

Greysbrooke Primary School

Inspection report

Unique Reference Number	124126
Local Authority	Staffordshire
Inspection number	380809
Inspection dates	7–8 December 2011
Reporting inspector	David Evans

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	199
Appropriate authority	The governing body
Chair	Julia Barnett
Headteacher	Tracy Holmes
Date of previous school inspection	15 June 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons taught by eight teachers. Meetings were held with members of the governing body, staff, pupils and parents and carers. Inspectors observed the school's work and the arrangements in place to safeguard pupils. They looked at the school's improvement plan and its self-evaluation, assessment and tracking data that teachers use to monitor pupils' progress, school and local authority monitoring information, lesson plans and school policies. Questionnaire returns from 64 parents and carers were analysed as well as returns from pupils and staff.

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

- Why did attainment dip in 2011 and how successful is the school in raising attainment and pupils' rate of progress, especially in mathematics?
- Is the teaching consistently effective so that it offers the right level of challenge for all pupils, whatever their ability?
- How rigorous and effective are leaders and managers at all levels in monitoring the work of the school to ensure that attainment and progress improve?

Information about the school

This is a smaller than average-sized primary school. Most pupils are White British with a few from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities and with a statement of special educational needs is below that found in most schools. The number of pupils eligible for free school meals is below average. The school has gained the Sportsmark, Activemark, Basic Skills and International Schools (Bronze) awards and national Healthy Schools status.

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

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

Inspection judgements

Overall effectiveness: how good is the school?**1****The school's capacity for sustained improvement****2**

Main findings

Greysbrooke is an outstanding primary school. Several features of its work are excellent, including the extent to which pupils feel safe, their contribution to the school and wider community, and their spiritual, moral, social and cultural development. The school provides an outstanding curriculum that is relevant to the pupils and based on what interests them. It also cares for pupils extremely well. As a result, pupils' behaviour is exemplary. A very wide range of partnerships makes a particularly valuable contribution to pupils' experiences through enhancing aspects of the curriculum and the care they receive.

Attainment has been consistently and significantly above average over time, but it dipped in the Key Stage 2 national tests in 2011, especially in mathematics. Results, which were broadly average, were lower than had been anticipated because of difficult circumstances beyond the school's control at the time of the tests that detrimentally affected a group of the Year 6 pupils. However, as a result of good and outstanding teaching in most classes, pupils make good progress and attainment is again set to be above average. Leaders' success in reversing last year's decline in standards and maintaining the school's many strengths is based on accurate self-evaluation. It shows the school's good capacity for continued improvement.

Pupils achieve well from the start of Reception to the end of Year 6. This is true for boys and girls from all backgrounds and those of all abilities, including pupils with special educational needs and/or disabilities. However, pupils of all abilities are not always fully challenged in lessons. This is a concern noted by some parents and carers. It arises particularly in the small minority of lessons where pupils are all given similar work to do regardless of their ability. It contrasts with the many lessons where a notable strength is the way teachers help pupils to build on what they have already learnt. Teachers use questioning well to draw out thoughtful answers from pupils. In turn, this helps pupils to grow in confidence. Well-planned activities encourage pupils to support each other as they work in pairs and small groups. Teaching assistants make a valuable contribution to pupils' learning when they support pupils working in groups. Throughout the school, work is marked regularly and assessment is good. While most teachers provide individual targets and detailed comments to guide pupils on how to move their learning on, this is not fully consistent across the school.

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What does the school need to do to improve further?

- Accelerate progress in English and mathematics by ensuring that work is consistently matched to the ability levels of all pupils.
- Raise the quality of teaching from good to outstanding throughout the school by:
 - ensuring the consistency of individual target setting
 - ensuring that the marking of pupils' work always identifies how they can move to the next step in their learning.

Outcomes for individuals and groups of pupils

1

Children join the school with skills and abilities that are generally below those expected for their age and they make good progress by Year 6. Attainment in mathematics has improved with a focus on developing mental mathematics, problem-solving skills, data analysis and using exciting real or imaginary examples. Pupils with special educational needs and/or disabilities make good progress from their individual starting points because of the good support they receive in class and in the flexible and carefully planned intervention programmes out of class.

Pupils behave extremely well in lessons and around the school and meet the very high expectations set for them. They enjoy their work and want to do as well as they can. One pupil encapsulated this, saying, 'We have lots of really interesting work and our teachers make learning fun'. They enjoy discussing ideas, both in groups and with their learning partners. Pupils have good opportunities to extend their numeracy skills through other subjects, and boys especially are enthused by exciting topics. For example, in an exhilarating lesson in Year 4 pupils carefully weighed and enthusiastically measured various ingredients as they proudly prepared their bread mixtures. Pupils of different abilities were well challenged and the tasks were particularly exciting so that all pupils made very good progress in their numeracy skills. In another Key Stage 2 class, pupils worked with considerable enthusiasm as they arranged compass points and instructions so that they could discover treasure hidden in the school.

Pupils get on very well together. They treat each other with kindness and respect, and they grow in confidence and self-esteem, reflecting their outstanding spiritual, moral, social and cultural development. They enjoy accepting responsibilities within the school, including as peer mentors and school councilors, and they take a very keen interest in the wider community, for example in choosing charities to support through fundraising. Because the arrangements for their welfare are exceptionally strong, pupils feel very safe at school. They also have a very good understanding of the need for a healthy diet and regular exercise, reflected in the award of national Healthy Schools status. Many pupils keenly take part in extra-curricular sports activities in addition to the timetabled physical education lessons. Attendance is

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above average and improving because pupils and their families respond positively to the initiatives taken by the school to discourage avoidable absence. Pupils' good achievement, enthusiasm for learning and excellent personal development ensure they are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
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	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

While the quality of teaching is good overall, inspectors also observed some outstanding lessons across the school. During these lessons, pupils made very good progress because they were completely clear about how their learning is developing, and teaching was pitched at exactly the right level for pupils of differing abilities. However, this is not always the case. High-quality teaching is based on strong relationships, lively and skilful delivery and, in the best lessons, systematic assessments of pupils' progress. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning.

Good use is made of resources, including interactive whiteboards, to motivate pupils and enhance their learning. Although targets are set, there is a lack of consistency in the use of individual targets to help pupils reach the higher standards of work. The marking of pupils' work is up to date and comprehensive and, in the best cases, provides pupils with pointers for improvement to help them to take the next step in their learning.

The curriculum caters outstandingly for pupils' learning and personal development.

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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The wide range of topics and themes studied stimulate pupils' interest very well and capture their imagination. Literacy, numeracy and information and communication technology skills are promoted exceptionally well in all themes. Pupils and their parents and carers speak highly of the extensive range of visitors and exceptionally well-attended visits and extra-curricular activities that enhance pupils' learning and personal development. Modern foreign languages are promoted exceptionally well and there is an exciting new project to build an astronomical observatory, which will be used by the school and the community.

Pupils are very well known as individuals. Intervention activities, including work with external agencies, are particularly effective for those pupils whose circumstances may make them vulnerable and those with additional learning or pastoral needs. Teachers take great care to ensure that new pupils settle in fully, and to smooth the way for pupils as they prepare to move to their next school. All school staff understand the school's context well and are tenacious in ensuring high quality induction and transition arrangements so that barriers to pupils' achievements are overcome.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school community works very closely together in its aim for pupils to have the best learning opportunities because of the inspirational leadership of the headteacher, strongly supported by senior leaders and managers. Lessons are regularly and rigorously monitored by senior managers and any areas of weakness are addressed as a priority. The good governing body successfully harnesses the wide range of skills and knowledge of its members to ensure the school is effectively challenged and supported. Members of the governing body are deeply committed to the school and examine data and other sources of information critically. Parents and carers highly value all the school offers, as indicated in their questionnaire responses. The school promotes equality of opportunity well, although there are still some relative weaknesses in the provision for pupils of different abilities, which it is addressing.

The school's exceptional links with parents, carers and external agencies benefit pupils' learning and contribute to school improvement. Excellent safeguarding arrangements underpin the outstanding care provided by the school. These arrangements and policies have been adopted as exemplars by other schools and

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local bodies. Records of the suitability of staff to work in the school are all up to date and risk assessments are comprehensive. All staff are appropriately trained and policies provide clear guidelines for staff.

The headteacher and governing body know their community very well. The school is an outstandingly harmonious environment and has developed outstanding links with the local community and beyond. The school is a focal point and driving force for community cohesion. The school is committed to maximising opportunities for pupils and their families so that pupils can achieve the very high aspirations that they hold for them. Examples of success are many and varied and there are strong links with Lesotho and several European countries. The school has gained the International School award in recognition of these links. There are excellent links with the local churches and secondary schools.

These are the grades for 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	1
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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage is well managed and provides a good start for children. Children make good progress across all areas of learning and reach average standards by the end of the Reception year. Children play and learn well together. There is lots of laughter and cooperation around the activities. The learning environment is exciting and promotes eagerness in children to engage and concentrate on activities. Children's interests are used to help them learn. Children have a good understanding of keeping safe because of effective adult guidance.

Teaching and learning are good. Staff place a strong emphasis on basic skills including language development and personal, social and emotional development. There is a good balance between adult-led activities and those chosen by the children. The outdoor areas are safe and secure and link directly to the classrooms.

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Children are able to move freely between the indoor and outdoor areas under good supervision.

Children are well cared for. There are clear monitoring activities planned which give the leader a good understanding of where to focus individual child support. Data are used effectively to enable teachers to analyse progress. Parents and carers are very happy and satisfied with the way the school communicates with them and with its support for their children. Children with special educational needs and/or disabilities are well supported in all aspects of their learning.

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

A majority of parents and carers responded to the questionnaire and all are pleased with the school. They value the fact that their children like school, are well taught and are prepared well for the future. Parents and carers also feel confident that their children are safe and helped to have a healthy lifestyle. The inspectors fully endorse these views. A few indicated that they were unhappy about behaviour and progress, but inspectors saw consistently good behaviour and judged pupils to be making good progress. Pupils confirm that any incidents of misbehaviour are dealt with promptly and well. Nearly all parents and carers confirm that they are well informed about how well their children are doing, but a few were unhappy about how well their child's needs are met.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greysbrooke 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	45	35	55	0	0	0	0
The school keeps my child safe	36	56	28	44	0	0	0	0
The school informs me about my child's progress	16	25	45	70	2	3	0	0
My child is making enough progress at this school	19	30	39	61	5	8	0	0
The teaching is good at this school	25	39	36	56	2	3	0	0
The school helps me to support my child's learning	21	33	40	63	3	5	0	0
The school helps my child to have a healthy lifestyle	16	25	46	72	2	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)	20	31	34	53	5	8	0	0
The school meets my child's particular needs	20	31	39	61	5	8	0	0
The school deals effectively with unacceptable behaviour	15	23	45	70	4	6	0	0
The school takes account of my suggestions and concerns	25	39	34	53	3	5	0	0
The school is led and managed effectively	24	38	36	56	3	5	0	0
Overall, I am happy with my child's experience at this school	30	47	30	47	1	2	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.



9 December 2011

Dear Pupils,

Inspection of Greysbrooke Primary School, Shenstone, WS14 0LT

Thank you for being so friendly and welcoming when we came to visit you. You told us yours is a good school and we agree with you. The good teaching helps you to make good progress. We were very pleased at how very well behaved you are, and how you all get on so well together. It is this that helps to make the school such a happy place. In this well-run school, staff take excellent care of you, which is a key reason why you feel so safe at Greysbrooke Primary.

You make an excellent contribution to your community and are learning a great deal about the world in which you live. Your headteacher, other staff and the governing body work well together to make your school a happy place in which to learn.

To help make your school even better we have asked the headteacher and teachers to

- ensure that your work matches your abilities from the start of lessons right through to the end of them
- ensure you have individual targets to reach in your subjects
- help you understand what you need to do to improve your work.

You can all help by continuing to work hard, listening to your teachers, and always doing your best to correct and improve your work. We hope you continue to do well and to enjoy learning as much as you do now for the rest of your lives.

Yours sincerely

David Evans
Lead inspector

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