

Greystoke Primary School

Inspection report

Unique Reference Number	119941
Local Authority	Leicestershire
Inspection number	358655
Inspection dates	16–17 May 2011
Reporting inspector	Alison Cogher

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Robert Power
Headteacher	Mary Thornton
Date of previous school inspection	13 May 2008
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Introduction

This inspection was carried out by three additional inspectors. Twenty three lessons were observed and 14 teachers were seen. The inspectors met with pupils, staff and members of the governing body. They observed the school's work, and looked at school documentation and policies including safeguarding information, teachers' planning, assessment and tracking data and pupils' work. Questionnaires from 122 parents and carers were received and analysed together with questionnaires from pupils and school staff.

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

- What has been the impact of actions taken to improve teaching and pupils' progress?
- Do boys and girls achieve equally well from similar starting points?
- What is the impact of action being taken to raise attainment in writing and mathematics?
- How successful are leaders and managers, and governors at securing whole school improvement?

Information about the school

The school is above average in size and serves the large village of Narborough and surrounding area close to the city of Leicester. Most pupils are of White British heritage with very small numbers of pupils coming from a range of other ethnic heritages. The proportion of pupils known to be eligible for free school meals is well - below average and the percentage with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The school runs a breakfast club for two mornings a week during term time. A privately run nursery is situated on the school site. The school has been accredited with the Healthy School Award.

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. It is improving steadily in a number of areas and has the confidence of its pupils, parents and carers. Progress made since the last inspection is demonstrated by the rise in pupil attainment and progress in English, particularly in writing, as a consequence of improved teaching and better procedures for assessing pupils and tracking their progress. Improvement in the Early Years Foundation Stage has been most marked and it now provides children with a good start to their education. Teaching is satisfactory overall across the rest of the school and ensures pupils make satisfactory progress. However, pupil progress varies between classes, subjects and groups. There is no clear pattern to this variation. Good teaching is evident in the school but key aspects are not consistently good enough in all classes and this contributes to pupils' uneven progress. Relationships between pupils and adults are good. Pupils appreciate this and are confident that adults help them to improve. Pupils' good behaviour and high levels of attendance support their development of positive attitudes to learning, good levels of social interaction and ability to work together well. Overall levels of attainment are broadly average by the end of Year 6. Between Years 3 and 6 pupils typically make better progress in English, and more reach above-average levels of attainment in this subject compared to mathematics. In lessons where they are given the opportunity to use their mathematical knowledge and skills to solve problems, pupils' progress rises. Recently implemented changes to the curriculum are providing for increased enrichment experiences and improved opportunities for pupils to use and apply their literacy, numeracy and information and communication technology (ICT) skills in other subjects. Pupils and staff are enthusiastic about the changes made, although it is too early to see clearly the extent to which they are supporting improvements in pupils' personal and academic development.

All groups of pupils, including those with special educational needs and/or disabilities, receive a good level of care, guidance and support. Pupils feel safe and able to ask adults for help because all staff are vigilant in areas concerning the safeguarding of pupils. Pupils have a good understanding of how to keep themselves fit and healthy. They are keen to accept responsibilities and do much to contribute to the school and local community. Pupils develop a mature and respectful approach to considering the views and experiences of others and have a clear understanding of right and wrong.

Senior leaders, staff and governors share a commitment to school improvement. School self-evaluation is largely accurate and the school development plan sets out in broad terms many areas of the school's work identified for improvement. These areas are not sufficiently prioritised with clearly defined success criteria to enable the leadership, staff and governors to track progress towards achieving them. Improved assessment procedures ensure staff have a clear overview of pupils' performance and appropriate support is put in place for any who are identified as falling behind. Staff and governor

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commitment, together with the improvement secured since the last inspection, mean that the school has a satisfactory capacity to keep improving.

What does the school need to do to improve further?

- By July 2012 raise attainment in mathematics by:
 - increasing the progress pupils make in mathematics in Years 3, 4, 5 and 6
 - providing pupils with more opportunities to use and apply their mathematical knowledge to solve problems.
- Accelerate pupils' progress in all lessons by:
 - improving the quality and consistency of teaching so that by July 2012 80% is judged good or better
 - making full use of assessment information so lessons include activities that closely match the differing needs of pupils
 - agreeing and implementing whole school procedures for checking pupils' understanding in lessons and for giving pupils time to respond to teachers' marking of their work.
- Improve the impact of leadership and management and governance on securing whole school improvement by:
 - ensuring the school development plan has a sharper focus on the most important areas for improvement and identifies precise success criteria
 - ensuring middle leaders, including those with subject responsibilities, have the knowledge and skills to enable them to support whole school improvement of teaching and pupil attainment.
- 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

Children start school with broadly the expected skills and abilities except in aspects of their personal and communication, language and literacy development. They make good progress and are well prepared for their work in Year 1. All groups of pupils achieve satisfactorily with no significant differences evident between boys and girls who start from similar points. Pupils with special educational needs and/or disabilities respond positively to the support they are given in lessons that enables them to complete the tasks they are set.

Pupils make satisfactory progress from Year 1 to Year 6 and attain average levels overall in English and mathematics. Improvements to teaching in English helped to secure an increased proportion of pupils reaching above-average attainment levels in Year 6 in 2010. This improvement is not mirrored in mathematics where a much lower proportion of pupils secure above-average attainment. Pupils' constructive relationships with others, together with their satisfactory basic skills development, help them to be soundly prepared for their future. Pupils take good care of each other and carry out their responsibilities in a mature

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manner. The work of the school council and the active involvement of all pupils in charity fund-raising are examples of the good level of contribution pupils make to the immediate and wider community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers and teaching assistants work well together to create an atmosphere in all classes that helps all pupils to develop into confident and motivated learners. Teachers have good subject knowledge and make effective use of a range of resources, including ICT, to stimulate pupils' interest and enthusiasm for learning. Lesson planning, whilst thorough, does not always take full account of the most recent pupil assessment information. Consequently, activities are not always focused precisely enough on pupils' different needs and so the pace of their learning slows. Pupils' learning moves forwards at a good pace when effective use is made of recent assessment together with pupils' work to demonstrate, for instance, possible methods for solving problems, or to exemplify expectations of quality. As an example, in a good mathematics lesson, pupils' workings were shared with the whole class to illustrate different ways to test a mathematical statement. Pupils' understanding is checked by teachers during, and at the end of lessons, although how this is done varies from class to class. Where this practice is not a strong feature of lessons, teachers miss the opportunity to gather information about pupils' learning to guide their future planning. In addition, pupils themselves are less well

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informed about how well they are doing and what they need to learn next. Pupils' work is marked regularly and teachers often write comments or make suggestions to help pupils improve. However, pupils are afforded too few opportunities to respond and so the potential benefits to their learning are lost.

Provision for enrichment within the curriculum is strong. Input from a variety of visitors plus visits to places such as Leicester University Botanic Gardens, stimulate pupils' interest and give a boost to the learning opportunities offered. Pupils particularly enjoy the good range of extra-curricular activities provided. Parents and carers acknowledge the importance of these additional experiences for pupils.

Staff are alert to the safety of pupils and work hard to ensure they are well-cared for and looked after at school. Parents and carers are pleased with the way staff encourage and support their children. Good records are kept regarding the personal development of pupils and those who give cause for concern are regularly reviewed. Good working relationships with the pupil and family support worker and a range of outside agencies enable the school to provide well-targeted additional support for pupils, and if necessary their families.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and other senior leaders monitor the work of the school, including the quality of lessons. Staff are also involved in school self-evaluation. However, middle leaders, including subject leaders, do not have the full range of skills, including the analysis of whole school data and monitoring and evaluating lessons, to enable them to contribute fully to the process of school improvement. Governors are active in seeking training to help them carry out their responsibilities effectively. They are keen to help the school to improve. Newly-introduced systems that enable them to independently monitor the school's work and to hold it to account are beginning to help them achieve this aim. School self-evaluation information is used to identify areas for improvement which are recorded in the school improvement plan. This plan is too broad and lacks details of the step-by-step successes to be secured to support a good rate of improvement. Safeguarding processes have a high priority and are embedded well in whole school practice. Sound procedures are in place to ensure that no discrimination occurs and pupil achievement is promoted equally.

The school works well in partnership with parents. Their views are surveyed and acted upon where appropriate. They are actively encouraged to contribute to their children's learning through their involvement in activities such as homework challenges and sharing

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reading. The school's good links with other schools and partner institutions provide additional learning experiences for pupils. Of particular note are those activities linked to sport and music. Provision in the area of community cohesion is satisfactory because links to communities further afield are relatively new and their impact on pupils' appreciation of cultural and religious diversity is yet to be realised.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly when they start school as a result of good teaching, well-organised induction processes and effective links with the on-site nursery and other local pre-school providers. They make good progress and develop into confident learners who play happily together. For example, when enjoying playing in the 'Train Station' role play area one boy announced 'I'm driving the train' whilst others wrote out booking forms or packed their suitcase ready for their holiday journey. In both the indoor and outdoor areas a wide range of activities are provided that reflect the provision of a well-organised, enriched and good-quality curriculum. Planning for activities is generally good with links made between different areas of learning so that children's knowledge, understanding and skills build progressively. However, the resources provided inside to support children's growing independence as writers are not reflected fully in the outdoor activities. This slows the pace of children's learning as their reliance on adults when they are outside is increased. Teamwork is strong and all adults work conscientiously to support children so that they feel valued and enjoy being at school. Staff are vigilant and effective systems are in place to ensure children are able to feel safe and that they are well-cared for. Children quickly build on their basic skills because the teaching is carefully planned to match their needs and interests. For example, whilst sharing the reading of a story, children were helped to explore the meanings of words and consider what might happen next. Well-structured teaching of phonics helps children to understand a wide vocabulary of sounds that they

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use to form simple words in their writing. The provision in this part of the school is effectively led and managed. Accurate self-evaluation and the speedy attention paid to addressing aspects identified for development keep improvement moving at a good pace.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was an above-average return of questionnaires. Most parents and carers are pleased with the school's work and noted a number of successful aspects such as the way the school works to keep their children safe, the promotion of healthy lifestyles and the range of additional activities provided. Positive comments included, 'Children are very happy at Greystoke' and 'A lovely caring school'. A small number of parents and carers feel that the school does not do enough to keep them informed of their children's progress. However, inspectors found that the school's procedures for sharing information about children's progress are very similar to those found in other schools with an additional opportunity provided through the 'celebration sessions' held at the end of a day each term. Concerns were also expressed by a very few about homework. This has been revised recently after a consultation with parents and carers and pupils so that it relates to the current topic areas being studied as well as supporting basic literacy and numeracy skills. This approach has been received well by most parents and carers and by pupils who say they are enjoying their homework more.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greystoke 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	57	48	39	2	2	0	0
The school keeps my child safe	75	61	45	37	0	0	0	0
My school informs me about my child's progress	40	33	58	48	12	10	1	1
My child is making enough progress at this school	54	44	51	42	11	9	1	1
The teaching is good at this school	55	45	58	48	4	3	0	0
The school helps me to support my child's learning	41	34	64	52	9	7	4	3
The school helps my child to have a healthy lifestyle	56	46	63	52	1	1	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)	48	39	66	54	2	2	1	1
The school meets my child's particular needs	51	42	58	48	8	7	1	1
The school deals effectively with unacceptable behaviour	38	31	68	56	11	9	0	0
The school takes account of my suggestions and concerns	38	31	64	52	9	7	1	1
The school is led and managed effectively	45	37	67	55	3	2	2	2
Overall, I am happy with my child's experience at this school	58	48	58	48	2	2	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 May 2011

Dear Pupils

Inspection of Greystoke Primary School Leicester LE19 2GX

Thank you for making us feel welcome when we visited your school. We have judged your school to be satisfactory. Through our discussions with you, and from the results of the survey some of you completed, we know there are a number of things you like about your school.

Here are some of the good things we found in your school.

You know how to keep yourselves safe and the adults in school do a good job of taking care of you.

You know how to stay fit and healthy.

You enjoy school and like taking part in the good range of extra activities that are provided for you, including sport and music.

You behave well and your attendance at school is extremely good.

You look after each other at school and you are good at taking on extra responsibilities.

This is what we have asked the school to do next.

Help you to make better progress in mathematics in Years 3, 4, 5 and 6.

Ensure that teachers make better use of assessment information about what you need to learn next to plan your lessons so you all make better progress.

Make sure that the school development plan makes it clear what are the most important things that need to be improved and how they will be achieved.

All of you can help your school to improve by continuing to work hard in all your lessons.

Yours sincerely

Alison Cogher

Lead inspector

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