

Greasbrough Primary School

Munsbrough Rise, Greasbrough, Rotherham, South Yorkshire, S61 4RB

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The effectiveness of this school has declined over its last two inspections from good to inadequate. Three of the four areas for improvement identified at the previous inspection have not been addressed.
- The quality of teaching is inadequate because teaching is not good enough to tackle the extent of the underachievement across the school. As a result, too many pupils of all ages and abilities make inadequate progress in reading, writing and mathematics, and do not reach high enough standards.
- Leaders, managers and governors have not been successful in improving the quality of teaching to address this underachievement.
- Although pupils' generally behave well in and out of classrooms, teaching does not sufficiently interest them and so their application to learning is typically not as good as it should be.
- School leaders and managers do not have the full support of parents and staff.
- Staffing is unstable with key school leaders absent and temporary teachers in place.

The school has the following strengths

- The leaders' detailed analysis of data points clearly to the school's weaknesses.
- Pupils are polite and mostly well behaved. Given the opportunity, they are keen to learn.

Information about this inspection

- Inspectors observed 14 lessons. Two of these lessons were jointly observed with the headteacher. All classes were observed at least once.
- Meetings were held with staff, members of the governing body and a representative of the local authority. Inspectors talked to pupils and parents.
- Inspectors took account of the 13 responses to the staff questionnaire, the 13 responses to the on-line questionnaire (Parent View) and the one letter they received.
- Inspectors observed the school's work and looked at many documents, including the school's assessment of pupils' current progress, records on safeguarding and attendance, and the school's own evaluation of its performance.
- Pupils in Year 6 were not present during the first day of the inspection because they were on a training course for 'Crucial Crew' (a hands-on safety workshop for children aged 8 to 11 years).

Inspection team

Henry Moreton, Lead inspector

Additional Inspector

Sue Twaits

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is an average sized primary school. The number of pupils on the school roll has been stable over the past few years, with an equal balance of boys and girls, although this varies within year groups.
- The vast majority of pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils with special educational needs is broadly average. The proportion supported by school action is above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the Pupil Premium (additional government funding to support, in Greasbrough's case, the achievement of pupils eligible for free school meals) is above average.
- No pupils are in the care of the local authority.
- The vast majority of pupils previously attended a private nursery based in the school.
- The local authority uses one classroom to provide for a small group of pupils. This provision is not managed by the school's governing body and was not inspected.
- The government's current floor standard, which sets the minimum expectations for pupils' attainment and progress, was not met by the school in 2011.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better by:
 - ensuring work matches all pupils' abilities
 - using a consistent approach to improve pupils' reading
 - having high expectations of the standard and amount of work that pupils produce
 - improving the quality of pupils' presentation of their work
 - sharing the best practices in assessment so that all pupils are clear as to how well they are doing and the next steps in their learning
 - ensuring teaching consistently holds pupils' interest and makes them keen to learn
 - providing good quality homework and other activities to extend pupils' learning.
- Accelerate pupils' progress and raise their attainment so that their achievement is at least good by:
 - improving the indoor and outdoor provision in the Early Years Foundation Stage
 - increasing the rate of progress for all groups of pupils
 - ensuring consistently high expectations in all classes
 - evaluating the outcomes for individuals supported by the Pupil Premium and, where necessary, taking the appropriate action to improve their achievement.

- Improve the effectiveness of leaders and managers in driving rapid improvement by:
 - ensuring the best aspects of current teaching are shared across the school
 - ensuring the governing body acts speedily to hold school leaders to account for tackling pupils' poor progress
 - as a matter of urgency, ensuring the school has sufficiently well qualified and experienced staff to undertake all leadership responsibilities
 - identifying the training needs of staff and providing suitable training
 - ensuring the curriculum meets the needs of all pupils
 - improving the school's website so that it is useful to pupils and parents.

Inspection judgements

The achievement of pupils

is inadequate

- Too many pupils of all abilities make inadequate progress in reading, writing and mathematics. While provisional results show the government's current floor standard for pupils' attainment and progress was met in 2012, there was still underachievement.
- Children's skills and abilities on entry to the school vary, but overall are below what is typical for their age. The attainment of pupils at the end of Key Stage 1 has been below, and sometimes well below, national averages for four of the last five years. For pupils at the end of Key Stage 2, attainment has been below average for five years and this is still the case. For too many pupils, standards are well below average. These inadequate outcomes are longstanding. While pupils' standards at the end of Key Stages 1 and 2 in 2012 improved, they are still below average.
- In lessons and in pupils' work, inspectors found that progress is too slow in the Early Years Foundation Stage and in most other year groups, although it improves towards the end of Key Stage 2.
- There are differences in the progress made by different groups of pupils. This varies from year to year and subject to subject. No group of pupils consistently makes the progress of which they are capable. This includes disabled pupils, those with special educational needs and those supported by the Pupil Premium funding. In 2011, for instance, only about half of the pupils leaving Year 6 made the expected progress in English, based on their end of Key Stage 1 results. In mathematics, the proportion, at about two thirds, was not much better.

The quality of teaching

is inadequate

- Too much teaching fails to meet pupils' learning needs and so does not enable them to make the progress they should. There is some good teaching and pockets of outstanding practice, but these are the exception rather than the rule.
- There are inconsistencies in teaching between classes because teachers' expectations differ. It is only towards the end of Key Stage 2 that expectations are as they should be. By then, it is too late to make up lost ground.
- Teachers expect too little from pupils in relation to the quality and quantity of work they produce in lessons. By the time this is addressed at the end of Key Stage 2, pupils are not used to working at the appropriate pace.
- Teaching is typically characterised by activities which are not matched to pupils' needs. This means that the more able pupils are not stretched and the less able pupils are not well supported.
- There are no clear strategies to improve pupils' reading and this results in, for example, the more able older pupils reading the same books as the less able younger pupils.
- Inspectors agree with parents that pupils do not receive appropriate homework. They also agree that there is a lack of consistency in developing pupils' reading skills and not enough activities to challenge the more able pupils to extend their learning. The potential to use the school's website to foster learning and provide a communication channel with parents is poorly exploited.
- In the small proportion of lessons towards the end of Key Stage 2 where teaching is effective, class routines are well understood by all pupils. The pace of these lessons is brisk and well-matched activities interest pupils. Management of pupils' behaviour is unobtrusive. Pupils are encouraged to listen, speak and write well. Effective use of resources, including information and communication technology, supports pupils' learning by developing their independence. Meticulous marking guides pupils about what they need to do to improve.
- Some outstanding assessment of pupils' work means that the oldest pupils know exactly what levels they are working at and know their targets in reading, writing and mathematics. This

raises their aspirations and they respond well. However, this is not common practice.

The behaviour and safety of pupils

requires improvement

- The vast majority of pupils are keen to learn and eager to please, but are not interested enough in learning because they are not enthused by the teaching.
- Attendance is average. Pupils arrive punctually. Exclusions are rare and when they occur they are well managed.
- Pupils are usually well behaved in classrooms and around the school. They are respectful and welcoming to visitors. Evidence suggests that the behaviour seen during the inspection is typical of behaviour over time, although some parents express concerns.
- A weaker element of pupils' spiritual development is for example, the missed opportunities for reflection during assembly. Pupils have a sound understanding of the difference between right and wrong, and behave appropriately in social situations, including at playtime and at lunch. Pupils are developing a sound awareness of their responsibilities, for example, all pupils in Year 6 are now trained as 'Crucial Crew', but this is a new development. There are developing links with the local and wider community, including overseas. The weaknesses in community cohesion identified at the previous inspection have been addressed.
- Pupils feel safe in school. They have a sound awareness of the different types of bullying. Some parents express concern about bullying, but inspectors found no evidence to support their concerns. Inspectors judge that the school provides a caring environment where pupils' well-being is at the forefront of its work.

The leadership and management

are inadequate

- Following the school's results in the 2011 national tests, the local authority provided direct support to the school. This was initially of high quality and intensity, but the premature withdrawal has shown that the school does not have the capacity to improve on its own at the pace required.
- The current leaders and managers have overseen a decline in the school's performance. Their response to the areas for improvement identified by the inspection in 2010 was too slow. They were taken aback by the poor 2011 national test results. While steps have been taken to improve ineffective performance, these have proved to be too little, too late.
- School leaders do not use the information they collect from checks on pupils' progress to drive actions that bring about school improvement.
- They do not use resources effectively. Teachers are not well deployed to make the most of their expertise and skills. Some staff say that their training needs are not met and inspectors agree because of the deficiencies seen in the quality of teaching and in the curriculum.
- Widespread underachievement shows that pupils do not have the opportunities to succeed that they should. Inadequacies in the curriculum result in the communication skills of pupils of all abilities, including the more able, being lower than they should.
- School leaders have an inaccurate view of the quality of provision in the Early Years Foundation Stage, where weaknesses identified at the previous inspection have not been remedied.
- Leaders have an inflated view of the strengths in teaching and fail to develop the good practice that exists in parts of the school.
- The school's ability to improve at the rapid pace required is hampered by the absence of key members of staff.
- **The governance of the school**
 - Governors are well meaning and hardworking, but provide ineffective support and challenge to the school. They have not ensured that the school has sufficiently well qualified and

experienced staff to fulfil all leadership responsibilities.

- Governors work hard to ensure that performance management arrangements are in place. Their commitment to this is strong and over recent years they have taken steps to remedy some inadequate performance. However, they have not acted quickly enough to tackle effectively the inadequate progress many pupils make over time.
- Governors do not have an accurate view of the school's performance, including the quality of teaching.
- Governors ensure that the Pupil Premium funding is used, but do not evaluate its impact on individual pupils.
- Arrangements to safeguard pupils meet current requirements.

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	106927
Local authority	Rotherham
Inspection number	405065

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	234
Appropriate authority	The governing body
Chair	Geoff Fenwick
Headteacher	Jacqueline Crawford
Date of previous school inspection	11 November 2010
Telephone number	01709 740751
Fax number	01709 563585
Email address	greasbrough.primary@rotherham.gov.uk

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