

# Greasbrough Primary School

Munsbrough Rise, Greasbrough, Rotherham, South Yorkshire, S61 4RB

**Inspection dates** 17–18 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Outstanding leadership and governance, and decisive and influential support from the local authority, have transformed the fortunes of this school. It had hit rock bottom but is now operating very effectively and improving rapidly in terms of the quality of education it provides to pupils.
- Pupils' achievement and teaching have moved from inadequate to good. Behaviour and safety are now outstanding. This is testament to the impact of the school's improvement strategies and the pupils themselves who have embraced the changes and continue to work really hard.
- Senior leaders' and governors' strategic impact on securing the improvements evident in the quality of teaching and pupils' achievement has been immense and personifies their high-quality vision and relentless nature.
- Parents and pupils are proud of this friendly and inclusive school that has children's well-being and development at its core.
- Children make exceptional progress during their time in the Early Years Foundation Stage unit. This is due to: very effective teaching; an exciting and inspiring curriculum; and the high-quality welfare, guidance, and support they receive from staff; underpinned by superb leadership.
- Pupils' attitudes to learning are exemplary. They attend regularly, say they love coming to school and know how to stay safe.
- Pupils' spiritual, moral, social and cultural development is promoted very well.
- Areas for improvement raised at the previous inspection have been successfully tackled.
- The partner school, Herringthorpe Junior, has played a key role in supporting the improved teaching, academic outcomes, management and efficiency now evident at Greasbrough.
- The school's latest academic tracking data indicate that the accelerated progress now evident throughout the school and over the past 18 months in particular, is set to continue.

### It is not yet an outstanding school because

- The progress of some pupils with special educational needs, and pupils' attainments in writing are not yet fast or high enough.

## Information about this inspection

- When the school was inspected in November 2012, it was judged to require special measures. Since then, one of Her Majesty's Inspectors and additional inspectors have visited the school five times to monitor its progress.
- Inspectors observed teaching and learning in each of the school's nine classes twice, including the Early Years Foundation Stage provision. Several of these visits to lessons were undertaken jointly with the executive headteacher and the head of school.
- Inspectors listened to several pupils read and evaluated the quality of the work in a sample of pupils' books and folders from across the school. Inspectors watched assemblies and saw staff delivering sessions to develop and improve the literacy and numeracy skills of targeted pupils.
- Meetings were held with the executive headteacher and the head of school; subject leaders; two groups of pupils; a local authority representative; and four members of the governing body. Inspectors also discussed the school's work with: the Early Years Foundation Stage leader; the assessment, behaviour, and curriculum coordinators; and the special educational needs coordinator. Inspectors also spoke to class teachers and support staff about their work.
- Inspectors analysed the school's own pupil and parent questionnaires. There were insufficient responses available on the on-line questionnaire (Parent View) for the lead inspector to access.
- The inspection team examined a wide range of school documentation including: safeguarding and child protection arrangements; school development and action plans; records of lesson observations and checks on pupils' learning and progress; teachers' planning, and the minutes of meetings of the governing body. Inspectors also looked at records relating to behaviour and attendance; and monitoring of the curriculum, the use of sport funding, and provision for pupils eligible for the pupil premium, among other things.
- The inspectors considered the school's arrangements for making best use of the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals.

## Inspection team

John Young, Lead inspector

Her Majesty's Inspector

Doreen Davenport

Additional Inspector

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### Information about this school

- At this smaller than average-sized primary school most pupils are White British. The remaining small numbers of pupils originate from a wide range of minority ethnic heritages.
- The proportion of pupils who are believed to speak English as an additional language is low.
- The proportion of pupils known to be eligible for the pupil premium is higher than average.
- The proportion of pupils supported at school action is higher than average, while those supported at school action plus or with a statement of special educational needs are similar to national averages. Their needs range from speech, language and communication needs and behaviour, emotional and social difficulties to autistic spectrum disorders.
- All of the pupils are educated at the school and none receives alternative provision.
- The school offers some Family Learning opportunities jointly supported by local providers.
- The children access a daily breakfast club, and a range of extra-curricular activities are available after school.
- The school meets the government's current floor standards, which are the minimum levels expected for pupils' attainment and progress by the end of Year 6.
- The Executive Headteacher also leads Herringthorpe Junior School and splits her time between the two schools. Each school has a head of school who takes charge in her absence.

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

- Further raise the quality of teaching so that it becomes outstanding throughout the school by:
  - building on the success of your current strategies to further improve the consistency, quality and impact of all teachers' practice so that it is universally outstanding
  - refining procedures for marking and feedback to ensure that pupils have the opportunity to respond to the advice and guidance provided and use it to reflect on and improve their work.
- Ensure all pupils' achievement is outstanding by:
  - improving all pupils' progress, especially those that are not yet making consistently good or outstanding progress, such as some pupils with special educational needs
  - further improving the quality of writing throughout the school so that pupils' attainments are as consistently high as their attainments in mathematics and reading when compared with national age-related expectations and national averages.

## Inspection judgements

### The achievement of pupils is good

- There has been a sustained surge in the academic progress all groups of pupils are making over the past 18 months, and their achievement is good overall, with aspects that are outstanding.
- The attainment and progress deficits that previously existed between different groups, including pupils eligible for the pupil premium and minority ethnic heritage pupils have closed significantly.
- The large majority of pupils throughout the school are making accelerated progress and their attainment is at least in line with age-related expectations and/or national averages.
- The majority of children start school in the Reception class with skills, dispositions and attitudes that are usually lower than those typically expected for their age. However, they get off to a flying start and flourish, so that they are well prepared for Year 1, with the majority of them reaching a good level of development. This journey from below to above age-related expectations exemplifies pupils' outstanding progress during the Early Years Foundation Stage.
- The school's latest data, which inspectors deem credible and substantial inspection evidence, indicate that most pupils in Key Stage 1 are making good progress relative to their starting points. The same is true in Key Stage 2 where the proportions of pupils on track to meet and exceed expected levels of progress compare favourably with national averages in most areas.
- The school has had great success in improving standards of reading and fostering a desire for pupils to read for pleasure. Consequently, pupils read widely, confidently and often. They have profited from: a systematic whole-school approach to enhancing their reading skills; small group booster sessions; extra reading resources designed to appeal to all pupils' interests, including boys; guided reading; and the encouragement of more home learning which are paying dividends.
- Pupil premium funding is being used very effectively to raise the achievement of the targeted groups, which is now in line with other pupils in the school, and enrich their personal development. Pupils benefit from a series of bespoke initiatives to boost their progress in reading, writing and mathematics, and improve their attendance, behaviour, and attitudes to learning. They are also being afforded wider curriculum opportunities and subsidised access to the breakfast club.
- Rigorous and regular target-setting, and monitoring and evaluation of pupil progress is enabling staff to identify and intervene more quickly to support those pupils at risk of falling behind and those pupils in need of greater challenge. It is also promoting secure and reliable data that staff can use to plan the next steps in pupils' learning.
- The challenge facing the school is to eradicate the few remaining disparities and further improve the progress of certain pupils. These include some pupils with special educational needs whose progress is currently unexceptional rather than good, and Year 5 girls in reading and writing, in order that they match the very rapid progress made by other pupils in the school. Similarly, although pupils' writing has improved immeasurably, it still lags behind their stunning progress and above average attainments in reading and mathematics.

### The quality of teaching is good

- The overall impact of teaching on learning, including that of the least and most able pupils, and those eligible for the pupil premium is at least good with outstanding aspects. This is reflected in the good and outstanding progress that they are making in reading, writing and mathematics across the school. Work scrutiny and visits to lessons bore out the school's data indicating that pupils are also progressing effectively in art, music, science, history, geography, physical education, and French.
- The improvement in the quality of teaching stems from the high-quality training, mentoring and coaching, staff have had which has boosted their confidence and competence.

- Expectations of what pupils are capable of are high and lessons are focused on systematically developing pupils' learning in a fun, investigative and interactive way which is proving effective in this school. Pupils are encouraged to work together to solve problems, and demonstrate their understanding of new concepts or skills through explanation or applying them practically.
- Pupils display a real thirst for knowledge. They are inquisitive, highly-motivated and consistently rise to the challenges set for them, particularly when they are asked 'to think outside the box'.
- Teaching assistants and support staff play a vital role in reinforcing and extending pupils' learning. They are skilled and work equally effectively in one-to-one and small group scenarios.
- The school's focus on: daily learning targets; progressively challenging tasks; skilful questioning; and recognising and resolving pupils' misconceptions helps to ensure that pupils, including the most able, know what is expected of them; do not repeat mistakes; and are stretched, and supported to learn effectively.
- Pupils' learning journey folders are effective tools for reinforcing: how well they are doing over time; what their specific subject targets are; and signposting useful learning resources. But, teachers do not always give pupils time to consider and respond to the feedback provided.
- The school also needs to eradicate the remaining small pockets of inconsistent impact of teaching on pupils learning within year groups and across subjects.
- Teaching in the Early Years Foundation Stage unit is first-rate and supports children's excellent progress towards the 17 early learning goals. Meticulous planning, accurate assessment and a fine balance between child-initiated and teacher-led activities underpin the successful formula in this school. This is enriched by a raft of visits, visitors and 'showcase' events that stimulate the children's curiosity and makes their life in the unit exciting, varied and highly enjoyable. The continuous provision of opportunities is excellent.

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

- The behaviour of pupils is outstanding overall and they respond exceptionally well to the caring, inclusive and high-quality learning environment and positive ethos the school has cultivated. This is evident in the excellent relationships that exist between staff and pupils and among different groups of pupils. This promotes a strong sense of kinship that is tangible within the school.
- The very effective promotion of pupils' moral and social development has helped pupils to develop brilliant attitudes to learning and an excellent understanding of right from wrong. They maintain these high standards even when they are unsupervised, which is a real credit to them. Pupils are respectful and take a real pride in their appearance, work and conduct.
- Pupils and parents say poor behaviour, including racist, homophobic or cyber-bullying, is rare and dealt with well by staff. The school's incident and response records back this up and there are few detentions or exclusions. Staff manage behaviour well. They are proactive in spotting and diffusing potential flashpoints, especially among those pupils whose behaviour has caused concern previously. Occupying pupils at social times with a range of activities has also helped to channel their natural exuberance.
- The school's work to keep pupils safe and secure is outstanding, a view shared by pupils and their parents, who point to the nurturing and supportive ethos of the school. As a result of the first-rate procedures in place, pupils, including those deemed more vulnerable, are happy and feel very safe in the school. They have an excellent awareness of how to keep themselves and others safe, for example when using social media, handling apparatus in physical education or crossing roads.
- The school has successfully improved pupils' attendance from below to above national averages over the past 18 months. The strategies employed have included a weekly attendance prize that is fiercely contested by each class, home visits and forming stronger links with external support agencies such as the educational welfare officer. The school has also helped parents and pupils to understand the negative impact regular absence can have on pupils' learning and progress. Pupils' punctuality has also improved and levels of persistent absence have fallen sharply.

**The leadership and management are outstanding**

- The metamorphosis in the school's effectiveness has been masterminded and orchestrated by the outstanding leadership of the executive headteacher. She has been ably assisted by the very capable team of senior and middle leaders she has assembled around her, who have blossomed and handled substantial responsibility very effectively under her tutelage.
- Creating a shared ambition among staff and pupils, the relentless implementation of highly effective strategies, and rigorous monitoring and evaluation of their impact and further fine-tuning underpin the stunning improvements in pupils' achievement and personal development over time. The leadership of teaching, and the curriculum and assessment have been first-class and bespoke mentoring and coaching, and challenging less-effective performance has helped raise standards and improve the quality of provision in all aspects from inadequate to at least good.
- This school really places pupils at the heart of everything it does which is exemplified by: the high quality of pupils' artwork on display; the myriad resources they have to support their learning; and the high expectations and ambition they demand from pupils and staff alike. Pupils' learning, progress and behaviour are flourishing as a result.
- The school fosters good relationships with parents and carers by keeping them well informed about their child's progress and involving them in school life via a parent group, updating the website, regular newsletters and invitations to celebration events and consultation evenings.
- The school has established a broad and balanced curriculum with an emphasis on making the connections between subjects more explicit to pupils and helping them to develop key skills and concepts in an interesting, yet systematic way. Opportunities to be creative, apply their skills and knowledge in a practical way and learning outside of the classroom are excellent and embedded. So, too, are regular visits, visitors, project-based work and home learning and extra-curricular clubs which enrich pupils' experiences further. Pupils, including those with special educational needs are being well catered for and well prepared for the next stage of their education.
- The exceptionally high levels of care, guidance and support that pupils in this school receive really enhance their educational experience and very effectively promote their spiritual, moral, social and cultural development. As a result, pupils have the confidence and skills to: assume leadership; raise funds for charity; display a strong moral code; and act as ambassadors for the school. Pupils especially like working with the resident artist, specialist musicians, expert sport coaches and honing their modern foreign language skills.
- As well as raising pupils' achievement, extending the curriculum and improving behaviour and attendance of the targeted groups, pupil premium funding has also been used well to aid pupils' personal development and help parents and carers to better support their children to flourish.
- The primary school sport funding has been used effectively to increase pupils' participation and success in competitive sport, encourage pupils to live healthy lifestyles and to provide a wider range of opportunities, including less traditional activities.
- Safeguarding and child protection practices meet requirements. Systems for the safe recruitment of staff, assessing risk and site security are rigorous. Designated staff are well trained.
- Outstanding leadership of the Early Years Foundation Stage has ensured that children have great teaching, a rich curriculum and quality support making certain they are well prepared for Year 1.
- The local authority has been instrumental in facilitating the school's significant improvement. They brokered the appointment of expert staff to lead the school and to spearhead governance. They deployed teaching and learning consultants to train and advise staff in tackling their key weaknesses and evaluated their success. Their support has evolved from intensive to 'light touch' as the school began to show its capacity to be self-sustaining.
- The school's partnership with Herringthorpe Junior School has been vital in hastening their exit from special measures as it has supported improvements in teaching and leadership capacity.
- **The governance of the school:**
  - The exceptionally effective Chair of the Governing Body has been the catalyst for the major improvements in the strategic support and challenge governors exert on the school. She has: led their training and development; created robust procedures to hold leaders to account for

the school's performance; and models exemplary practice. As a result, governors are equipped to discharge their roles and do so diligently and very effectively.

- Governing body minutes show that governors ask searching questions but also interrogate closely before ratifying decisions about staff performance, salary progression or promotions. Governors also have a very good awareness of the impact the pupil premium is having in raising standards, and the management of financial resources is sound.

## 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>	106927
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	443213

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Buxton
<b>Executive Headteacher</b>	Jane Fearnley
<b>Date of previous school inspection</b>	14 November 2012
<b>Telephone number</b>	01709 740751
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