

Greythorn Primary School

Greythorn Drive, West Bridgford, Nottingham, NG2 7GH

Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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 good progress in their learning, as teaching has not been consistently good over time.
- Teachers' expectations of the quality and quantity of pupils' work, including their handwriting skills, are not high enough.
- Pupils record ideas on paper or worksheets that are randomly filed in folders. This does not encourage them to take pride in their work or allow them to learn from previous activities.
- Marking does not always help pupils to improve their work. Simple spelling, grammar and punctuation errors are too often left uncorrected.
- Leadership and management have not been sufficiently effective to ensure that teaching and achievement are consistently good.
- Leaders' improvement plans do not identify precisely the actions to take, how success is to be judged, or when actions should be completed.
- Although leaders regularly check teaching, they do not rigorously check pupils' books and folders to see the effect teaching has on pupils' written work and progress.
- Subject leaders do not have a good enough overview of pupils' learning in their areas of responsibility, and are having little influence on improving teaching or achievement.

The school has the following strengths

- Children get a good start to school life in the Reception classes.
- Disabled pupils, those who have special educational needs, and those who speak English as an additional language, are well supported.
- Pupils have good reading skills and most make good progress in this aspect of English.
- Pupils are polite and welcoming to visitors. Their spiritual, moral, social and cultural development is good.
- Governors are knowledgeable and provide robust support and challenge.
- Parents think well of the school's work. They correctly think children are kept safe in school.

Information about this inspection

- The inspection team observed teaching in all classrooms. They made 18 visits to classrooms, six of which were made with the headteacher. The headteacher was also involved in scrutiny of pupils' work.
- Pupils were heard reading and inspectors observed the teaching of reading and phonics (letters and the sounds they make). Many examples of pupils' work were also analysed to obtain a view of teaching and learning over time.
- Discussions were held with the headteacher, staff, parents, pupils and three members of the governing body. A telephone conversation was had with a representative of the local authority.
- The inspection team reviewed a number of documents, including leaders' checks on how well the school is doing, the school improvement plan, minutes of governing body meetings, data on pupils' current attainment and progress, leaders' reports following lesson observations, local authority review information and records relating to behaviour, attendance and safeguarding.
- Account was taken of the 40 responses to the online Parent View survey, and the 26 questionnaires returned by staff. Parents' opinions were also sought at the start of the school day.

Inspection team

Lois Furness, Lead inspector	Additional Inspector
Gill Turner	Additional Inspector
Stephen Hopkins	Additional Inspector

Full report

Information about this school

- In this above-average-sized primary school, the majority of pupils are from White British backgrounds. However, a well-above-average proportion of pupils speak English as an additional language.
- The proportion of pupils eligible for pupil premium funding is below average. This funding is additional government funding provided for pupils in local authority care, those with a parent in the armed forces and those known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been numerous staffing changes since the previous inspection. Two deputy headteachers were appointed in April 2013, and two newly qualified teachers joined the staff team at the start of the current school year.

What does the school need to do to improve further?

- Improve teaching and raise achievement by:
 - teachers increasing their expectations of the quality of pupils' work, including their handwriting and presentation skills
 - making sure that pupils can refer easily to previous work, to help them with their new learning
 - ensuring that grammar, spelling and punctuation errors in pupils' writing are corrected
 - showing pupils how to improve their work through marking, and making sure they follow up on the advice given.
- Strengthen the effectiveness of leadership and management by ensuring that:
 - improvement planning at all levels identifies precisely the actions to be taken, measurable success criteria and suitable timescales
 - the progress information held on the tracking system is linked more closely to progress over time in pupils' books and folders
 - leaders of subjects have a greater impact on achievement throughout the school
 - all leaders, including the governing body, check regularly that pupils' work is of a high quality.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the progress that pupils make is not always good enough across the school to ensure that they all reach the levels of which they are capable.
- In 2013, pupils' attainment at the end of Year 6 was well above average overall, and in reading writing and mathematics. This attainment showed good progress from pupils' starting points in Year 3. However, current school information shows that attainment will not be as high this year, and the work in pupils' books and folders throughout Years 1 to 6 indicates that progress is inconsistent between subjects and classes.
- Achievement in writing is of particular concern. Although pupils have good ideas, willingly record their thinking and use interesting vocabulary, their handwriting, grammar, spelling and punctuation skills require improvement. There are examples of good-quality writing in the pupils' portfolios and on display in most classrooms. However, these do not reflect the quality of writing seen in English books or in topic books and folders.
- The good progress evident in the Reception classes is not built upon well enough in Years 1 and 2. In mathematics, work is often given through undemanding worksheets and there is little evidence of pupils learning from their mistakes. Although some pupils' work is assessed by teachers to be potential Level 3 in writing, the sample reviewed by inspectors was not convincing of this potential higher attainment.
- In mathematics, more-able pupils make good progress in Years 5 and 6, particularly when they are withdrawn from lessons for additional support. The teacher uses good subject knowledge to give pupils work that makes them think hard and builds successfully on what they already know and can do. More pupils than in the past are on track to attain Level 6 at the end of this year in the national test.
- Children start in the Reception class with skills and knowledge at the levels typically expected for their age. They make good and sometimes excellent progress across the Early Years Foundation Stage. By the time they are ready to join Year 1, an above-average proportion have reached a good level of development in the key areas of learning.
- Pupils make faster progress in reading than in writing. Regular teaching of phonics (linking letters and the sounds they make), starting from the Reception Year, is helping pupils to tackle unfamiliar words with confidence. Over the past two years, a well-above-average proportion of pupils have achieved at least the nationally expected level in the Year 1 phonics check. Pupils enjoy reading in a range of subjects and most are competent readers by Year 6.
- Very few pupils are supported by the pupil premium and their attainment cannot be reported without potentially identifying them. In general, their progress across the school is similar to that of their classmates, as is the progress of disabled pupils and those who have special educational needs. However, when pupils receive one-to-one support or specific work in groups, their progress accelerates and is good. Pupils who speak English as an additional language also make good progress when receiving individualised support.

The quality of teaching

requires improvement

- Pupils' books and the work seen in lessons show that teachers' expectations of the quality and

quantity of work have not been high enough. Poorly presented work is too readily accepted. This is especially evident in subjects other than English, where pupils sometimes use uninteresting worksheets which are not marked well enough by teachers. For example, in Years 1 and 2 in mathematics, number reversals are not corrected. Work in all subjects is often collated randomly in folders which pupils do not have access to. This makes it difficult for pupils to learn from their previous work.

- Some helpful marking was seen in writing and mathematics in all classes. However, marking is particularly ineffective in other subjects, where a stamp such as 'well done - keep this up' is used. In Years 3 and 4, for example, all pupils receive the same stamp for the same piece of work, regardless of quality. Even where helpful comments are made, teachers do not routinely check to make sure that pupils have responded by correcting their mistakes.
- In all classrooms, there are good relationships between pupils and adults. Lessons start on time and classrooms are attractive. Pupils are proud to have their work displayed. Teaching assistants are usually directed effectively to promote pupils' learning, especially for disabled pupils, those who have special educational needs and pupils who speak English as an additional language.
- Children in the Early Years Foundation Stage enjoy a wide range of stimulating activities, some indoors, some outdoors, including the use of computers. Adults interact well with children, creating opportunities to develop their speaking, reading and writing skills and to develop their enjoyment of school and confidence.
- Most teachers show that they have good subject knowledge, and ask relevant questions in order to find out what pupils know and to deepen their understanding in different subjects. In a Year 6 mathematics lesson, the teacher skilfully probed pupils' understanding of the properties of different triangles so they were able to name them correctly as isosceles or scalene, for example.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. The attitudes to work of too many pupils are not yet good. This is most evident in writing, where pupils do not take care to present their work neatly. In some books, the quality of handwriting varies from page to page; on one page the handwriting is clear and on another it is illegible. There are many pieces of unfinished work or scribbling out of incorrect answers.
- In lessons, pupils typically behave well and are eager to learn and say this is why they come to school. However a small number of pupils become restless and do not concentrate as well as they should when the work does not interest them. This was seen in a Year 2 phonics lesson, as a few pupils drew pictures on their whiteboards instead of following the instructions of the teacher.
- Attendance is average and is improving. Pupils say they enjoy school because teachers make their work interesting and exciting. They particularly enjoy the many trips and visitors to the school. For example, Year 2 pupils told inspectors about their trip to Brewhouse Yard, where they had a tour of a Victorian house, a school room experience and a workshop about Victorian toys.
- Pupils look smart in their uniform and keep themselves and their classrooms tidy and litter free. Movement around school is orderly, and play and lunch times are happy, social occasions. Pupils' listen carefully to staff, responding well to their instructions.

- The school's work to keep pupils safe and secure is good. Detailed, up-to-date records are kept of any minor incidents and accidents, and of the resulting actions taken. All parents who responded to the online questionnaire stated that their children were well cared for and kept safe in this school.
- Pupils feel safe, and pupils, staff and parents agree that bullying is extremely rare. Pupils are confident that teachers will sort it out if it does occur. They know about different types of bullying such as name-calling, physical or cyber-bullying. Pupils know what safe and unsafe situations are, and know what to do if anything happens that may make them feel unsafe. For example, they know to inform an adult if they come across anything unsuitable on the internet.
- Staff are skilled at managing pupils' behaviour. Relationships between staff and pupils are strong and pupils like their teachers. When pupils find school life difficult, they are given the support they need to help them to manage their behaviour successfully in lessons and on the playground. Pupils know that discrimination is not tolerated at any level.

The leadership and management

requires improvement

- Leaders have not improved teaching enough to secure consistently good progress throughout the school.
- The headteacher, governors and all staff are committed to school improvement. However, the view of school effectiveness is too generous, as too much trust is placed on progress data without confirming that this accurately reflects pupils' work over time. Assessment information in writing, in particular, is not always correct. For example, a pupil assessed as a Level 4b writer does not securely use capital letters and full stops. Another spells 'conjure' as 'cunger' and 'why' as 'why'. Leaders do not check pupils are producing high-quality work or use sufficient evidence to support the assessments made.
- Despite these weaknesses in monitoring, leaders do have an accurate view of the support needed to improve the quality of teaching, and use appropriate procedures to ensure that staff are held accountable for pupils' progress and pay is linked to performance.
- The pupil premium contributes to the costs of employing an additional part-time teacher in Key Stage 2, and also pays for additional teaching assistant time in Key Stage 1. The 2012/13 spending plan identifies use such as one-to one support and shows that impact is evaluated in terms of the progress of eligible pupils. Unfortunately, this progress information is not always correct.
- Leaders of different subjects, including the Early Years Foundation Stage leader, do not check achievement within their areas of responsibility sufficiently well. When weaknesses are identified, they do not check that staff have followed their advice for improvement. Improvement planning is not sharp enough, as actions lack clear measurable criteria and dates for when actions will be completed. This makes it difficult to monitor progress.
- Pupils learn a wide range of subjects in a variety of ways, involving visits and visitors to the school. There are some useful links between subjects, such as writing a diary and reading books to research aspects of the Second World War. Such opportunities make learning interesting and help pupils' motivation and enjoyment. However, pupils' writing skills are not always promoted well enough in these other subjects. The school provides many additional opportunities for pupils to learn through different clubs and activities that broaden their experience. Pupils' spiritual,

moral, social and cultural understanding is promoted effectively.

- The school is spending its primary school sport funding on training for staff to teach and assess physical education better and to extend the number and type of sports and exercise activities available to pupils. It is too soon to measure the impact of this work. Nevertheless, a good start has been made and more pupils are taking part in sporting activities.
- Parents have positive opinions of the work of the school. All who completed the online questionnaire said they would recommend this school to other parents.
- The local authority has provided a range of services such as data analysis and book scrutinies, and a local authority officer has carried out a 'learning walk' with the headteacher. The local authority has also worked with governors to further develop their roles and awareness of their responsibilities.
- **The governance of the school:**
 - The governing body offers strong support and challenge to the school. Governors are regularly involved in school activities, such as visiting classrooms or reviewing pupils' progress with school leaders. The Chair is knowledgeable about the quality of teaching and the achievement of pupils. Governors know about the setting of targets to help teachers improve their work, and that this is linked to pay awards.
 - Governors receive clear information about how the pupil premium funding is spent and how the primary sports funding grant is used. They are aware of the impact of this funding and ask for regular updates on how it is affecting eligible pupils' achievement. They know the additional teacher to support mathematics is having a positive influence on the progress of more-able pupils.
 - Governors attend training to keep their skills and knowledge up to date and to ensure their statutory duties are fulfilled effectively; for example, those relating to safeguarding.

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	122735
Local authority	Nottinghamshire
Inspection number	431235

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	314
Appropriate authority	The governing body
Chair	Sue Storey
Headteacher	Martin Kennard
Date of previous school inspection	15 January 2009
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