

# Greasbrough Primary School

## Inspection report

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<b>Unique Reference Number</b>	106927
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	356049
<b>Inspection dates</b>	11–12 November 2010
<b>Reporting inspector</b>	Stephen Fisher

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>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoff Fenwick
<b>Headteacher</b>	Mrs Jacqueline Crawford
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	Munsbrough Rise Greasbrough, Rotherham South Yorkshire S61 4RB
<b>Telephone number</b>	01709 740751
<b>Fax number</b>	01709 563585
<b>Email address</b>	gjijcrawford@rgfl.org

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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons or parts of lessons were observed, taught by nine teachers. Meetings were held with members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at pupils' books and a variety of documentation, including that related to safeguarding, pupils' attainment and progress and school development planning.

Questionnaires returned by 41 parents and carers were analysed, together with 23 from school staff and 70 from Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The capacity of the school to maintain the recent and rapid improvements in pupils' achievements.
- The quality of teaching and learning in English, mathematics and science.
- The quality of assessment practice and the extent to which it is helping to improve outcomes.
- The quality of provision in the Early Years Foundation Stage.

## Information about the school

This is an average sized primary school. The proportion of pupils with special educational needs and/or disabilities is broadly average and the percentage of pupils with a statement of special educational needs is below average. Almost all pupils are of White British heritage and few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is high. The school has gained a number of awards, including national Healthy School status.

There is pre-school provision on the school site which is subject to a separate inspection.

**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 school. Attainment at the end of Key Stage 1 has been steadily improving since the last inspection. Attainment at the end of Key Stage 2 was very low in 2008 but has been improving rapidly since then. Pupils' standards in reading and writing have improved across the school in the last two years and attainment in English is broadly average. Improvement in mathematics, though significant, has not been as rapid as that in English and attainment in mathematics is below average. Standards in science are below average but improving, as a result of a curriculum review and the production of a clear improvement plan for the subject. Pupils' work and the school's own data show that progress for all groups of pupils, including those with special educational needs and/or disabilities is at least satisfactory and, in some year groups, good. Provision and outcomes in the Early Years Foundation Stage are satisfactory because children do not have sufficient opportunities to choose when to learn and play inside or outdoors.

The quality of teaching and learning is satisfactory overall. Teaching and learning in mathematics and science is satisfactory, although in English it is good. This is because of a strong focus on the development of pupils' literacy skills and the provision of writing activities that are interesting for pupils and relevant to their needs. Teaching makes good links between subjects, though planning does not always take sufficient account of the needs of the more-able pupils. In some classes, pupils are given regular opportunities to talk in structured ways, though this is not a consistent feature of teaching. There are some good examples of teachers giving pupils feedback about how well they are doing but, this is not a consistent feature in lessons.

School self-evaluation is accurate and the school knows its strengths and weaknesses. Development plans are sharply focused, school leaders know what they need to do to improve and they set targets that are sufficiently challenging. The governing body knows the school well and although it meets its statutory responsibilities, its monitoring, reviewing and evaluation of the school's work is not rigorous. For example, the school has not completed an audit of the effectiveness of its provision to promote community cohesion. However, school leaders and the governing body demonstrate that they have the capacity to continue improving outcomes for the pupils.

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

- Improve the quality of teaching and raise pupils' attainment in English, mathematics and science by:
  - ensuring that planned activities are more precisely matched to pupils' needs, particularly those of the more able

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- providing pupils with more opportunities to talk in structured ways in a range of contexts
  - giving pupils clear guidance about what they need to do to improve their work and supporting them to do so
  - ensuring that lessons have a good balance of speaking, listening and doing by pupils
  - ensuring that lessons have structured summaries that relate to lesson objectives and enable teachers and pupils to summarise learning.
- Improve Early Years Foundation Stage provision by:
    - making more effective use of the outdoor learning environment
    - ensuring that children have sufficient opportunities to choose when to learn and play inside or outdoors.
  - Increase the effectiveness of the governing body's monitoring, evaluating and reporting procedures to ensure that weaknesses are tackled and further improvements to provision and outcomes are made.
  - Audit the quality of the school's work to promote community cohesion and produce an effective plan to improve engagement with a range of groups beyond the school and immediate community.
  - Up to 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.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy school and the practical activities in lessons, at lunchtimes and after school. For example, one Key Stage 1 pupil said that she liked it when 'you do less writing and more building' and in Key Stage 2, pupils clearly enjoyed working in pairs to find synonyms for words such as 'fast' and 'ugly'. For the most part, in lessons pupils work responsibly on their own or in small groups and are happy to talk, though in whole-class discussions and question-and-answer sessions, their spoken contributions are often brief and they are not always encouraged to speak at length to explain their thinking.

A majority of children enter reception with skills that are below those expected for their age, though this fluctuates from year to year and in some cohorts a large majority enters with skills well below expectations. Attainment at the end of Year 2 has been steadily improving in recent years and is in line with the national average in reading, writing and mathematics. By the end of Year 6 over the same period, the majority of pupils have made satisfactory progress from their starting points. Whilst some more-able pupils do not make progress as fast as they could, there are no significant differences in the progress of groups of pupils. Though recent improvements in attainment in English have been rapid, taking pupils' overall attainment and progress into account, pupils' achievement is satisfactory.

Pupils behave well in lessons and as they move around inside and around the school. They appreciate the care that adults provide and know why school rules should be followed. Pupils have a good awareness of the importance of diet and physical activity. For example,

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Key Stage 1 pupils said that they 'get faster on the football pitch' if they eat a balanced diet and that you 'have to do your moves to warm up, otherwise you might hurt your muscles'. Pupils' spiritual, moral, social and cultural development is good and they respond particularly well to opportunities to develop their musical and art and design skills. For example, their line drawings of 'water baddies', carried out as part of their study of water treatment, are of exceptional quality.

*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>3</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>	2
<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?**

Teaching is satisfactory overall. In the best lessons, teachers clearly explain to the pupils what they will be learning, activities are stimulating and interesting and there are good links between subjects such as geography, science, art and design and English. Lesson endings provide pupils with time to explain what they have learned and for the teacher to assess what pupils need to do next, although this is an under-used strategy across the school. Lessons effectively meet the needs of pupils with special educational needs and/or disabilities and support staff are deployed well to help these pupils. However, there is not always sufficient challenge for the more-able pupils, who sometimes carry out tasks that are the same as those set for the rest of the class. Pupils in each key stage are given opportunities to explain their thinking, particularly in mathematics lessons, but overall there are not enough occasions when pupils are expected to talk in structured ways about their learning. Marking is used to recognise achievement and point out the next steps for

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improvement, although this practice is not firmly established and teachers do not often follow their comments up to ensure that pupils take those next steps.

There are good links between different areas of the curriculum, which provide imaginative opportunities for learning. For example, pupils in Key Stage 1 study 'Pirates' and in their roles as seafarers, they write lively and interesting letters to their families about conditions at sea. In Key Stage 2, a data-handling activity took football as a theme to successfully engage the interest of boys. The school provides a good range of extra-curricular clubs which are well attended and much appreciated by the pupils.

The school provides good care and guidance for pupils in support of their personal development and well-being, and pupils and their parents and carers appreciate the way in which the school looks after them. The arrangements for welcoming new pupils to the school are good, as are the links with the local secondary schools to which the pupils transfer. The school's work with families and a range of agencies in support of pupils with particular needs or who are in difficult circumstances, is well established, and effectively contributes to the development of 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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The management of the quality of teaching and learning and the drive for improvement are satisfactory. Senior leaders have a clear and accurate understanding of how well the school is performing and set suitably challenging targets for improvement. The literacy leader has a high profile but the roles of other subject leaders, such as those for mathematics and science, are comparatively less well-developed. Nonetheless, there is a clear trend of improvement in key areas which demonstrates the school's satisfactory capacity to improve.

Governance is satisfactory. Members of the governing body offer a balance of challenge and support. They comply with safeguarding requirements and follow procedures to ensure that staff are suitable to work with pupils. The governing body monitors provision to see that health and safety requirements are met, but its procedures for ensuring that subsequent actions are taken when issues arise, are not robust.

The school has effective procedures for tackling any form of discrimination and the promotion of equality of opportunity is satisfactory. The school is a very cohesive community but there is limited evidence of its success in promoting community cohesion beyond the school and the immediate locality.

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*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>3</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 overall effectiveness of the Early Years Foundation Stage is satisfactory. Children behave well, play safely, enjoy their learning and by the end of their time in reception they have made satisfactory progress in preparation for the transition to Key Stage 1. The reasons why progress is no better than satisfactory are, first, because insufficient use is made of the outdoor learning environment and second, leaders are not operating a sufficiently dynamic or flexible system of organisation to allow enough opportunities for children to choose whether to learn and play inside or outdoors.

Staff take good care of the children and monitor and evaluate their gains in learning well, although the records of children's progress and achievement are stored on a teacher's laptop computer and, therefore, are not easily accessible to parents and carers. Resources for each area of learning are good and stored at the right height to enable children to select them for themselves and thus develop their independence.

Provision for the development of children's information and communication technology skills is good and children particularly enjoy using cameras to record each other at work and play. The indoor and outdoor learning areas are spacious, safe and secure and staffing ratios meet requirements.



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*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 minority of parents and carers returned questionnaires. Almost all have a very positive view of the school. They say that their children enjoy school, that it keeps their children safe and encourages them to lead a healthy lifestyle. Most were happy with other aspects of the school's work

Very few parents and carers wrote comments. Some were supportive and others voiced personal concerns, such as wanting school policies for caring for pupils with medical conditions to be more clearly communicated. Inspectors examined the quality of the school's communication with parents and carers and judged that it is good. However, clearer information for parents and carers about how the school meets pupils' medical needs would further enhance provision.

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

Ofsted invited all the registered parents and carers of pupils registered at Greasbrough Junior and Infant 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	52	21	44	1	2	1	2
The school keeps my child safe	27	56	20	42	0	0	1	2
My school informs me about my child's progress	26	54	18	38	2	4	1	2
My child is making enough progress at this school	24	50	21	44	2	4	1	2
The teaching is good at this school	30	63	15	31	2	4	1	2
The school helps me to support my child's learning	21	44	23	48	3	6	1	2
The school helps my child to have a healthy lifestyle	20	42	27	56	0	0	1	2
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)	20	42	24	50	3	6	1	2
The school meets my child's particular needs	20	42	26	54	0	0	2	4
The school deals effectively with unacceptable behaviour	17	35	27	56	0	0	2	4
The school takes account of my suggestions and concerns	15	31	27	56	4	8	1	2
The school is led and managed effectively	23	48	23	48	1	2	1	2
Overall, I am happy with my child's experience at this school	29	60	16	33	1	2	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



15 November 2010

Dear Pupils

**Inspection of Greasbrough Primary School, Rotherham, S61 4RB**

Thank you for making the inspection team so welcome when we visited your school recently. We are particularly grateful to those of you who talked with us in discussion groups, in lessons, at the breakfast club and on the playground. We were impressed by your enjoyment of school and by your good behaviour and attendance.

We judged that Greasbrough Primary School is a satisfactory school. This means that the governing body and staff do some things well but that a number of things need to improve. They look after you well, keep you safe and successfully help you to develop your reading and writing skills as you move through the school. You have played a good part in the school's success, which was very evident from your attitudes to learning in lessons and your appreciation of the extra activities that the school provides for you.

We have asked the adults to do a number of things to help bring about further improvement. These include:

- ensuring that the work you are given more precisely meets your needs, especially those of you who learn easily, giving you clear guidance about how to improve your work and ensuring that during or at the end of lessons, you all have opportunities to talk about your learning
- ensuring that the youngest children have regular opportunities to learn and play outside as well as indoors and to choose when to do so.

We have also asked the governing body to improve the effectiveness of its procedures for checking that everything is as it should be, including producing a plan to promote your understanding of the lives of different people in and beyond the United Kingdom.

Yours sincerely

Stephen Fisher

Lead inspector

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