

Greasley Beauvale Primary School

Inspection report

Unique Reference Number	135433
Local Authority	Nottinghamshire
Inspection number	381885
Inspection dates	10–11 November 2011
Reporting inspector	Terry Elston

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	John Handley
Headteacher	Donna Chambers
Date of previous school inspection	19 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 25 lessons taught by all 13 teachers. They held meetings with the governing body, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, curricular planning documents, examples of the ways in which the school supports different groups of pupils, evidence from the school's lesson observations and information from questionnaires completed by pupils, staff and 142 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 effectively does the teaching promote good progress in writing, especially for boys.
- To what extent are the leaders ensuring consistently good teaching and learning throughout the school?
- How well does the school identify different groups of pupils to ensure they benefit from effective support?

Information about the school

This is a larger-than-average primary school where the vast majority of pupils are White British. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The proportion of pupils who are known to be eligible for free school meals is below average. The school has recently gained national Healthy Schools status and the Activemark award. In September 2011 the school moved into new buildings. A private organisation provides care facilities for young children within the school building. This provision will be inspected separately.

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

The school provides a satisfactory education for its pupils. They enjoy school, behave well and make satisfactory progress so that attainment is broadly average by the end of Year 2 and Year 6. Attainment in writing, particularly by boys, is not as high as that in reading and mathematics. This is because pupils have too few opportunities to write at length, and the expectations of the quality and quantity of their writing in subjects other than English are not always high enough. There are some variations in progress by different groups of pupils because the systems for monitoring their progress are not always sufficiently robust. For example, while middle-attaining pupils do well, not all of the higher-attaining pupils make as much progress as they should.

While the overall quality of teaching and learning is satisfactory, it varies from satisfactory to outstanding. A strength in many lessons is the way teachers make learning fun by using exciting resources that motivate all groups of pupils. The new interactive whiteboards, for example, help pupils grasp difficult concepts such as the properties of three-dimensional shapes. In a minority of lessons, however, progress is slower because teachers do not provide work that meets the needs of the wide range of abilities in the class. Teachers' marking is full of congratulatory comments on how well pupils have done, and this does much to boost their confidence. Too often, however, this marking lacks sufficient guidance on how pupils can move on to the next stages in their learning.

The school is successful in promoting pupils' spiritual, moral, social and cultural development. They reflect deeply on issues such as the sadness experienced by families of fallen soldiers and have a good awareness of how their actions affect others. Pupils say how much they enjoy the broad themes that make for such an interesting curriculum. They find the topics fascinating and encourage them to continue their research at home. A wide range of popular clubs at lunchtime and after school enrich the curriculum and hone pupils' skills in areas such as sport and music. Parents and carers talk of the school being welcoming and one where their children feel safe and free from bullying. Attendance is monitored rigorously and is well above the national average.

The school has made satisfactory progress since the previous inspection. The headteacher is highly respected by pupils, parents and carers and staff and has guided the school well through a difficult period preparing for the move into new buildings. The leaders' evaluation of the school's effectiveness is accurate and their

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actions to improve attainment, for example in writing, are starting to close the gap with pupils nationally. There are some good new systems for evaluating the quality of teaching but these have yet to achieve the school's ambition to provide consistently good learning in all classes. The school has a satisfactory capacity to improve.

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.

What does the school need to do to improve further?

- Raise attainment in writing, especially of boys, by:
 - giving pupils time to write longer pieces of work
 - expecting more of the quality of their writing in subjects other than English.
- Establish consistently good learning in all classes by teachers:
 - planning lessons to ensure that tasks are demanding yet achievable for all groups of pupils
 - ensuring that pupils are clear about what they need to do to improve.
- Ensure that all pupils make equally good progress by teachers using data on different groups to support those who are at risk of underachieving.

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

Children enter the school with skills that are broadly at the levels expected nationally for their age. At Key Stage 1 most pupils read confidently and become increasingly skilled at building sounds into words. Their writing is neat but few pupils join their letters or write extended pieces of work. In mathematics, pupils make good progress when teachers use practical methods to help them learn. For example, Year 2 pupils learned to tell the time very well by using their own clocks and singing 'Hickory Dickory Dock' as they moved the hands forward.

At Key Stage 2 pupils read with good expression and they scan texts rapidly to gain information. They write stories that are interesting for the reader by thinking of exciting words to describe characters and making sure the endings are dramatic. Much of their writing, however, is brief and boys in particular find it hard to write extended pieces of work. In mathematics, pupils are confident using their multiplication tables and use their numeracy skills well to, for example, investigate scale drawings of the *Titanic*.

The recent strategy to include pupils with special educational needs and/or disabilities in all lessons has generally proved successful and ensures they benefit from learning alongside others in the class. They make good progress in their

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reading but occasionally struggle in class when the work is too hard for them.

Pupils listen attentively in lessons and, as one pupil commented, ‘just enjoy learning new things’. They have a good awareness of health and safety issues and speak knowledgeably about the wisdom of eating nutritious foods and taking care when using the internet. Pupils have a good involvement in the local community and are often praised for their enthusiastic involvement in events that raise money for local and global charities.

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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

In typical lessons, teachers make it clear what pupils are expected to learn and check carefully to make sure these objectives have been met. Teachers show a good knowledge of subjects and explain new work clearly. However, there is a lack of consistency in the quality of teaching that explains the varying rates of progress between classes. For example, some excellent teaching was seen when the teacher planned carefully to meet the needs of the different abilities in the class, and all pupils made rapid progress. In the less successful lessons, the work set was too easy for some pupils and too hard for others. Teachers sometimes spend too much time telling pupils what to do and leaving too little time for them to move on at their own pace. Their questioning of pupils is good, but they do not always target a wide range of pupils, instead allowing the same few keen ones to answer. The teachers make detailed assessments of pupils’ progress in lessons, and use these well to plan future work. However, not all teachers are confident using the school’s analyses of the

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

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progress of different groups of pupils to support those falling behind.

The school has developed a rich curriculum that links subjects together in order to make learning interesting. This is enhanced by pupils helping to decide upon the topics and how different subjects can be included. Well planned personal, social and health education provision ensures that pupils gain a good awareness of health and safety and learn the importance of understanding the feelings of others. A wide range of visits and visitors enrich the curriculum and help to make topics come to life. The many extra-curricular clubs are popular and help pupils develop their skills in sport and the creative arts. Pupils enjoy researching topics on computers, but there are not always enough available for them to use.

Parents and carers are right to feel the school cares for their children well. They appreciate the way staff know their children as individuals and are always there if any needs support. Pupils whose circumstances may make them vulnerable benefit from sensitive support, both from the school and from outside professionals. The school has taken effective measures to improve attendance and to maintain it at above average levels.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher plays an important part in promoting pupils' personal as well as academic development. Her targets are ambitious and staff at all levels show a determination to make further improvements. The school runs smoothly and safeguarding systems are robust and reviewed regularly. There are satisfactory systems to evaluate teaching and learning. These have been enhanced recently by good teacher improvement plans to show areas where extra training is needed. The effectiveness of the governing body is satisfactory. Its members are mostly knowledgeable and support the school enthusiastically. They work closely with the leaders to monitor the school's performance and have the skills to challenge them when necessary.

The school's leaders have forged strong links with the community that add much to the promotion of community cohesion. Good partnerships with contrasting schools in the United Kingdom and overseas, together with good provision in the curriculum for learning about the lives other people in the world, give pupils a thorough awareness of different faiths, cultures and social backgrounds.

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Leaders have developed rigorous systems to analyse attainment and compare the school’s performance with others. The priorities arising from this data are the right ones to move the school forward. While the school does much to ensure equal opportunities for all pupils, it is only just starting to make detailed analyses of the progress of different groups of pupils to show, for example, underachievement by pupils whose circumstances may make them vulnerable.

The school has developed good partnerships with local schools and businesses. As well as providing cost-effective training, these add much to the provision for areas such as competitive sport, music and pupils’ emotional well-being. The good partnership with parents and carers keeps them well informed about the school’s work and their children’s progress.

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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Consistently good teaching ensures that children make good progress in all areas of learning. The teaching of early reading skills is a particular strength that helps children to learn quickly how to build sounds into words. Parents and carers say how much the comprehensive induction procedures help their children settle quickly into school. Children learn to choose from the wide range of activities on offer, and enjoy playing reading games on the interactive whiteboards as much as acting out the story of the ‘Gingerbread Man’ outside. The adults observe children’s learning and development carefully and make detailed records of their achievements. The curriculum is planned well so that the children have a good balance of activities they choose for themselves and those directed by the teacher.

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Children make very good progress in their personal, social and emotional development. Adults encourage them to think for themselves and they quickly become confident and independent learners. They learn much about health and safety and rarely have to be reminded to wash their hands after handling dirty materials. Children behave well and soon learn the importance of listening carefully to the teachers’ instructions. The provision is led and managed well with a good awareness of how it could be improved. For example, the leaders are looking at how to get boys more interested in writing in order to raise their attainment.

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

The views of parents and carers are very positive. The vast majority appreciate the way their children enjoy school, feel safe and learn how to live healthy lives. They feel well informed about their children’s progress and always feel welcome in school. Nearly all believe their children are making sufficient progress. Inspection evidence supports these views. A small minority of parents and carers feel that the school is not good at coping with unacceptable behaviour, but inspectors found that the rare instances of poor behaviour are managed well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greasley Beauvale 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 142 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	71	39	27	2	1	0	0
The school keeps my child safe	102	72	35	25	1	1	0	0
The school informs me about my child’s progress	79	56	55	39	4	3	0	0
My child is making enough progress at this school	78	55	54	38	6	4	1	1
The teaching is good at this school	90	63	49	35	0	0	0	0
The school helps me to support my child’s learning	75	53	56	39	6	4	0	0
The school helps my child to have a healthy lifestyle	65	46	69	49	4	3	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)	68	48	65	46	1	1	0	0
The school meets my child’s particular needs	76	54	56	39	5	4	0	0
The school deals effectively with unacceptable behaviour	70	49	55	39	7	5	1	1
The school takes account of my suggestions and concerns	61	43	70	49	5	4	1	1
The school is led and managed effectively	80	56	54	38	2	1	3	2
Overall, I am happy with my child’s experience at this school	88	62	52	37	2	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



14 November 2011

Dear Pupils

Inspection of Greasley Beauvale Primary School, Nottingham, NG16 2FJ

Thank you for making the inspectors so welcome when we came to your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. The many of you who were kind enough to speak to us showed how proud you are of your beautiful new school. Your school is satisfactory, which means while some things are good, others could be better.

All of you work hard and you make satisfactory progress. You behave well, and this helps to make school a happy place. You have a good knowledge of how to keep safe and live healthy lives. Even the youngest ones think a lot about people in the world who are sad or have too little to eat. Your headteacher and other leaders help to run the school smoothly. You work hard at the activities provided for you and enjoy the many clubs at lunchtime and after school. Your teachers make learning fun and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe.

Your leaders are always looking for ways to improve the school. We have asked them to:

- help you to make faster progress in writing - you can help by doing your best writing in every subject and not just in literacy lessons
- make sure all the lessons are as good as the best ones
- check more carefully on the progress you make, and help those of you who are falling behind.

We wish you well for the future.

Yours sincerely

Terry Elston

Lead inspector.

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