

Greystones Primary School

Inspection report

Unique Reference Number	107098
Local authority	Sheffield
Inspection number	377533
Inspection dates	1–2 December 2011
Reporting inspector	Keith Bardon

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	489
Appropriate authority	The governing body
Chair	Susanna Bradbury
Headteacher	Chris Jennings
Date of previous school inspection	5 July 2006
School address	Tullibardine Road Sheffield S11 7GL
Telephone number	0114 2663413
Fax number	0114 2686235
Email address	headteacher@greystones.sheffield.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, observed 19 teachers, held meetings with staff, members of the governing body and with pupils, and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 162 questionnaires returned by parents and carers.

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

- Whether girls and boys achieve equally well.
- The progress made by pupils with special educational needs and/or disabilities.
- Whether any inconsistencies in the quality of teaching lead to some pupils making slower progress than others.
- How changes in leadership and management is affecting the school.

Information about the school

Greystones is a much larger than average size primary school. While a large majority of pupils are from White British heritage, approximately a quarter is from a range of minority ethnic backgrounds, with pupils of Pakistani heritage forming the largest group. A little over half of the pupils from minority ethnic backgrounds speak English as an additional language but very few are at an early stage in learning English. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils who have special educational needs and/or disabilities is above average and the proportion with a statement for their special educational needs is well above average. Many of these pupils have hearing impairment and are supported by a local authority managed hearing impaired unit based in the school.

The school has Healthy School status and has achieved the Basic Skills Quality Mark, Gold Arts Mark and Green Flag Eco-Schools awards. Pre-school and after-school care is available to pupils on site. These are not managed by the school and are inspected separately. Reports for these facilities will be available on the Ofsted website.

The substantive headteacher retired towards the end of the last academic year and one of the assistant headteachers left the school earlier in the year. The school is currently led and managed by an executive headteacher supported by the head of school until a new headteacher can be appointed.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school in which pupils are cared for extremely well. Consistently high attendance is a clear indication of the pleasure and enjoyment pupils gain from school. The comment 'I love coming to school because it is a special place' is typical of the views pupils hold. Pupils' personal development is promoted particularly well. They grow into sensible and thoughtful youngsters who are a pleasure to be with and their spiritual, moral, social and cultural development is outstanding. Pupils of all ages show respect for adults and each other, helping to create a very positive and welcoming atmosphere in which they feel completely safe and secure. Their sense of social responsibility is extremely strong and they make an outstanding contribution to their own and the local community.

From starting points that are typical for their age on entry to the Reception classes, pupils achieve well and their attainment by the end of Year 6 is above average. However, pupils' attainment in English is higher than in mathematics because girls in particular do not calculate and solve mathematical problems as confidently and with as much understanding as they read and write. Recent initiatives have had a significant effect on the quality of pupils' writing, helping to raise attainment not only in literacy but in all subjects where writing is a key element.

Teaching is good and as a result pupils make good progress. Interesting lesson content, lively discussions and clear instructions encourage pupils' involvement and they apply themselves diligently to all they are asked to do. Lessons are based firmly on previous learning so that pupils' knowledge, skills and understanding builds logically and progressively. The development of teaching and learning has been a sharp focus for leaders and managers in recent months and improvements have been made. However, teaching is not yet of the consistently high enough quality needed to accelerate pupils' progress further and to guarantee maximum achievement.

The school has maintained a good level of performance during a time of considerable change and uncertainty. This reflects very positively on the skills and dedication of the staff charged with managing the school during this period, and on the strategic decision making of the governing body. Working closely with the head of school and other senior staff, the executive headteacher has quickly acquired a very clear and in-depth understanding of the school's strengths and areas for improvement. Procedures for monitoring the work of the school and evaluating its achievements

are thorough and effective and provide accurate information from which well-considered plans for improvement are constructed. Staff share a strong sense of purpose and feel that their work is appreciated and valued. Taking all factors into account, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- To ensure pupils make even better progress, eliminate inconsistencies in teaching and raise the quality to outstanding by:
 - sharing the most effective practice across the school
 - taking all opportunities in lessons to challenge pupils of different abilities and accelerate their learning
 - extending pupils' understanding of how to assess for themselves the quality of the work they are producing and how well it meets the lesson objectives.
- Raise pupils' attainment in mathematics, particularly that of the girls by:
 - increasing their ability to solve problems confidently and confidence to make full use of what they know and understand
 - providing girls with the opportunity to answer questions during whole-class introductions and discussions and encouraging them to do so.

Outcomes for individuals and groups of pupils

2

Pupils show good attitudes to learning and behave well both in and out of class. They are clearly happy at school, joining in activities enthusiastically, answering questions thoughtfully and putting forward their ideas sensibly during discussions. Levels of concentration are good and pupils readily work with others when the opportunity arises. Pupils of all ages listen carefully to the teachers, taking a pride in their work and achievements. They are not put off by challenging work. Working closely together, Year 4 pupils identified their own questions before constructing quite complicated electric quiz boards which worked extremely well. Pupils show respect for adults, appreciate the help staff provide and ask politely for help when they need it.

Attainment dipped after the last inspection but has recovered and is back to the above average levels reported at that time. Both boys and girls achieve well in English. They read confidently and with understanding, express themselves clearly when speaking to others and write interesting, well-structured stories and factual accounts. They use words well for effect. When compiling a comprehensively researched piece on leatherback turtles, a Year 6 pupil concluded with the telling message 'When on a beach pick up plastic bags, you may be saving a life!' Pupils' attainment in mathematics is slightly above average but not significantly above, as it is in English. Girls tend to be lower attaining in mathematics than boys because strategies for teaching calculation and problem solving have less impact on their confidence and learning. Pupils from minority ethnic backgrounds, including those who speak English as an additional language maintain the same good rate of progress as other pupils. Pupils with special educational needs and/or disabilities,

including those with hearing impairment, respond well to the effective support they receive and achieve well. The school clearly identifies pupils who are gifted and/or have particular talents and they make good progress in their learning.

Pupils have every confidence in staff and feel extremely safe in school. 'Teachers really care about us' is typical of the comments they make. They demonstrate a very clear understanding of what they need to guard against when using the internet and how to look after themselves when out and about. Pupils show a good understanding of what constitutes a healthy lifestyle, helped by growing their own vegetables in the school garden. However, a minority of pupils do not always make healthy choices, such as what to eat as a snack at playtime. Pupils readily take on responsibilities around school and in the local area which benefit others considerably. They work enthusiastically with local residents in the community allotment before persuading local businesses to sell and distribute the products they have grown. Despite an imbalance in their literacy and numeracy skills, the range of academic and personal skills pupils acquire puts them in a good position to succeed in the future. Pupils reflect very carefully on important issues during assemblies and in class. They have a very strong sense of right and wrong and excellent understanding of how their actions affect others. Pupils place high value on their own culture and that of others, something that is clearly evident in the excellent art work which is displayed around the school.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers plan lessons carefully and identify clear objectives for pupils' learning. These are shared productively with pupils at the start of lessons and often reviewed constructively at the end. They are not always used well enough during lessons to develop pupils' understanding of how to assess the progress they are making for themselves. Teachers often ask challenging and well judged questions during whole-class discussion, but in mathematics lessons these are not always targeted sufficiently well at the girls, who have a tendency to let the more confident boys

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

answer for them. Most tasks are matched well to pupils' abilities, although there are times when this is not as effective as it could be, particularly when the whole class is working together. Teaching assistants provide good support for pupils during lessons, often intervening skilfully to help them over any difficulties they may be encountering. Teachers and teaching assistants from the hearing impaired unit work closely and very effectively with class teachers and those pupils with hearing difficulties participate fully in lessons. Pupils' work is marked conscientiously and they are given good quality guidance on how to improve.

The school has quite recently adopted a more creative curriculum in which different subjects are linked cohesively together. While this meets pupils' needs well and is adding much to their enjoyment of learning, the development is not yet complete and the full effects on pupils' attainment and progress have still to be realised and evaluated. The curriculum provides pupils with a wide range of opportunities to read and write in literacy lessons and across different subjects. This has a significant impact on their attainment in English. Opportunities for pupils to use and apply their mathematical skills are developing but not yet fully effective. The curriculum is enhanced by regular visits and visitors to school, including a much enjoyed residential visit to a working farm by Year 2 pupils. Other additional activities, such as working in the school garden and community allotment, provide valuable experiences from which pupils gain much.

Greystones is a highly inclusive and nurturing school and pupils benefit considerably from the high quality of care, guidance and support staff provide. Parents and carers describe it as a 'Fantastic, community school' and comment that 'It's big but it feels small'. Staff know pupils exceptionally well and pupils are confident that any problems they take to them will be addressed sensitively and comprehensively. A very careful watch is kept over any pupil whose circumstances may make them potentially vulnerable and decisive action is taken to ensure their welfare needs are met. Pupils with special educational needs and/or disabilities receive high-quality support and the school utilises its extensive and well-established links with a wide range of agencies to ensure they receive any additional help they may require. Staff from the hearing impaired unit work in very close partnership with the school so that these pupils are fully included and derive maximum benefit from all the school has to offer. Arrangements for children's smooth entry into the Early Years Foundation Stage and for their transition from one phase of education to the next are extremely effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Although there have been major changes to leadership and management, the school has continued to perform well. The executive headteacher is working very closely with established staff and a close knit, sharply focused leadership team has quickly been established. Other staff are recruited into one of five developmental teams, to ensure that the school makes the best of their skills and expertise and everyone is involved in school improvement. Some responsibilities within these teams, particularly for monitoring different aspects of the curriculum, do, however, lack clarity. The quality of teaching is checked regularly and assessed accurately. In many lessons the teaching has strong features but these are not always evenly distributed and opportunities for staff to learn from each other's practice are not fully utilised. The governing body supports the school well, checks its performance thoroughly and asks challenging question to help it to improve. Members of the governing body have a very clear vision of what they require of the next headteacher and by putting well-founded interim measures in place are giving the school every opportunity to recruit the best candidate.

Safeguarding procedures have recently been tightened in a number of areas and provide a good level of security for pupils and staff. The required procedures are firmly in place and checked regularly to keep them up to date. The school's highly effective partnerships with other organisations, including the hearing impaired unit and other support agencies, provide extensive additional opportunities for pupils, including those who show particular talents in areas such as music or gymnastics. The school ensures no pupils are discriminated against and monitors the progress they are making closely. There is a little unevenness in pupils' progress between classes, but the gap is closing and equality of opportunity is good. The school serves its own community and that of the local area very well. The promotion of community cohesion further afield and particularly beyond the United Kingdom is not fully developed. The strong support parents and carers express for the school accurately reflects the effective way in which staff involve and communicate with them.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Most children enter reception with skills and abilities that are typical for their age. Staff have a good understanding of the needs of young children and create a welcoming, safe and stimulating environment which sparks children's curiosity and their desire to learn. This was plain to see as children weighed Christmas parcels and counting baubles on the tree with great enthusiasm and excitement. Children make good progress, particularly in their personal, social and emotional development, and move into Year 1 well prepared for the National Curriculum.

The quality of teaching is good. Children enjoy a wide range of enjoyable activities both indoors and out, although resources out of doors are not as good as they could be to maximise opportunities for learning. The school is aware of this issue and has it in hand. A careful balance is struck between adult-led activities and those children choose for themselves. Children behave very well and readily take on responsibilities for tasks such as tidying up at the end of activities or self registering. Staff monitor children's development closely and use the information productively to plan the next steps in their learning. Assessment procedures are good and firmly embedded, although the use of learning journals as a means of gathering information together to aid monitoring is not as advanced as the other procedures. Staff involve parents and carers at every opportunity and keep them very well informed. The Early Years Foundation Stage is managed well by a skilled and enthusiastic leader, who has a clear understanding of the strengths of the provision and the areas for development. Plans for improvement are firmly in place and thorough evaluations are made of the outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	

Views of parents and carers

With very few exceptions parents and carers hold very positive views of the school and are pleased with the quality of education their children are receiving. Those who added comments to their questionnaires described it as a school where 'children are respected by the staff for their individuality' and a 'very happy and imaginative place to learn'. While some expressed concerns about the lack of a substantive headteacher others praised the response of the staff and how they had 'pulled together' to maintain the equilibrium of the school. A small minority of parents and carers feel their children could make better progress. Inspectors visited lessons, examined pupils' work books and looked at the information the school compiles to gain a clear picture of the progress pupils make. This was found to be good overall, but with the areas for improvement that have been identified in the report. The questionnaires contained a small number of other concerns. These were often balanced by other parents and carers offering the opposite viewpoint but all issues

have been discussed with the school in general terms, without breaching confidentiality.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greystones 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 489 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	118	73	41	25	3	2	0	0
The school keeps my child safe	123	76	35	22	4	2	0	0
The school informs me about my child's progress	81	50	69	43	8	5	2	1
My child is making enough progress at this school	93	57	52	32	13	8	1	1
The teaching is good at this school	107	66	47	29	5	3	1	1
The school helps me to support my child's learning	95	59	54	33	9	6	1	1
The school helps my child to have a healthy lifestyle	81	50	69	43	9	6	2	1
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)	92	57	51	31	6	4	2	1
The school meets my child's particular needs	91	56	57	35	9	6	2	1
The school deals effectively with unacceptable behaviour	75	46	72	44	3	2	2	1
The school takes account of my suggestions and concerns	73	45	71	44	9	6	1	1
The school is led and managed effectively	86	53	64	40	3	2	1	1
Overall, I am happy with my child's experience at this school	114	70	45	28	2	1	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

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 is 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.



5 December 2011

Dear Pupils

Inspection of Greystones Primary School, Sheffield – S11 7GL

Thank you very much for the very friendly greeting you gave the inspectors when we visited recently. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school. Greystones is a good school and we understand fully why you enjoy it so much. Staff take exceptionally good care of you and we know you appreciate the help, support and guidance they provide. We were pleased to see you behaving well and working hard in lessons. This shows a good attitude to learning and you can be proud of the way you grow into thoughtful and responsible young people. We think the way you help each other and staff in school and the contribution you make to your local community is outstanding – very well done!

The progress you make is good because you are taught well and given interesting things to do. By the end of Year 6, the majority of you are producing work that is above the level expected for your age. However, we noticed your attainment in English is often higher than in mathematics, particularly that of the girls. To close this gap we have asked teachers to ensure everyone is confident when solving problems and to encourage girls to answer more questions in mathematics lessons. You need to help by always using what you know and understanding as well as you can and not being afraid to put forward an answer, even if you are not completely sure you are right. To make your progress even better we have asked teachers to:

- share their teaching expertise with each other
- challenge you to make sure you are able to achieve to the best of your abilities at all times
- help you to make more use of WALT and WILF to measure how well you are doing
- help you to reach higher standards in mathematics.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Keith Bardon
Lead inspector

