

Greystoke Primary School Narborough

Thornton Drive, Narborough, Leicester, LE19 2GX

Inspection dates

1–2 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is too much variation in the quality of teaching and, as a result, pupils' progress is uneven in Years 1 to 6.
- In some lessons, all pupils sit and listen to the same introduction when higher ability pupils could be getting on with more challenging work.
- The marking of pupils' work does not always provide clear guidance on their next steps in learning.
- Procedures used by leaders for checking the quality of teaching do not lead to sharply focused action points for the teachers that will improve their performance and raise pupils' achievement.
- Some senior and middle leaders do not fully understand their responsibilities for driving improvement in their areas of work.
- Members of the governing body do not gather enough first-hand evidence of the school's performance so they can take action to improve it.

The school has the following strengths

- The teaching of early reading skills is good and pupils develop into confident readers who enjoy an interesting range of books.
- Good leadership of the Early Years Foundation Stage ensures children progress well in stimulating indoor and outdoor areas.
- The school has a calm atmosphere and pupils behave well in the corridors and playground.
- Pupils are given a good range of additional activities outside lessons.
- Safeguarding arrangements are secure and parents report that their children are kept safe in school.
- The school is good at helping pupils to develop their spiritual, moral, social and cultural understanding.

Information about this inspection

- The inspectors observed teaching and learning in 22 lessons, four of which were joint observations with the headteacher. Inspectors also observed two school assemblies and made a number of other short visits to classrooms.
- The inspectors held discussions with the headteacher, other staff and pupils, the Chair of the Governing Body, and some parents and carers at the start of the school day. A telephone conversation was also held with the local authority school improvement partner.
- Inspectors heard groups of pupils of different ages reading.
- The inspectors took account of 29 responses to the online questionnaire (Parent View).
- They looked at the school's policies, teachers' planning of learning, school improvement planning and records on behaviour and safety, together with samples of pupils' work. They also looked at tracking documentation of individual pupils' progress, documentation on how leaders manage teachers' performance and minutes from meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector	Additional Inspector
Helen Woodhouse	Additional Inspector
Veronica McGill	Additional Inspector

Full report

Information about this school

- Greystoke Primary School is above-average in size compared with schools of a similar type.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for particular pupils who need it) is below average.
- Almost all pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds or have English as an additional language.
- The proportion of pupils supported through school action is below average, as are the proportions supported through school action plus or with a statement of special educational needs.
- There are two Reception classes in the Early Years Foundation Stage.
- A separately-funded pre-school play-group on the school site was not inspected as part of this inspection.

What does the school need to do to improve further?

- Raise achievement in mathematics by:
 - making sure that the work set in lessons is engaging and stretches pupils, particularly those capable of reaching higher levels
 - providing more opportunities for pupils to use their mathematics skills in other subjects.
- Improve the quality of teaching so that it is consistently good or better by:
 - raising teachers' expectations of the progress pupils can make in lessons
 - providing more opportunities for higher ability pupils to engage in more challenging independent work at an earlier stage in lessons
 - making sure that, in the marking of their work, pupils are given clear guidance on their next steps in learning, and are given time to respond to the comments written in their books.
- Improve leadership and management by ensuring that:
 - the checking of the quality of teaching leads to sharply focused action that has a positive impact on pupils' progress
 - all staff with leadership roles fully understand their responsibilities and have the skills necessary to identify and tackle weaknesses in provision in their areas of work
 - members of the governing body have the skills necessary to find out how well the school is doing and rigorously hold its leaders to account for its performance.

Inspection judgements

The achievement of pupils

requires improvement

- Although the school has improved since the previous inspection, pupils' progress and achievement are variable in different classes and subjects in Key Stages 1 and 2. Consequently, overall achievement requires improvement.
- Children's skills on entry to Reception are generally typical for their age. Because teaching is consistently good, they make good progress and their personal, social and emotional development, and communication and calculation skills are above the national average when they enter Year 1.
- The good progress made in Reception is not built upon well enough because of inconsistencies in teaching and learning in later years. Pupils make good progress in some lessons but slower progress in others. As a result, while attainment has been consistently above average at the end of Year 2, it has been average at the end of Year 6.
- The progress of disabled pupils and those with special educational needs is good because the support provided in lessons is well matched to their needs.
- The progress made by pupils for whom the school receives additional funding through the pupil premium is similar to that of their peers, with good progress being made in some classes but slower progress in others.
- Action taken to improve teaching has had a positive impact on attainment. There was a rise in English and mathematics 2011 and this continued in 2012. However, analyses of the preliminary 2012 test results and scrutiny of pupils' work show that, while pupils made good progress in writing, progress in reading and mathematics was only what was expected from their above average attainment at the end of Year 2.
- While there have been improvements in teaching, too many inconsistencies remain, particularly in terms of the level of challenge in the work given to higher ability pupils in mathematics.
- A structured programme for the teaching of phonics (letters and the sounds they make) helps pupils learn basic reading skills. Their skills are supported by regular opportunities to read by themselves or with staff. As a result, their reading standards at the end of Year 2 are above average. By Year 6, most pupils enjoy reading books that interest and entertain them and can also use their reading skills to gather information.

The quality of teaching

requires improvement

- There are a number of strengths in teaching but its quality is too variable. Across Years 1 to 6, there is wide variability in the quality of teaching. Teachers do not all have high enough expectations of how much progress pupils can make in lessons.
- In lessons where teaching requires improvement, pupils of all abilities are often required to sit and listen to the same explanations of learning. In these, the work is not matched closely enough to pupils' abilities and their next steps in learning, higher ability pupils are capable of moving on more quickly. For example, in one mathematics lesson with Year 3 and Year 4 pupils, most higher ability pupils found the work far too easy and, as a result, made limited progress.

- Teachers' marking of pupils' work varies too much in its quality and effectiveness. Some is good with clear pointers for improvement, while other marking does not help the pupils to improve enough. Where pupils are given guidance on what to do to improve, they are not always given enough time to follow these through and so do not learn from their own mistakes.
- Teachers generally make good use of new technology and other resources to help learning, especially in the good and sometimes better teaching seen in the Reception classes. Adults make good use of the well-equipped indoor and outdoor areas to develop children's language, numeracy skills and social skills, and to promote their physical development.
- Good classroom management is based on good relationships and pupils' enthusiasm for learning. The most effective teaching is where learning is well planned, captures pupils' interest and makes the most of their willingness to learn. Where teachers set work that actively involves the pupils and makes clear exactly what they are expected to learn, good progress is made. For example, in a lesson with Year 5 and Year 6 pupils, the teacher made excellent use of her subject knowledge to extend pupils' understanding of dialogue and plot in writing a film script. Pupils were highly motivated because the work actively engaged and interested them, and they made good gains in learning.
- The learning of disabled pupils and those who have special educational needs is generally successful because teachers use teaching assistants well to support individuals and small groups. Consequently, these pupils make good progress towards their learning targets. However, the teaching of those pupils eligible for the pupil premium varies too much because the work set is not always well enough matched to their ability levels.

The behaviour and safety of pupils are good

- Pupils' good behaviour and friendly attitudes help to promote a positive atmosphere for learning. Pupils are attentive and willingly comply with the requests of adults and the systems used to manage their behaviour.
- Pupils are generally polite and helpful to adults and visitors to the school. They are keen to take on responsibility and through the school council or as 'Huff and Puff' play leaders, for example, play a constructive role in the life of the school.
- Pupils report that they feel safe, secure and happy in school. Parents and carers agree. Good links with the on-site pre-school playgroup help children to settle quickly into the Reception class. Pupils display a good sense of how to stay safe, and are knowledgeable about risk and danger for their age. They display a good grasp of what constitutes bullying and display high levels of confidence that staff will quickly resolve any concerns.
- Pupils' enthusiastic attitudes make a positive contribution to their learning. Classroom routines such as sharing, listening to each other and taking turns are firmly embedded. In the corridors and playground, pupils are usually considerate, safety conscious and sensible.
- The school promotes the benefits of regular attendance and punctuality well. Attendance is above average and pupils are punctual at the start of the day.
- Arrangements to support children whose needs are complex and make them potentially vulnerable are effective. This includes the good use of specialist external agencies. Parents appreciate the good quality of care that school staff provide.

The leadership and management requires improvement

- The headteacher, with good support from her deputy, provides purposeful leadership and has ensured that there has been encouraging progress in improving the school since the last inspection. Attainment has risen and pupils' progress in writing is now good. The school has the capacity to continue to improve.
- Senior leaders check the quality of teaching through lesson observations. They scrutinise pupils' work to see what progress they are making and how helpful the marking of it is. However, specific areas for improvement of teaching are not identified clearly enough, both for teaching skills in general and those of individual teachers, to drive improvement at a rapid pace.
- There is a clear understanding that all decisions on pay and promotion must be fully justified by teachers' skills in ensuring pupils make good progress.
- Several staff who have recently been appointed to senior and middle leadership roles do not fully understand their responsibilities. They do not have the skills necessary to check the quality of teaching in their areas with enough rigour to identify and tackle weaknesses securely.
- The teaching and learning programmes and the wide range of subjects provided are contributing to the rise in pupils' attainment. These programmes are enhanced through a variety of sports, musical and performing arts activities, and residential visits. Pupils' social, moral, spiritual and cultural development is promoted well through both the taught subjects and through assemblies where pupils are encouraged to reflect on moral issues.
- Pupils' progress is tracked by teachers and senior staff to identify and provide additional support for any groups that may be falling behind. Pupils eligible for the pupil premium receive individual support and steps are taken to ensure they are able to take part in all that the school has to offer.
- Parents and carers commented favourably that help for disabled pupils and those with special educational needs makes sure they are able to experience all learning opportunities available. Inspectors agree with them. This reflects the school's commitment to equality of opportunity and the successful elimination of discrimination.
- Good leadership of the Early Years Foundation Stage and the good links established with parents and carers have a positive impact on the development of children's academic and social skills.
- The local authority's school improvement partner has provided valuable support to aid improvement since the last inspection.

■ The governance of the school:

- The governing body is very supportive and fully committed to ensuring the school's future success. However, it has not paid enough attention to exploring the reasons for variation in the achievement of different classes and how these link to strengths and weaknesses in teaching. Consequently, it does not have a clear enough understanding of the quality of teaching. Governors are not, therefore, in a position to hold the school's leaders fully to account for its performance. The governing body manages funding conscientiously and seeks assurances that the income received through the pupil premium is spent for the purposes intended. However, they are less secure in understanding how effective the extra funding is in enabling these pupils to make progress. Governors ensure that statutory duties are met,

including those relating to safeguarding of pupils, and all necessary checks are carried out to ensure pupils' safety.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119941
Local authority	Leicestershire
Inspection number	405894

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	330
Appropriate authority	The governing body
Chair	Robert Power
Headteacher	Mary Thornton
Date of previous school inspection	16 May 2011
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