arrangements for safeguarding are effective. The school works with external

agencies and with families to safeguard all groups of pupils effectively. There is regular training for all staff and governors, to ensure that they have a clear understanding of their role within this area. Policies are clearly available on the website for parents and there are posters around the school for all – pupils, parents and staff – to advise them what to do if they want to raise a concern.

Quality of teaching, learning and assessment are good

- Teaching is good and has improved since the last inspection. Improvements have come about through a strong commitment to training teachers and offering them professional development opportunities which have both enthused teachers and helped them to make improvements in their practices. This means that teachers can now meet pupils' needs well.
- Teachers check pupils' understanding effectively, through strong questioning and regular marking of books. This leads to strong planning of activities, which match pupils' needs well. Teachers also work hard to provide feedback which pupils understand and which they can use to improve and correct their work. This is also largely done well. However, there are some classes where the feedback is not as precise and useable. This means that pupils are not always able to use good advice effectively.
- The regular checks on pupils' understanding are also helping teachers to quickly identify misconceptions and this also means that the issues can be addressed quickly, so that these misconceptions do not persist.
- Pupils generally arrive with levels of speech and language below what is expected for their age. Teachers respond to this need by focusing on pupils' oral communication as much as possible. Strong questioning helps this, as well as prioritising discussions about the learning, before reading or writing takes place. Teachers have very high expectations of pupils' oral communication and insist on pupils using full sentences, as well as ambitious language, to enhance their development in this area. As a result, older pupils are confident speakers and are very keen to participate in discussions in lessons.
- Reading skills have improved well since the last inspection and outcomes have improved. This relates specifically to pupils' phonics knowledge, which is now very secure and has helped to ensure that pupils' comprehension skills are getting better. However, as testing of pupils' reading has shown, their ability to infer meaning in reading is not as strong as other reading skills. This has been because teaching has not focused on this skill as much. Already this year improvements can be seen, although the impact on the pupils' skill development is not yet fully embedded.
- Teaching in writing and mathematics has also improved since the last inspection and is now good. Pupils' needs are well understood and well met by teachers and this means pupils now do well across all parts of their mathematics and writing learning.
- The teaching of pupils who have special educational needs and/or with disabilities is good. There is strong support for these pupils individually and their needs are well understood by both leaders and teachers. This means that in class they are usually able to join in the main class learning and, where necessary, they are given strong support by adults, who question well and offer pupils guidance but also the chance to work independently.
- The teaching of the most able pupils is good overall, and these pupils are well challenged by learning opportunities in class. This means that they are making good

progress, like their peers.

- Assessment supports the teaching well. The system used in school is accurate and simple to use. As such, it allows teachers to quickly identify issues of underachievement for individual pupils, as well as groups of pupils. This means that identified pupils can be given extra support for a period so that they catch up quickly.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe and report that they feel safe and understand why they feel safe. They believe that they are well cared for and that there are always adults to help them in the classroom or around the school. Parents also agree with this and believe that their children are happy and safe.
- Records of behaviour, including those which record bullying, show that incidents are reported carefully, in detail, and dealt with effectively and quickly, including follow-up conversations with pupils. Pupils report that there is little bullying and that this is an improvement in the school, as bullying was more prevalent a few years ago. In turn, they report that behaviour around school is good and this is what helps them to feel safe.
- A small number of parents report concerns around bullying and behaviour of pupils. While incidents have been dealt with by the school, the outcomes of the concerns raised have not always been well communicated to parents, who sometimes believe they have been ignored because of this. While this is not the case, leaders have not been clear enough with parents to reassure them that their concerns have been looked into and dealt with, as appropriate. This is not the case with pupils, who feel that their concerns are always listened to and feel well supported by adults in this way.
- Pupils have regular opportunities in lessons and in assemblies to learn about how to keep themselves safe in different situations, including road safety, bike safety and using the internet safely. There is also training available for parents on the safe use of the internet.
- Pupils are very proud of their school. They report that they believe their school is much better now, with fun learning opportunities and that it is a place where their views are listened to. They believe there is a caring environment that is very welcoming.
- Pupils take pride in their own appearance. Their work in books is well presented. In some cases, this means that pupils have improved significantly in the presentation of their work.
- Clear routines mean that pupils move between activities in class quickly and calmly. This also means that, as pupils walk around school, to assemblies or to the dining hall, they do so calmly and purposefully. This means that learning time is not wasted by a slow response to teachers' instructions or expectations. Classrooms are well organised and tidy.
- Pupils know how to keep themselves fit and healthy, because of the work they do in PE and the extracurricular opportunities they have. In addition, they make good use of adults and equipment at playtime to be highly active. They are very keen on the food

they have at lunchtime, which is served by very friendly catering staff, who know all the pupils well.

Behaviour

- The behaviour of pupils is good.
- Pupils show positive attitudes to learning. This is seen in the work they do in books and the willingness to participate in lessons. Pupils show adults and other pupils respect, which has helped all groups of pupils feel confident to give their views and to do well in their learning.
- Pupils enjoy their lessons, which has helped their productivity in lessons, as seen in pupils' books. They also understand the high expectations of teachers, who use a clear reward system to regularly celebrate pupils' achievements and strong attitudes to learning. The pupils really appreciate this system because it gives them instant feedback on what they are doing well.
- Lessons are rarely disrupted because of poor behaviour. This is because of teachers' high expectations, the reward system and because learning is valued well by the pupils. Activities are well planned and meet pupils' needs well, so they are engaged and challenged. There are a very small number of pupils who find managing their behaviour difficult. This is extremely well managed by the school, which has a very robust and nurturing system in place to ensure that these pupils understand the boundaries and expectations but also gives them a chance to reintegrate into the classroom in a very positive way.
- Since the last inspection, the number of more serious behaviour issues has reduced. This is because of the support for pupils who have difficulties managing their behaviour and because of much higher expectations of the general body of pupils, who have responded well because they understand the reward and sanction system and see the benefit of working hard and behaving well.
- Parents are not always as positive about the pupils' behaviour and again need some support to understand the improvements made in this area.
- Pupils' attendance is below the national average and has been since before the last inspection. Attendance has improved over time, however, because the school has worked with parents to understand the need for regular attendance. However, there are still a small number of families who take their children on holiday in term time, which means they can have long periods of absence and miss learning.

Outcomes for pupils

are good

- From their starting points, pupils make good progress in reading, writing and mathematics. This means that by the end of key stage 2, the proportion of pupils who reach the expected standards from their low starting points in these areas is improving and an increasing number of pupils exceed these standards. As a result, pupils leave well prepared for learning in secondary school.
- By the end of Key Stage 1, the proportion of pupils reaching the expected standards in reading, writing and mathematics has also improved and is now above the national average. This demonstrates that pupils make good progress across the board from the start of Year 1.

- Different groups of pupils achieve well, including disadvantaged pupils. This represents an important improvement for these pupils since the last inspection. Their needs are met well and by the end of Key Stage 1 and 2 the attainment and progress gaps between these pupils and others nationally are closing rapidly.
- Outcomes for those pupils who have special educational needs and/or disabilities are good. Their needs are met well by teachers, who plan good activities to engage them and support them in their learning. This means that the standards these pupils reach in reading, writing and mathematics are improving well and differences between these pupils and others are diminishing in terms of both progress and attainment.
- The most able pupils make good progress overall. This means that an increasing proportion are exceeding the expected standards in reading, writing and mathematics at key stage 2 and even more so in key stage 1, where the teaching they have experienced since they started at the school has been consistently good.
- At times, it is clear that some of the more complex skills in reading are not fully embedded for some pupils. This means that pupils' ability to infer meaning is not strong, although there are recent signs of improvements in this area. Other reading skills, including the progress that pupils make in phonics, are strong, and this represents a real improvement for the school since the last inspection.
- Mathematics skills have improved in the school and this is because leaders have provided strong training in this area. Teachers are now able to ensure that there are regular chances for pupils to reason and to apply their mathematical skills in a variety of areas, supporting them to understand how their skills apply to real-life situations. Furthermore, pupils are challenged within teaching, and this helps them move on rapidly. As a result, pupils make good progress in mathematics.

Early years provision

is good

- Overall, children start school in Nursery or Reception with skills and knowledge generally below what is typical for their age. In particular, children's physical development and their speech and language development are low compared to what is typical for their age.
- From these starting points, a higher than average proportion of children leave Reception with a good level of development and a small proportion of pupils exceed this standard in certain areas. This includes disadvantaged pupils. This means that pupils are well prepared for Year 1.
- Teaching in the early years is good, and it meets the children's needs well. Children's needs are met well by adults and leaders and the close relationship with parents and families. Parents are encouraged to look at what their children are learning and to discuss what their children are doing at home with adults. From well before children start school, adults visit and liaise with parents to understand children's needs. Regular assessment of children once they are in the setting also means that children's needs are checked and considered so that planning is good and ensures that where there are gaps in learning, these can be overcome.
- The close relationship that the school has with parents also helps children to settle quickly. Where children find this difficult, the school works with parents by inviting them in to see what their child is doing and to encourage their child to work and play within the setting. The activities themselves are often so engaging that they soon distract

children from being upset.

- Furthermore, the adults' close work with children promotes their good language development, with adults pushing children to speak and to listen to one another. Adults model good language at all times and do not miss opportunities to talk to children in different parts of the setting.
- The curriculum is well planned, supports the children's engagement and enhances their development well. This is seen in the activities, which use a variety of skills to support development across the key learning areas, such as reading, writing and mathematics. Activities are also planned to support children's physical development, in terms of their fine and gross motor skills. In addition, the work to support children's personal, social and emotional needs is strong, and this allows children to want to be part of the learning and to engage positively with both their peers and the adults.
- The outdoor and indoor provision reflect one another and provide children with a real choice for their learning. This is an improvement since the last inspection, when the outdoor area was not supporting learning well enough. Now there is a vibrant outdoor area which engages children well, so that – indoors and outdoors – children are encouraged to develop a variety of skills across the different activities.
- Children behave well and are safe in the early years setting. They understand the rules, routines and expectations of adults from the start. This helps them to feel safe and to know how to behave. This in turn ensures that there is a calm environment where learning time is not wasted.
- The school's leaders have worked effectively to improve the setting, including innovative work to make the outdoor area more inviting to children, as well as better training for all adults in the setting, so that they know how to meet children's needs well.

School details

Unique reference number	106991
Local authority	Sheffield
Inspection number	10019708

This inspection 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	436
Appropriate authority	Local authority
Chair	Caroline Beattie
Executive headteacher	Vanessa Langley
Head of school	Lesley Wright
Telephone number	0114 2399705
Website	www.gleadlesschool.co.uk
Email address	enquiries@gleadless.sheffield.sch.uk
Date of previous inspection	23–24 September 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger than average-sized primary school.
- The majority of pupils are White British.
- A lower than average proportion of pupils speak English as an additional language.
- An average proportion of pupils are disadvantaged and are supported through the pupil premium funding.
- The proportion of pupils who have special educational needs or disabilities is above average.
- Children enter the school in Nursery on a part-time basis and move into Reception on a full-time basis.
- The school is organised with two classes per year group.
- The school works across two sites.
- During the inspection, Year 6 were on a residential trip and not in school.
- The school is a local authority school. It is federated with another local school,

Arbourthorne Community Primary School. The two schools are led by an executive headteacher and each school has its own head of school.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed a range of lessons.
- The inspectors observed and spoke with pupils during lessons and at breaktime. They also met formally with groups of pupils from Year 1 to Year 5.
- The inspectors heard pupils read from Year 2 and Year 5.
- An inspector also observed an assembly.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority.
- The inspectors observed the school's work and looked at pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures, and pupils' attendance data. Inspectors also looked at information about pupils' progress and attainment.
- The inspector considered 36 parental responses to the Ofsted online questionnaire (Parent View). They also spoke with parents as they brought their children to school during the inspection.

Inspection team

Fiona McNally, lead inspector	Ofsted Inspector
Susan Birch	Ofsted Inspector
Janis Warren	Ofsted Inspector

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