

# Greasley Beauvale Primary School

Greasley Avenue, Newthorpe, Nottingham, Nottinghamshire NG16 2FJ

<b>Inspection dates</b>	25–26 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The highly effective headteacher has played a pivotal role in moulding a strong staff team and securing very strong leadership at all levels.
- Senior leaders, including governors, have taken decisive action since the previous inspection to transform the quality of teaching and to improve pupils' achievements.
- The headteacher's and deputy headteacher's leadership has accelerated the pace of improvement since the last inspection.
- Governors fulfil their duties very effectively. They share the determination and capacity of staff leaders to make the school even better.
- The quality of teaching, learning and assessment is good overall. The teachers' use of assessment to set stimulating work that enthuses pupils in their learning is often exemplary.
- Pupils behave well, enjoy learning and feel very safe at school. They appreciate the high quality of care they receive and the positive relationships they share with adults who work in the school.
- Pupils enjoy many friendships and warmly exchange ideas to promote each other's good learning.
- Pupils make good progress and are well-prepared for their future education when they leave the school.
- An increasing number of pupils make outstanding progress, especially in English.
- Children make excellent progress in the early years classes because of the exceptional teaching and the learning experiences provided for them in classrooms and outdoors.

### It is not yet an outstanding school because

- The high-quality teaching over time evident in some years, for example in the early years and in Year 6, is not yet matched as consistently in all classes.
- In some classes, the work provided does not challenge all pupils well enough. As a result, pupils' progress over time is good rather than outstanding.

## Full report

### What does the school need to do to improve further?

- Ensure that pupils in all classes experience consistently high-quality teaching over time, by:
  - sharing the best practice in teaching and learning across the school
  - strengthening teachers' skills in providing work that is sufficiently challenging for all groups of pupils and especially the most able pupils.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher, with strong support from the governing body, has provided very clear leadership since the previous inspection. Their shared determination in creating a team approach across all levels of leadership and management has proved decisive in quickening the pace of improvement. This is evident in the way sharply compiled school improvement plans ensure that identified weaknesses are tackled effectively, and in the way excellent leadership of the early years and of English are securing high standards.
- The headteacher plays a strong role in sustaining high-quality welfare and safeguarding procedures in the school and also provides guidance for several other schools in these aspects. With the very effective support of other leaders, including governors, she has firmly embedded a culture of very high expectations for the quality of teaching and pupils' progress.
- Leaders collaborate and share their expertise willingly to nurture mutual respect between adults and between adults and pupils. All staff strongly provide equal opportunity and prevent discrimination by cultivating very supportive relationships with pupils from all backgrounds which underpin the pupils' enjoyment of school and their good achievement. The extremely positive atmosphere created enables harmony and creativity to flourish, alongside good academic achievement.
- These qualities lie at the heart of the school's very strong promotion of the pupils' spiritual, moral, social and cultural development. Teachers develop well pupils' understanding of British values, such as tolerance and valuing the opinions of others, in class and during assemblies. The staff also prepare pupils for life in modern Britain by encouraging them to help other pupils in their 'job squad' roles and by participating in democratic elections, such as to the school parliament.
- Leaders at all levels rigorously check the quality of teaching and its effect on pupils' learning. They manage staff performance very effectively by making sure that training and the targets set for them improve their skills and enable pupils to make faster progress.
- The school's broad and balanced curriculum and its new assessment procedures are major strengths. For example, the work presented to pupils includes a wide range of extra-curricular activities and stimulating topics, such as Australia and Aboriginal Dreamtime stories that fully capture pupils' interest. The school's very effective assessment procedures link very well with the raised levels of skills outlined in the national curriculum and at times target even higher levels of skill, for example, in music.
- Most parents who responded to the Ofsted questionnaire and all who spoke to inspectors hold the school in high regard. Their views were supported by inspection evidence and by the unanimous support for the school's leadership expressed by all staff in discussions with inspectors or in response to the Ofsted questionnaire. Leaders ensure that additional sports funding is used very effectively. This includes employing specialist sports coaches to work alongside teachers to raise their expertise and to provide a wider range of sports, which enthuse pupils and increase participation rates. For example, over the past year the number of sports clubs and pupils attending them has been doubled, with 156 pupils now taking part. More pupils are also entering sports competitions and joining clubs outside school and several also compete at a national level in sports such as skiing, tae kwon do and gymnastics.
- The school makes very good use of the pupil premium funding to support disadvantaged pupils. For example, leaders check rigorously and very regularly to ensure that additional teaching and adult support are specifically tailored to pupils' individual needs and abilities and are having the necessary impact in accelerating the pupils' progress.
- Leaders are very effective in ensuring that additional adult support for pupils who have special educational needs or disability complements good teaching in class and helps individual pupils to achieve well.
- The local authority has supported the school effectively since the previous inspection, for example, in providing training for governors and new staff. Representatives from the local authority continue to assist in the appraisal of senior staff and monitor the work of the school effectively. Their reports support the outstanding impact of excellent leadership and management in securing such wide ranging and significant improvement in the quality of education provided since the previous inspection.
- **The governance of the school**
  - Governors have completed a detailed self-review to significantly strengthen the way they check the work of the school and hold staff leaders to account since the previous inspection. Governors have engaged fully in available training to share and update their expertise. This has enabled, for example, governors to implement their statutory obligations very effectively.

- The governing body is strongly led and plays a powerful and supportive role in the strategic and forward development of the school.
- Governors rigorously check information about pupils' progress. They examine detailed reports from staff leaders. They also make their own visits to the school to talk to pupils, parents and staff to gain a clear picture of the work of the school. As a result, governors knowledgeably hold staff leaders to account, especially to ensure that teaching promotes at least good progress for all groups of pupils.
- The arrangements for safeguarding are effective. The school's comprehensive checks on the suitability of staff and assessments of potential risks are of the highest quality. The school works very effectively with parents and external agencies to ensure that those who might be at risk are well cared for.

## **Quality of teaching, learning and assessment is good**

- Teachers and teaching assistants establish very supportive relationships with the pupils. Adults make every effort to get to know the pupils as individuals and encourage them to express their ideas freely. As a result, pupils feel appreciated and respond well in class discussions knowing that their views are valued.
- Pupils respect their teachers, show confidence in lessons and enjoy learning. These qualities are evident in all classes and underpin pupils' positive attitudes to learning and, consequently, pupils' good progress. For example, in a visit to a Year 5 lesson, the pupils extended their mathematical understanding well by 'having a go' at explaining the difference between a reflection and a translation when encouraged by the teacher.
- Teachers and teaching assistants question pupils effectively to gauge their understanding and to promote new learning. For example, pupils in Year 6 extended their understanding of how to write persuasively in response to the teacher's well-considered questioning.
- Teachers use the information gathered from pupils' responses to their questions, alongside checks of work in books, to record their progress effectively. The school's strengthened approach to assessing pupils' developing skills represents a significant improvement since the previous inspection.
- Teachers are swift and effective in supporting pupils who need help to sustain good progress. They provide timely and relevant assistance for disadvantaged pupils and those who have special educational needs or disability. For example, pupils in Year 1 enjoyed a boost to their confidence and understanding, interacting and learning well when playing 'phonics bingo' with a supportive adult volunteer.
- The most able pupils also generally make good progress, especially in Year 6 and Reception classes, where they are consistently challenged at the right level. At times, in some other classes, the work set for the most able pupils is not matched closely enough to their higher level of ability and does not stretch them to make the best possible progress.
- Leaders at all levels check the quality of teaching very effectively. They provide very precise and incisive guidance that helps teachers to improve their skills and quicken pupils' progress. Lessons benefit from the improved curriculum which includes topics which engage the pupils very well. For example, pupils enjoy using 'Harry Potter' stories as they learn to develop and enrich their writing skills.
- Teachers who are new to the school commented on the high morale of staff and expressed appreciation of the excellent support they receive from senior colleagues in helping them to improve.
- Pupils are keen to learn. Most pupils, especially older pupils, respond well to the good-quality advice that teachers provide when they mark their work.
- Teaching, learning and assessment are not yet outstanding because the high-quality teaching over time evident, for example, in the early years and in Year 6 is not seen as consistently in other classes. This explains why progress is stronger in these year groups than in others.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are extremely proud of their school. They appreciate and value the school's excellent indoor and outdoor facilities and use them very carefully.

- Pupils know, respect and follow the school rules well. They make strong progress in their social and moral development and show a good understanding of British values. When questioned pupils said, 'We learn how to respect each other's feelings and to appreciate each other's views by giving compliments.'
- Pupils are polite to adults and sincere in expressing a warm welcome to visitors. Pupils demonstrate good attitudes towards learning and present the work in their books very neatly.
- The pupils' efforts in learning are often outstanding, especially in the Year 6 and Reception classes.
- Pupils are particularly caring and respectful of each other. They show genuine commitment in helping each other to learn across the range of subjects. For example, pupils in Year 6 supportively exchanged ideas about the meaning of terms such as strategic and systematic to extend their understanding.
- Pupils respect their teachers, relate warmly towards them and seek to please them. Pupils listen attentively in class and sustain good effort and concentration in their work.
- The vast majority of parents and all the staff who responded to the Ofsted questionnaires expressed the view that the school keeps pupils safe.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils behave well around the school and outside lessons.
- A few pupils need and receive effective reminders and support from staff to help them deal with their emotional and behavioural needs. At times, though, pupils' behaviour is exemplary, for example during assemblies when they sing in wonderful harmony.
- The school's behaviour records indicate year-on-year improvement and that bullying and exclusion rates are very low. On occasion though, a few pupils need guidance to behave more sensibly at breaktimes.
- Pupils have a very good understanding of different types of bullying, such as verbal and physical bullying. They talk knowledgeably, for example, about e-safety and how to protect themselves from abuse when using computers.
- Pupils report that bullying is a rare event at school and confidently state that they know what to do should it occur and that adults would deal with it swiftly and effectively.
- The pupils' attendance is securely above the national average. This reflects pupils' enjoyment of school, the diligence of senior staff in tackling persistent absence, and good support from most parents in promoting good attendance.

### **Outcomes for pupils**

### **are good**

- The pupils' well above average and rising levels of attainment evident in national assessments each year at the end of key stages 1 and 2 since the previous inspection show a clear trend of improvement.
- These improvements have stemmed from strong leadership and teachers' raised expectations of pupils' capabilities. In addition, teachers' improved checks on pupils' progress have enabled them to identify and tackle pupils' needs at an earlier stage than in the past and with increasing effectiveness.
- Current checks of pupils' responses in class, their work in books and the school's own assessments of their improving skills, show good progress in reading, writing and mathematics in all year groups.
- The pupils' speaking skills are especially well developed, enabling pupils to learn successfully, for example, by sharing ideas with each other. By the time they leave, pupils are well-prepared for the next stage in their education.
- The equally good and sometimes better progress now made by boys as well as girls, especially in writing, represents a particularly strong improvement. This has stemmed from teachers designing activities in all subjects that appeal to boys' interests as much as they do to girls'. This is seen, for example, in pupils' well-constructed sentences, expressive vocabulary choices and very neatly presented work. The pupils' work in mathematics is also well set out and reflects their diligence in completing increasingly complex calculations and the way their positive attitudes support good progress.
- The leaders' sustained and very effective programme of staff development has raised teachers' expectations of pupils' achievements to match those outlined in the new national curriculum. As a result, for example, this has strengthened the teaching of phonics in the early years and key stage 1 classes. This has quickened pupils' progress and secured above average proportions of pupils reaching the expected standard in Year 1 phonics screening checks. For example, currently in Year 1 a well-above average percentage, 81%, of pupils are now identified as on course to achieve this standard. This is endorsed by inspection checks of pupils' reading skills.

- Most pupils use their letter–sound awareness to read confidently and, as they move through the school, spell unfamiliar words accurately. By the end of Year 6, pupils are fluent readers who are very able to read a range of texts for pleasure and to support learning.
- Pupils who have special educational needs or disability make good progress. They benefit from work and extra adult support that addresses their individual needs effectively.
- Disadvantaged pupils in receipt of the pupil premium support also benefit from having their needs tackled very effectively at an early stage. As a result, any skills that were previously less developed than those of their peers in school or nationally are now closed more consistently. Overall, disadvantaged pupils make similarly good progress as other pupils in the school in reading and writing. Following much strengthened teaching of mathematics they also now make good progress in this subject.
- Pupils also make good and sometimes exceptional progress in other subjects. For example, pupils sing beautifully, especially during assemblies, and a significant number demonstrate above expected skills in music and sports, and learn well in French.
- Outcomes for pupils are not yet outstanding because the strong progress seen over time in some year groups is not matched consistently in others.
- The most able pupils generally make good progress. In Year 6, these pupils often make more rapid progress because of the challenging tasks presented to them. At times in some other years, some pupils, especially the most able, are not given work that sufficiently deepens and extends their understanding and this limits their progress.

### Early years provision

### is outstanding

- Highly effective leaders provide very strong direction and work very supportively with staff and parents.
- All staff ensure that the excellent indoor and outdoor facilities are used to very best effect to stimulate children and promote their outstanding progress. This is evident in the year-on-year increase in the proportion of children achieving a good level of development.
- Currently, in response to excellent teaching and support, a well above average percentage, 78%, of children are on course to achieve a good level of development. This indicates substantial progress from their lower than typical skills at time of entry and shows that children are prepared very well for future work in Year 1.
- Teachers and teaching assistants warmly welcome the children when they enter the Reception classes. Staff are swift in establishing similarly close and supportive relationships with parents, which further help children to settle quickly and develop an eagerness to learn.
- Children respect their teachers and seek to please them. Children behave extremely well and happily learn well with and from each other. During the inspection, for example, the children learned well by sharing ideas when making sandwiches and writing shopping lists.
- Staff give high regard to children’s welfare and fully adhere to the school’s safeguarding procedures to keep children very safe at school.
- Adults diligently supervise the children as they learn and show them how to make very best use of the well-planned learning facilities. As a result, children undertake their work and develop their ideas to extend their learning with exuberance and confidence because they feel safe.
- Children readily take turns, share equipment, and persist in their learning. They can often be seen helping each other to learn, for example, changing programmes when using hand-held computers.
- The consistent, high quality of the teaching is typified by teachers’ focused and encouraging questioning, which challenges the children to think and to express their ideas. Teachers encourage all children, across the range of abilities and needs, to participate fully in class discussions. The way many children respond by explaining their ideas in full sentences reflects outstanding communication and language development.
- Teachers and teaching assistants know the children very well and adapt planned activities carefully to meet their differing needs. As a result, children who have special educational needs or disability and the most able, for example, learn with equal success.
- Staff have adapted and strengthened their teaching to make sure that boys and girls achieve equally well. Teaching and the children’s learning in phonics, for example, have been improved well in recent years. This is evident in the children’s ability to pronounce and form letters correctly, to write well and to use a good range of words when offering their ideas.

- Adults also take every opportunity to extend successfully children’s mathematical and numeracy skills. For example, children joyfully tested out their predictions and developed an understanding of capacity when using containers to measure quantities of ‘beetle juice’.
- Evidence of children’s excellent progress is collated in attractive learning journals known as ‘busy bee books’. The children’s full enjoyment of learning is also clearly apparent in the many digital photographs of their joyful engagement in work.

## School details

<b>Unique reference number</b>	135433
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	10001802

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Bramley
<b>Headteacher</b>	Donna Chambers
<b>Telephone number</b>	01773 768437
<b>Website</b>	<a href="http://www.greasleybeauvale.co.uk">www.greasleybeauvale.co.uk</a>
<b>Email address</b>	<a href="mailto:office@greasely.notts.sch.uk">office@greasely.notts.sch.uk</a>
<b>Date of previous inspection</b>	14–15 November 2013

## Information about this school

- This primary school is larger than the average-sized primary school.
- The majority of pupils attending the school are from White British backgrounds.
- The proportion of pupils who have special educational needs or disability is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is broadly average.
- Children experience early years provision on a full-time basis in two Reception classes. Pupils in other year groups are also taught in single-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher works with the local authority on the safeguarding and early help executive board. The school provides support for many other schools.
- A privately run nursery is located at the school. Privately organised before- and after-school clubs also operate on the school site. As they are managed independently, they are subject to separate inspection arrangements.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- The inspectors observed 23 lessons and saw the work of 14 teachers. They were accompanied by the headteacher and deputy headteacher during many of these visits to lessons.
- A wide range of documents was scrutinised, including records relating to pupils' behaviour and attendance, safeguarding procedures and the school's self-evaluation.
- The inspectors examined the school's systems for checking progress and records of checks on the quality of teaching.
- The inspectors talked to individual pupils and a representative group of pupils about the school and their work. They listened to individual pupils read and attended two assemblies. The inspectors also looked at samples of pupils' work across a range of subjects and classes.
- The inspectors held a meeting with members of the governing body and held meetings with school staff, mainly senior and middle leaders. The lead inspector also held a telephone conversation with a representative from the local authority.
- The inspectors took account of the views expressed in the 152 online responses to Ofsted's Parent View questionnaire and in 27 staff questionnaires. They gathered the views of several parents during informal meetings at the school during the inspection.
- The school's use of the primary physical education and sport funding and the pupil premium were also considered.

## Inspection team

Alex Baxter, lead inspector	Ofsted Inspector
Sarah Chadwick	Ofsted Inspector
Julie Sheppard	Ofsted Inspector

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