

Greasley Beauvale Primary School

Greasley Avenue, Newthorpe, Nottingham NG16 2FJ

Inspection dates 14–15 November 2013

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		Requires improvement	3
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

- Pupils do not make consistently good progress throughout the school. There is not a clear approach for developing reading to help all pupils develop these skills and older ones find it difficult to understand the meaning of what they read.
- Pupils' skills in spelling, grammar and punctuation are not well developed across the school. Mathematics is not taught in steps which build up knowledge and pupils do not have opportunities to apply this to investigations or problem solving.
- Teachers do not have high enough expectations of pupils' work in lessons and in their presentation in their books. They do not use assessment information to make sure work is not too hard for less-able pupils and too easy for more-able pupils.
- Lessons do not always proceed at a brisk pace so pupils occasionally lose focus in their learning.
- Pupils are not always given clear feedback in marking and in lessons to inform them about how to improve their work. Teaching assistants do not always focus enough on learning to make the most difference to pupils' progress.
- Leaders, managers and governors have not ensured that teaching and achievement have improved so they are good.
- Leaders and managers, including subject leaders, do not make sure that extra help always makes the most difference to pupils' work so all groups of pupils make good progress.

The school has the following strengths

- Pupils behave well around the school and they say they feel safe in the school. Attendance has improved and is above average.
- A wide range of visitors and trips enrich pupils' experience at school.
- Governors have an accurate understanding of the strengths and areas for development in the school and visit regularly to see for themselves what is happening.

Information about this inspection

- The inspection team observed 22 lessons or part-lessons including three with members of the senior leadership team.
- Inspectors spoke to pupils about their views of their learning and behaviour in the school, listened to pupils read, attended two assemblies and looked at pupils' work in their books.
- Meetings took place with the Chair of the Governing Body and one other governor, with staff and a local authority representative.
- The inspection team took account of the 34 responses to the online Parent View survey as well as from conversations with parents in the mornings before school. The returns from 15 staff questionnaires were also considered.
- Inspectors observed the school's work, reviewed records of pupils' recent attainment and progress, the school's evaluation of its own performance and plans for improvement, minutes of meetings of the governing body, safeguarding, behaviour and attendance documents.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Alan Brewerton

Additional Inspector

Alan Chaffey

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium, additional government funding for pupils known to be eligible for free school meals and other groups, is around half that found nationally.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by ensuring that:
 - teachers have higher expectations of pupils' work rate in lessons and their presentation of their work in books
 - assessment information is used more precisely to prepare work for pupils' different ability levels so it is not too hard or too easy
 - lessons proceed at a brisk pace and teachers provide pupils with the opportunity to work on their own or in groups so pupils develop more responsibility for their learning
 - pupils are given clear feedback in marking and lessons so they know how to move onto the next stage
 - teaching assistants are more focused on what pupils are learning in lessons so they can be more effective.
- Improve achievement by accelerating pupils' progress across the school so attainment rises, particularly in reading and mathematics by:
 - developing a more systematic approach to the teaching of early reading and comprehension skills for older pupils
 - ensuring basic skills in spelling, grammar and punctuation are developed thoroughly across the school
 - making sure mathematics is taught in a step-by-step way so pupils build on their skills throughout the school and have opportunities to apply these to investigations or problem solving.
- Develop the effectiveness of leadership and management, including that of subject leaders, by making sure that the tracking of pupil progress data and additional support given to pupils at risk of underachieving is effective so these pupils make good progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress throughout the school. Standards at Key Stage 2 although usually broadly average were lower in reading, mathematics and in grammar and spelling in 2013. There is not a systematic approach to the development of early reading across the school which all staff are involved in to make sure all pupils make good progress in developing these skills. Older pupils do not have the understanding of how to work out the meaning of more complicated reading material.
- Pupils' basic skills in spelling, grammar and punctuation are not well developed across the school. Mathematics is not taught in a step-by-step way to make sure pupils get work which is gradually harder and builds on what they have learnt previously. As a result, they develop gaps in their knowledge. There are also not enough opportunities for pupils to develop their mathematical skills by using them in investigations or to solve problems.
- The progress of more-able pupils requires improvement because teachers do not always match work closely enough to their learning needs. As a result, they sometimes spend time doing tasks that are too easy for them.
- The school has adapted how it uses its pupil premium funding and has evaluated which support made the most difference in the past. Previously, these pupils underachieved in the school and in the 2012 national tests at the end of Year 6, there was a gap of 18 months in English and 12 months in mathematics between these and other pupils in the school. The gap narrowed significantly in 2013. The school is now providing much more focused support in six-week blocks where the difference of the support is measured and this has led to more accelerated progress for these pupils in the school. This shows how the school is promoting equality of opportunity for pupils' learning.
- Disabled pupils and those who have special educational needs receive additional help in lessons and in small groups. There are examples of where this additional support is leading to rapid progress for some pupils, although for others progress it is not consistently good. On occasions, teaching assistants are not clear exactly how they can help pupils access the work in lessons to help these pupils make the fastest progress.
- Children enter the Early Years Foundation Stage with skills and knowledge similar to those usually expected for their age. Attainment by the time children move up to Year 1 has improved over the last three years from below average to above average and in 2013 the majority of pupils reached a good level of development.
- Standards at Key Stage 1 have remained broadly average in reading, writing and mathematics over the last three years. In the Year 1 phonics (letters and their sounds) check in 2012 a similar proportion of pupils reached the standard for the check as nationally and this improved in 2013.

The quality of teaching

requires improvement

- There is too little teaching which is consistently good, including in English and mathematics, for all groups of pupils to make good progress. Teachers do not always have high enough expectations of how much pupils should be able to learn in lessons, nor how neatly they should present the work in their books which does not support pupils' developing positive attitudes to learning. Teachers do not use assessment information precisely to make sure work is at the right

levels so it challenges all pupils and is not too hard for some and too easy for others.

- Lessons do not always proceed at a brisk pace so pupils spend long periods listening to introductions and this means they do not get enough opportunities to work on their own or in groups and to take more responsibility for their own learning. On occasions, this also means that pupils' lose a little focus on their learning during these times. Pupils are not clear about how to improve their work to move to the next stage from marking or from feedback in lessons.
- There are examples of where teaching assistants make a very strong impact on learning because they use excellent questioning that really drives forward learning. However, teaching assistants are not always this effective across the school and are not always clear about what pupils are meant to learn in the lessons and the best ways of helping them to make the fastest progress.
- In the Early Years Foundation Stage, children take part in a wide range of activities although, as in the rest of the school, adults do not always take opportunities to move learning forward by questioning or working with children to help them make faster progress.
- In the best teaching, learning proceeds at a brisk pace. For example in a Year 5 and 6 topic lesson on problems associated with the Great Barrier Reef, pupils worked in groups and used persuasive language as well as the language of debate to discuss different issues. These included how fishing had changed, and debated total bans and quotas. Different activities and expert questioning from the teacher moved learning forward rapidly so pupils made excellent progress.

The behaviour and safety of pupils

requires improvement

- Pupils' attitudes to learning do not support them making good progress as there are times when they lose interest in learning, particularly during long introductions or when tasks go on for extended periods without feedback from the teacher.
- Around the school, at breaks, lunchtimes and in assembly, behaviour is good. There have been few behavioural incidents of any kind over time and no exclusions or racist incidents. The school is effective in promoting positive relationships and ensuring there is no discrimination. Pupils are polite and welcoming and follow instructions from staff promptly. Pupils themselves say behaviour is usually good although a few mention pupils occasionally being off task in lessons.
- Pupils say they feel safe in the school and the vast majority of parents responding to the online questionnaire agree with this view. Pupils know how to keep themselves safe, for example when using the internet and by not giving personal information on websites. Pupils do not have concerns about bullying, they are aware of different types including physical and cyber-bullying and they know they can go to staff if they have a problem.
- Pupils are punctual to school and lessons. Attendance has risen over the last three years and is above average.

The leadership and management

requires improvement

- Leadership and management require improvement as they have not ensured that teaching and achievement have continued to improve so that they are good. Leaders and managers, including subject leaders, do not check carefully enough that extra support is making enough difference so pupils can be helped to make good progress.

- Systems for managing teachers' performance are in place with targets linked to pupils' progress, to a leadership role within the school and to an area of development based on the National Teacher Standards. Leaders regularly monitor teaching and staff are positive about the training they receive. There are examples of where support and training for teachers have led to improvements in teaching.
- The school gives priority to the development of reading, writing and mathematics in the curriculum although mathematics is not taught progressively through the whole school and pupils' reading skills are not well developed.
- Other subjects, such as geography and science, are taught through 'choc doc' sessions, which put 'the child at the heart of the curriculum'. Subjects such as French are taught discretely. For example, a different author has visited each year group and during the inspection, a local member of parliament visited to take an assembly, to hold a debate with the pupil parliament on food and to discuss ethical issues with Year 6. The school is also developing the use of the D.H. Lawrence rainbow garden and it sponsors a boy in Africa.
- There are a wide range of opportunities in the school which promote pupils' spiritual, moral, social and cultural development. Pupils have opportunities for reflection in assemblies, take part in performances and the school provides a school trip and visitor for each year group.
- Staff and pupils are excited about the plans for the new sport funding. There are a wide range of sports activities which pupils can choose from to increase their participation in sport and to develop healthy lifestyles and better physical well-being. These include tag-rugby, den-building, badminton, orienteering, cricket and circuit training. The school has increased the time the specialist sports coach spends in school so more pupils can access specialist coaching. Staff and pupils are very proud that the school football team remains undefeated in local matches this term.
- Since the summer 2013 results were known, the local authority has provided an education improvement adviser to work with the school to evaluate its work and to secure improvement.
- **The governance of the school:**
 - Governors have a detailed understanding of the school's published data and have analysed the most recent set of results and met with senior staff to challenge them about these and what is being done. They receive regular updates on pupils' progress for subjects across the school and for groups of pupils including those known to be eligible for pupil premium funding. Governors are aware of how this funding is being spent and that progress for these pupils is improving. Governors visit regularly to see for themselves different aspects of the school's work, for example, one governor visited to review pupil premium funding and the difference this is making. Governors are updated on the quality of teaching from observations by the headteacher and a governor has also attended senior team discussions on the quality of teaching. Governors ensure that performance management takes place and that teachers who regularly teach well and meet targets are rewarded. They are aware of actions taken to address staff underperformance in the past. Governors receive regular training to keep their skills up to date. Governors ensure all policies are regularly updated. Safeguarding procedures meet statutory 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	135433
Local authority	Nottinghamshire
Inspection number	425043

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	The governing body
Chair	Louise Bramley
Headteacher	Donna Chambers
Date of previous school inspection	10 November 2011
Telephone number	01773 768437
Email address	office@greasley.notts.sch.uk

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