



# Greenhill Primary School

Inspection report

**Better  
education  
and care**

Unique Reference Number 107084  
 LEA Sheffield

Inspection number 277701  
 Inspection dates 26–27 June 2006  
 Reporting inspector Mrs J Hughes

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

|                             |                    |                    |                     |
|-----------------------------|--------------------|--------------------|---------------------|
| Type of School              | Primary            | School address     | Greenhill Main Road |
| School category             | Community          |                    | Sheffield           |
| Age range of pupils         | 4–11               |                    | South Yorkshire     |
|                             |                    |                    | S8 7RA              |
| Gender of pupils            | Mixed              | Telephone number   | 0114 2377080        |
| Number on roll              | 495                | Fax number         | 0114 2839330        |
| Appropriate authority       | The governing body | Chair of governors | Mr T Toulson        |
| Date of previous inspection | November 2000      | Headteacher        | Mr J Marriott       |

|                   |                        |                         |
|-------------------|------------------------|-------------------------|
| Age group<br>4–11 | Published<br>July 2006 | Reference no.<br>277701 |
|-------------------|------------------------|-------------------------|

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, 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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a much larger than average school, with smaller than average proportions of children eligible for free school meals, from minority ethnic groups, with learning difficulties and/or disabilities or who speak a language other than English. The school has close links with Greenhill Village Pre-School which shares the site. Children from this, and other local pre-school settings, transfer into Reception. The school has achieved the following awards: Investors in People; Activemark; Healthy Schools; Artsmark Silver and European Award for Language (contributory school).

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

---

## Overall effectiveness of the school

This is a good school with many outstanding features. It provides good value for money. Inspectors agree with the school's overall evaluation of its performance, but disagree with modest judgements for children's personal development, the care, guidance and support children receive, and the leadership and management of the school. These aspects, and the newly organised curriculum, are of the highest quality. School leaders recognised the need to reverse the decline in standards and achievement of 2003 and 2004. Their decision to refocus the curriculum on the wider needs of the individual child, with specific regard to the *'Every Child Matters'* agenda, has proved very successful, with standards and achievement rising once again. This is an uplifting and cheery community. Children are fulsome in their praise of teachers and untroubled by the deteriorating school building, cleverly disguised in classrooms and corridors with eye-catching displays. Children's attitudes and behaviour are first class. Their unfettered enthusiasm for school is fuelled by an exceptionally rich curriculum. Nevertheless, within this very strong picture, provision for outdoor play in Reception is not well enough developed. Teaching is strong, and sometimes outstanding. Instances of more ordinary teaching offer insufficient challenge and interest to accelerate children's progress. The headteacher provides first class leadership and offers children the very best opportunities to develop into well rounded, productive citizens. Governors play a very effective role in school life. There has been good improvement since the last inspection. Highly motivated staff show significant capacity to improve further. One parent observed, 'This is an interesting, fun place where children are inspired to learn.'

### Grade: 2

### What the school should do to improve further

Focus on:

- raising the quality of the more ordinary teaching to that of the very best
- improving the provision for outdoor play in the Foundation Stage.

### Achievement and standards

Children achieve well. They arrive in school with skills broadly similar to those expected for children their age. Increasing numbers of children with learning difficulties and/or disabilities join the school from outside the catchment area because of the strengthening reputation the school enjoys, particularly for its support of these children. By Year 6, in three out of the five past years, children attained above or significantly above average standards in English, mathematics and science. Consistently good and better teaching helps children maintain good rates of progress. The school strives to reach very challenging English and mathematics targets. Children's attainment dipped to average in 2003 and 2004

because the previous, narrower curriculum was not best meeting their needs, and also because their learning was disrupted by serious accommodation issues. Following a complete curriculum reorganisation last year, children's attainment rose in 2005 and current levels of work show children are set to reach broadly similar, above average standards in the 2006 tests. Children achieve very well in other subjects, because they have access to outstanding opportunities to extend their learning experiences. Children with learning difficulties and/or disabilities, or with particular gifts and talents, make first-rate progress overall, due to outstanding support they receive from teachers, skilful teaching assistants and other support staff.

**Grade: 2**

## **Personal development and well-being**

Children's personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. The school modestly judges them good. Children speak of their school with loyalty and pride. Confident children respond thoughtfully to adults' questions, knowing their contributions are valued. They enjoy school and love the enticing range of opportunities. Children understand the importance of exercise; squeaking trampoline springs and the click of table tennis balls are part of the soundtrack of children's busy lives here. Children's behaviour is excellent and attendance is above average. The school works hard to ensure parents understand the importance of regular attendance. Even so, some holiday absence affects children's learning. Active school councillors ably represent the children's 'voice'. Their work has a positive impact on many aspects of school life, such as the healthy lunch menus. Children are very carefully prepared for the next phase of their education and learn skills they will need to be good future citizens in their communities. Children participate in a vast array of cultural and multicultural activities. These mature children show increasing tolerance and understanding. They say, 'We are all different but we are all special in different ways.' Children settle quickly in Reception and this establishes firm foundations for their future progress.

**Grade: 1**

## **Quality of provision**

### **Teaching and learning**

The quality of teaching and learning is good, with some outstanding teaching across the school. Where the quality dips occasionally to the more ordinary, teachers do not present sufficient challenge to children. Teaching skills are maximised to enhance significantly the quality of learning and accelerate children's progress. Foreign languages are particularly well developed in French, German, Spanish and Italian. Sporting and arts' experts coach and enrich

children's experiences. Information and communication technology is well taught by a specialist. Teachers link work creatively across different subjects to give new learning added relevance. For example, in a Year 2 mathematics lesson, children described accurately, in French, the relative sizes and colours of different shapes. Most parents highly value the teaching. One spoke of 'inspirational teachers'. Class lessons are carefully planned to accommodate the needs of all children, particularly those with learning difficulties and/or disabilities. Provision for them is outstanding. Other children are frequently grouped according to their ability to work independently, rather than on the levels of their attainment. Consequently, older children accept increased responsibility for devising their own investigations and checking their work for improvements. They are helped to set targets and to note their own progress. This enhances their personal development and prepares them well for the future.

## **Grade: 2**

### **Curriculum and other activities**

The outstanding curriculum goes far beyond requirements by offering diversity and excitement. Stimulating foreign language programmes typify its breadth. Creative links are cleverly forged between subjects and learning often appears seamless from one lesson to the next. The curriculum provides outstanding provision for children with learning difficulties and/or disabilities. Although lacking some outdoor learning facilities, the Foundation Stage provides much enrichment and is rigorously planned to meet children's individual needs. There is exemplary practice in the provision for children's personal, social and health education and citizenship. The school has achieved national recognition as a pioneering school in this area and promotes children's health and safety well. Visits and visitors make strong contributions and bring learning alive. Children often apply their skills in activities well linked to their experiences. The range and quality of extra-curricular activities border on the incredible. Highly trained and experienced coaches run up to 20 well attended art and sports' clubs. The school's bulging trophy cabinet is testimony to their success.

## **Grade: 1**

### **Care, guidance and support**

This is an outstanding aspect that the school modestly judges to be good. The strength of its provision shines through children's personal development. Care and support are excellent, including the multiple tracking of pupils' progress through the school. Children have targets for improving their work, although some children could better own and understand these. Health and safety procedures are well established and child protection systems are in place. Conscientious lunchtime staff pay close attention to children's needs. A strong team provides impressive support for children with learning difficulties and/or disabilities and their parents. One parent remarked, 'Teachers deserve a

trophy for all their support.' The school places strong emphasis on the education of the whole child and puts into practice the ideals of excellence and enjoyment within the context of the best available care and support. Children settle quickly in Reception, partly because of close links with the on-site, pre-school setting. Excellent transition modules ensure children begin secondary school with ongoing, familiar work.

**Grade: 1**

## **Leadership and management**

The school enjoys leadership and management of the highest quality, although this is not reflected in its own judgement of 'good'. Undaunted, yet continually frustrated by constant limitations exacted by financing building repairs, the headteacher has not been deflected from the rigorous pursuit of moulding children into rounded and successful individuals. Under his challenging leadership, and with the wholehearted support and complementary expertise of two assistant headteachers, the school fully embraces the idea that children should enjoy their learning. Each aspect of every child matters here. The school's powerful vision ensures that children develop into active citizens, well equipped with a wide range of skills, personal integrity and thoughtfulness, key elements of its own vision. Senior leaders, teachers, administrators and governors support wholeheartedly this vision. Leaders recognise there are still elements to improve, so that standards and achievement continue to rise. However, they already evaluate thoroughly the school's performance and correctly identified what needed to change following disappointing performances in 2003 and 2004. Achievement and standards rose as a result of a radical curriculum overhaul. Leaders take careful note of parents' and children's views and are keen to address concerns. The majority of parents are highly delighted with the school. One commented, 'The school does a fantastic job.' Conscientious governors have an impressive involvement in school life. They are aware of the school's many strengths and where efforts are best placed to ensure future maximum impact. Robust leadership at all levels has helped the school to improve and there is an undeniable capacity for this to continue.

**Grade: 1**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)**

## Inspection judgements

|   |                       |              |
|---|-----------------------|--------------|
| <b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b> | <b>School Overall</b> | <b>16–19</b> |
|---|-----------------------|--------------|

### Overall effectiveness

|  |            |  |
|--|------------|--|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | <b>2</b>   |  |
| How well does the school work in partnership with others to promote learners' well-being?  | <b>1</b>   |  |
| The quality and standards in the Foundation Stage  | <b>2</b>   |  |
| The effectiveness of the school's self-evaluation  | <b>1</b>   |  |
| The capacity to make any necessary improvements  | <b>Yes</b> |  |
| Effective steps have been taken to promote improvement since the last inspection   | <b>Yes</b> |  |

### Achievement and standards

|  |          |  |
|--|----------|--|
| <b>How well do learners achieve?</b>   | <b>2</b> |  |
| The <i>standards</i> <sup>1</sup> reached by learners  | <b>2</b> |  |
| How well learners make progress, taking account of any significant variations between groups of learners | <b>2</b> |  |
| How well learners with learning difficulties and/or disabilities make progress                           | <b>1</b> |  |

### Personal development and well-being

|   |          |  |
|---|----------|--|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | <b>1</b> |  |
| The extent of learners' spiritual, moral, social and cultural development                                     | <b>1</b> |  |
| The behaviour of learners   | <b>1</b> |  |
| The attendance of learners  | <b>2</b> |  |
| How well learners enjoy their education   | <b>1</b> |  |
| The extent to which learners adopt safe practices   | <b>1</b> |  |
| The extent to which learners adopt healthy lifestyles   | <b>1</b> |  |
| The extent to which learners make a positive contribution to the community                                    | <b>1</b> |  |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | <b>1</b> |  |

### The quality of provision

|   |          |  |
|---|----------|--|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>              | <b>2</b> |  |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | <b>1</b> |  |
| <b>How well are learners cared for, guided and supported?</b>   | <b>1</b> |  |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

## Leadership and management

|  |            |  |
|--|------------|--|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | <b>1</b>   |  |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | <b>1</b>   |  |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | <b>1</b>   |  |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | <b>1</b>   |  |
| How effectively and efficiently resources are deployed to achieve value for money  | <b>2</b>   |  |
| The extent to which governors and other supervisory boards discharge their responsibilities  | <b>1</b>   |  |
| The adequacy and suitability of staff to ensure that learners are protected  | <b>Yes</b> |  |
| Does this school require special measures?   | <b>No</b>  |  |
| Does this school require a notice to improve?  | <b>No</b>  |  |

|   |            |
|---|------------|
| <b>The extent to which schools enable learners to be healthy</b>  |            |
| Learners are encouraged and enabled to eat and drink healthily  | <b>Yes</b> |
| Learners are encouraged and enabled to take regular exercise  | <b>Yes</b> |
| Learners are discouraged from smoking and substance abuse   | <b>Yes</b> |
| Learners are educated about sexual health   | <b>Yes</b> |
| <b>The extent to which providers ensure that learners stay safe</b>   |            |
| Procedures for safeguarding learners meet current government requirements                                   | <b>Yes</b> |
| Risk assessment procedures and related staff training are in place  | <b>Yes</b> |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | <b>Yes</b> |
| Learners are taught about key risks and how to deal with them   | <b>Yes</b> |
| <b>The extent to which learners make a positive contribution</b>  |            |
| Learners are helped to develop stable, positive relationships   | <b>Yes</b> |
| Learners, individually and collectively, participate in making decisions that affect them                   | <b>Yes</b> |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | <b>Yes</b> |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |            |
| There is provision to promote learners' basic skills  | <b>Yes</b> |
| Learners have opportunities to develop enterprise skills and work in teams                                  | <b>Yes</b> |
| Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form          | <b>NA</b>  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | <b>NA</b>  |

Suite 22 T 01695 566930  
W L Investment Centre F 01695 729320  
Maple View [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Skelmersdale WN8 9TG



The School Council  
Greenhill Primary School  
Greenhill Main Road  
Sheffield  
South Yorkshire  
S8 7RA

28 June 2006

Dear Children

Thank you for your warm welcome when we visited. You were so friendly and we enjoyed listening to what you had to say about your school. You will be pleased, and probably not too surprised, to read that we agree with all the very positive things you said. Your school is smashing! These are a few of the things we liked the best.

- ☺ Your headteacher and all the staff look after you very well.
- ☺ You make good progress because your teachers prepare exciting lessons and you all work really hard.
- ☺ Teachers give you so many opportunities to take part in new and creative experiences and these help you become useful and kind citizens.
- ☺ You behave beautifully, try your best and take good care of each other.
- ☺ Your uplifting singing – in English and German – often rings around school, cheering everyone up.
- ☺ You put up with disruption to your learning because of all the building problems with very good spirits.

This is what we have asked your school to do now to make it even better:

- develop the outdoor play area for Reception children so they learn even more outside
- make all lessons as interesting and challenging as the very best ones.

You probably guessed that we had a great time in your school. Carry on working hard there and enjoying every minute!

Very best wishes

Jane Hughes, Lynne Davies, Peter Nettleship  
Inspectors