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10 March 2014

Mrs Jane Fearnley
Executive Headteacher
Greasbrough Primary School
Munsbrough Rise
Greasbrough
Rotherham
South Yorkshire
S61 4RB

Dear Mrs Fearnley

Special measures monitoring inspection of Greasbrough Primary School

Following my visit to your school on 6 and 7 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in November 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

The school is making reasonable progress towards the removal of special measures.

The school may continue to appoint newly qualified teachers before the next monitoring inspection subject to the maintenance of the comprehensive mentoring arrangements discussed with Her Majesty's Inspector.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Strategic Director of Children and Young People's Services, Rotherham.

Yours sincerely

John Young
Her Majesty's Inspector (HMI)

Annex

The areas for improvement identified during the inspection which took place in November 2012

- 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.

Report on the fourth monitoring inspection on 6 and 7 March 2014

Evidence

During the inspection HMI observed teaching and learning in each of the school's nine classes, including the Early Years Foundation Stage unit and additional sessions aimed at improving the numeracy and literacy skills of targeted pupils. HMI examined pupils' books and samples of their work and assessed their behaviour in and out of lessons. HMI also interviewed school leaders, the Chair of the Governing Body and a member of the local authority. HMI talked to pupils and reviewed the school's action plans and monitoring and evaluation records of pupils' academic performance and the quality of teaching.

Context

Since the previous monitoring inspection the head of school's temporary secondment has been changed to a permanent position. The vice-Chair of the Governing Body has left his post. A new governor who is a former headteacher has been elected.

Achievement of pupils at the school

The school's latest pupil progress data indicate that increasing proportions of pupils are making up the lost ground in their learning caused by their previous underachievement. Pupils' attainment continues to rise as a result of the effective improvement strategies being implemented by the school which are becoming more and more embedded. This is generally the case in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. However, there are pockets of less effective progress in a number of year groups and in writing, reading and mathematics for different groups of pupils, such as those who are disabled and those with special educational needs, girls and pupils eligible for the pupil premium. The challenge going forward for the school is to eradicate these remaining disparities.

The quality of teaching

The quality and consistency of teaching and learning throughout the school continue to improve and there is some very effective practice which is paving the way for pupils to make rapid improvements in their knowledge, skills and understanding across a range of subjects. The school's strategies to ensure that pupils regularly receive stimulating and progressively challenging work and have opportunities to learn outside the classroom and experience a wider range of visits and visitors is helping to ensure pupils enjoy their learning more. The increasing onus on leadership and teachers' higher expectations of what pupils are capable of is helping pupils to become more confident and ambitious and to have higher aspirations for their futures. The challenge for staff is to ensure that the most effective practice in the school becomes the norm in every classroom and that no pupil's progress is slow.

Behaviour and safety of pupils

The behaviour of pupils during this inspection was not a cause for concern and scrutiny of the school's records indicate that the volume of inappropriate incidents continues to reduce, particularly among those pupils whose behaviour has previously caused concern. The range of activities available to pupils at social times and the further embedding of

strategies to ensure pupils relate well to each other at all times are supporting a more harmonious climate within the school. Pupils understand the responsibilities they have as members of the school community. Attendance has risen and is currently higher than ever before. The challenge is to reduce the level of persistent absence further.

The quality of leadership in and management of the school

Senior leaders and governors continue to drive improvement in the school proficiently. Leaders at other levels are beginning to prove more convincingly that they can handle the responsibilities devolved to them. There is clear evidence of further progress in each of the key areas for improvement since the previous monitoring inspection and the school is '*on the cusp*' of removal from the special measures category. In the time until the next monitoring inspection the school acknowledges that it needs to do everything it can to eradicate the remaining weaker aspects of provision and outcomes so that there is unequivocal evidence that the school no longer requires special measures and is providing an effective education to all pupils.

External support

The school's key partner, Herringthorpe School continues to exert a wide sphere of influence across the school which is accelerating the journey out of the special measures category. Local authority support has become more bespoke and focused on aspects such as better planning for progression in mathematics and how to stretch more-able writers; officers continue to offer suitable support and challenge.