

# Greave Primary School

## Inspection report

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<b>Unique Reference Number</b>	106050
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	355878
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Kathryn Gethin HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Hamilton
<b>Headteacher</b>	Mrs Susan Johnson
<b>Date of previous school inspection</b>	10 January 2008
<b>School address</b>	Werneth Road Woodley, Stockport Cheshire SK6 1HR
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 10 lessons and observed seven teachers. The inspectors held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work, and looked at a range of evidence including: the school improvement plan, the tracking of pupils' progress, monitoring reports, the work pupils were doing in their books and the questionnaires completed by 54 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- how well pupils achieve from their starting points, particularly in English and mathematics
- the quality of pupils' learning and their engagement in lessons and across the curriculum
- whether teaching is consistent enough to improve outcomes for pupils
- the effectiveness of leaders and managers in raising standards further
- the capacity of the school to sustain improvement.

## Information about the school

This is an average-size school where 94.5% of pupils are of White British heritage. The proportion of pupils identified as having special education needs and/or disabilities is above average. The number of pupils known to be eligible for free school meals is below the national average. Arrangements are in place for the on-site pre-school to be amalgamated into the school provision. The school has gained the Healthy School status and Financial Management Standards in Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory and improving school that takes good care of its pupils and has good links with parents and carers. Pupils have positive attitudes to their work, behave well and feel safe in school. It is a happy and caring environment for pupils to learn. As a consequence, the majority of pupils make expected gains in their learning. Most parents and carers are supportive and there was strong praise for the 'open door' policy the school operates enabling parents and carers to speak to staff on a daily basis. Typical comments include, 'the lovely caring atmosphere' and that 'things have improved since the last Ofsted inspection'.

At the end of Year 6 in 2010, pupils' achievement was satisfactory and improving in English and mathematics. Progress is satisfactory overall, supported by strengths in the enriched curriculum. There are early signs that the investment in exciting reading material to promote reading is having an impact. Nevertheless, progress in general, including that for pupils' with special educational needs and/or disabilities, and particularly for the more-able pupils, has not reached the expected targets. This is due to inconsistencies in the quality of teaching and how well work is matched to the pupils' differing needs, particularly for those who are capable of working at a higher level. Where teaching is strong, resources are used well and pupils work independently allowing them to think about how they learn best. Where teaching is less effective, there is a lack of pace in lessons and limited work is produced. On occasions, pupils are given clear, helpful advice on how to improve their work. However, marking is inconsistent across the school and pupils' work is not always presented well and the role of the subject leaders in monitoring the effectiveness of current assessment and tracking systems requires further work.

The Early Years Foundation Stage is a hive of activity where children flourish in the stimulating environment. However, the limited outdoor provision detracts from the recent classroom improvements in the promotion of children's better outcomes. Recent staff changes have invigorated both staff and children. Strong links with the pre-school support the learning environment.

Attendance is high and punctuality is good as a result of the value placed on attending, discouraging holidays in term time, and incentives offered. Staff feel valued and supported and comment that the school is 'forward-thinking and ambitious'. There is clear agreement from staff on the direction the school now needs to take. Determined leadership along with the support from colleagues has begun to lay the foundations for improvement.

The headteacher has carried out an accurate assessment of the school's strengths and weaknesses and has a clear plan of action to move the school forward. This, coupled with recent decisive actions and a clear focus on raising standards, demonstrates a satisfactory capacity to improve.

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About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the proportion of good and better lessons by:
  - using information from assessment more effectively thereby matching work more closely to pupils' differing needs, particularly for the more-able
  - developing the roles of subject leaders involvement in assessment and tracking
  - using marking more effectively and consistently.
- Improve the outdoor area for the children in the Early Years Foundation Stage by developing the outdoor provision and range of activities in the Early Years Foundation Stage so that children have more opportunities to extend their learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils are eager to learn and apply themselves well in class. They try hard to do their best and are keen to answer questions. Pupils work well together in small groups and enjoy discussing their ideas. This was evident in a lesson on ancient Egypt that captured the pupils' interest and challenged their thinking. They enjoy their lessons and say 'lessons are not boring' and 'we all learn things'. This is reflected in their high attendance level, positive attitudes and good behaviour. It is also a view shared by parents and carers, who are supportive of school. Typical comments included, 'All staff are friendly and approachable' and that it has 'provided my child with a good start to school life'.

Pupils enter school with skills and abilities that are broadly typical for their age. Pupils' current work, along with the test results for 2010 show that while attainment is average, the progress pupils make from their starting points is satisfactory and improving in some areas. A notable success has been the improvements to pupils' progress in reading in Key Stage 1 and mathematics in Key Stage 2. This reflects the improving impact of the schools interventions. However, progress in general is not as rapid as expected for more-able pupils.

A team of committed staff work well together to ensure that all pupils are well cared for. Pupils' personal development and well-being are good. Pupils say they enjoy the out-of-school activities with the football club and French club being particular favourites. Pupils have a good knowledge of what constitutes a healthy lifestyle and deserve their Healthy School status. All pupils are encouraged to participate in activities and the Olympian assembly was enjoyed by all. Pupils enjoy a healthy breakfast at the out-of-school club and nearly 50% of pupils eat school lunches. Pupils say they feel safe in school and are adamant that there is no bullying. They are confident that they have someone to turn to if they have a problem.

Pupils take their responsibilities seriously and are keenly involved in the local community. They support local charities, such as Francis House, and have been involved in a gardening project on the local housing estate. The Eco council held a 'bring and buy' sale to raise money which enabled them to adopt Carlos the penguin. Pupils demonstrate a good understanding of other cultures and show care and respect for each other.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is satisfactory overall. The better lessons have a brisk pace and resources are used well. Teachers are aware of gaps in pupils' knowledge and generally plan lessons to meet their needs. Teaching assistants provide an effective layer of additional support, particularly for those pupils that find learning difficult. In the good lessons, pupils' imagination is captured and, consequently, they work with great enthusiasm. However, there is variation in the quality of teaching and learning across the year groups. Where teaching is less than good, work is not matched so well to pupils' needs, introductions to lessons are too lengthy and the pace of learning is slow. As a consequence, pupils make less progress and interest wanes. Teachers' guidance through marking is variable ranging from clear comments on how to improve, to work not being corrected and low expectations with regard to the presentation of pupils' work.

The curriculum is enriched very well indeed by a wide variety of clubs and other activities including residential visits as well as through good partnerships with other organisations. These activities are well attended and pupils talk enthusiastically about them as very positive experiences. Information and communication technology is embedded in the curriculum with a very impressive information and communication technology suite which is well used. Strategies to raise attainment to improve core curriculum subjects have not been fully explored and a lack of a cohesive approach has resulted in individual needs not

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always being met. However, the introduction of exciting reading material, for example, 'The Beano', has been a great success in encouraging reading, particularly for boys.

Good provision is in place for the care, guidance and support of all pupils. The dedicated and enthusiastic members of staff give good-quality support through effective interventions including referrals to other agencies, home visits, the nurture group and the good relationship with the school nurse. These have a significant impact on pupils' well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, supported very effectively by staff, is committed to seeing the school improve further. In doing so, she has successfully focused attention on raising achievement and improving the quality of teaching and learning for all pupils, whatever their circumstances. As a result, the school's commitment to equality is strong. The headteacher has provided clear leadership and created an able and enthusiastic leadership team, which has a renewed sense of purpose and is clearly focused on school improvement. There has been some improvement in learning where there has been targeted intervention, but, as yet, no evidence that this will be sustained.

Systems are in place to assess and track pupils' progress, but, as yet, this is not as effective as expected. Subject leadership is improving, but is underdeveloped. At this middle-level of leadership, there is not yet a good understanding of the need to analyse information gathered from assessments and test data to inform teaching in order to raise standards. This limits their ability to contribute to school improvement, for example, by comparing this school's performance to other's nationally. Some fine-tuning is required to ensure a sharper focus on measuring success. The governing body fulfils its statutory duties and is supportive of the school.

The school promotes community cohesion within the school community and good links are in place with youth groups and local churches. By employing a French speaking assistant, pupils have had the opportunity to listen to a native French speaker and learn about the culture.

Safeguarding procedures are very effective. The school meets current safeguarding requirements well. There are clear policies, strategies and procedures in place, including management structures. The school ensures that staff are vetted and undergo regular training in child protection. A random selection of staff confirmed that they were familiar

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with safeguarding polices. Risk assessments are good and the school works well with agencies to promote safety.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage consists of a Reception class. There are very strong links with the on-site pre-school. Future plans to incorporate the pre-school into the school will strengthen these further. Children enter the Reception class from pre-school and from a large number of different providers. Due to good transition arrangements between home and school, children settle very quickly and enjoy school. Historical school information shows that the majority of children enter the Reception class with skills and abilities that are broadly typical for their age. The large majority then make satisfactory progress. The new leadership within the Reception Year, supported by very able staff, is confident that there will be good progress this year.

Children show natural inquisitiveness asking 'Are you a visitor?' and take delight in showing their work. Children behave well and understand basic safety rules, reminding others that running will cause accidents. They listen attentively at story time and describe the photographs taken during outdoor play excitedly. Children sat enthralled during the phonics (the sounds that letters make) session blending words and confidently link an appropriate word to a mammoth and know that this relates to the ice age, without any prompt from an adult.

There are effective strategies in place to involve parents and carers. For example, children enjoyed the outdoor activity of bulb planting referring to the adult helper as 'Mr Expert'. However, while staff have created a stimulating indoor environment, the outdoor area is extremely small and underused. The school recognises that the lack of a well-developed and resourced outdoor learning area is restricting the opportunities for children to practise



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skills and extend their experiences in all areas of their learning. It has plans to address this, but these have not yet been implemented.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A very large majority of parents and carers are very supportive of the school. There is strong agreement that the school is a happy, friendly environment with supportive staff. A very small minority of parents and carers said that they had concerns over security and the progress being made with some children. These issues were discussed with the headteacher and will be addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greave Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	78	11	20	1	2	0	0
The school keeps my child safe	35	65	17	31	2	4	0	0
My school informs me about my child's progress	24	44	28	52	2	4	0	0
My child is making enough progress at this school	31	57	19	35	1	2	0	0
The teaching is good at this school	30	56	20	37	1	2	0	0
The school helps me to support my child's learning	26	48	27	50	1	2	0	0
The school helps my child to have a healthy lifestyle	27	50	25	46	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	44	27	50	1	2	0	0
The school meets my child's particular needs	27	50	24	44	2	4	0	0
The school deals effectively with unacceptable behaviour	19	35	24	44	6	11	1	2
The school takes account of my suggestions and concerns	28	52	23	43	3	6	0	0
The school is led and managed effectively	28	52	22	41	3	6	1	2
Overall, I am happy with my child's experience at this school	36	67	17	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 February 2011

Dear Pupils

**Inspection of Greave Primary School, Stockport, SK6 1HR**

Thank you for the kind welcome you gave to the inspectors when we visited your school recently. We enjoyed chatting to you in lessons, on the playground and in interviews. We appreciated very much the time you spent talking to us about your school.

You go to a satisfactory school that is improving well. You make expected levels of progress in your work from Year 1 to Year 6 and some of you are making better progress than before in your reading. Keep up the good work. You are well looked after and your school is very good at supporting your parents to help you.

You work and play extremely well together and told us that you feel very safe in school. We were pleased to see how much you enjoy the sport activities and I am sure Carlos the penguin is delighted that you have shown such a caring nature by adopting him. We were also very pleased to see how well you looked after the younger pupils.

Your teachers work very hard to make the school as good as it can be. To help them make it even better, we have asked them to:

- make sure that all of the work they give you meets your needs, particularly for those of you who learn more quickly
- look more closely at how well you are learning
- improve the outdoor play area for the Reception Year children.

You can help by continuing to work hard and trying your very best.

Yours sincerely

Ms Kathryn Gethin

Her Majesty's Inspector

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