

Graiseley Primary School

Pool Street, Graiseley Hill, Wolverhampton, West Midlands WV2 4NE

Inspection dates

2–3 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders are committed to providing an inclusive and nurturing education which raises pupils' aspirations. Pupils receive specific support that meets their individual needs.
- Pupils make good progress in reading, writing and mathematics. This is because leaders and governors intervene in a timely way to make sure that no pupil falls behind.
- The headteacher's drive and ambition have brought about improvements. She is supported well by the deputy headteacher and together they have established a culture of high expectations.
- Teaching is consistently good. Leaders tailor professional development to the needs of the staff. Staff feel well supported, and as a result their morale is high.
- Pupils behave well. Relationships are positive. Pupils try hard and are keen to find out new things. They are willing to improve their work. These attitudes help them to make progress in their learning.
- Teachers place much emphasis on pupils' spoken language and extending their vocabulary. However, pupils do not have enough opportunities to develop their reasoning skills.
- The curriculum is interesting and engaging. Pupils' work shows that they work hard in all the subjects they study.
- Children get off to a positive start in the early years. They make good progress from very low starting points.
- Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities make good progress.
- Safeguarding is effective. Staff take all necessary steps to ensure that the pupils are kept safe and well. However, not all training and policies are up to date.
- Most-able pupils are given challenging tasks, but not enough of them attain higher standards.
- Leaders' plans for improvement are not as sharply focused as they could be. Plans lack the detail that is needed to help governors hold leaders to account more rigorously.
- Despite some successes as a result of leaders' extensive actions, attendance remains below the national average.
- Subject leaders know how well pupils are doing, but they do not analyse the performance of distinct groups in detail to inform further actions.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment so that pupils make even better progress by:
 - making sure that teachers include plenty of opportunities for pupils to develop their reasoning skills and explain their thinking
 - ensuring that the recent improvement in challenge for the most able pupils results in a greater proportion of pupils reaching the higher standard at the end of key stage 2.
- Increase the impact leaders and managers have on outcomes for all groups of pupils, especially in reading, writing and mathematics, by:
 - supporting subject leaders to carry out detailed analysis of the performance of distinct groups and use this information to improve the school's effectiveness still further
 - ensuring that whole-school and subject plans for improvement contain more precise targets and milestones linked to pupils' outcomes and progress so that governors can hold leaders to account more rigorously.
- Further develop the management of safeguarding practices by making sure that training records are up to date and policies reflect the most recent guidance.
- Step up leaders' actions to improve the attendance of vulnerable pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- A large proportion of pupils leave and join the school other than at the usual times. Additionally, many pupils are new to English and/or education when they join the school. These factors are significant barriers to pupils' achievement. However, leaders are determined in their actions to be welcoming, inclusive and to provide pupils with a high-quality education for as long as they attend.
- Leaders and governors have an ambitious vision for the school. By means of some astute appointments, the headteacher and governors have strengthened the leadership and teaching team since the last inspection. There is good capacity for this renewed team to ensure continued improvement.
- Leaders' ambition and determination have resulted in much greater consistency in the quality of teaching and learning. Consequently, pupils' outcomes have also improved. Effective checks on the quality of teaching and learning accurately identify whole-school training needs as well as those for individual members of staff. Effective training includes the sharing of good practice within the school.
- Parents, carers, pupils and staff are overwhelmingly positive about the school's work. Comments from the community describe the school as 'successful, great, friendly and inclusive'. Parents appreciate the regular information they get on the progress their children are making and the numerous workshops that are run.
- Senior leaders make good use of the additional funding that the school receives to support disadvantaged pupils. They review regularly how this funding is used to ensure that it helps pupils to achieve their full potential. As a result, disadvantaged pupils make good progress.
- Leaders manage the provision for pupils who have SEN and/or disabilities effectively. Additional funding for this group of pupils is tightly focused on their needs and is successfully raising attainment and improving their progress.
- The school uses the physical education (PE) and sport funding effectively to improve the skills of teachers in delivering lessons and to increase pupils' participation in sporting events. Leaders have used the funding to widen the range of after-school clubs. This year, these have included tennis, cricket, netball and football.
- Most of the curriculum is based around practical activity. It also pays much attention to enhancing pupils' communication skills. 'Hands-on' experiences are included through visits and visiting specialists such as writers, illustrators and history groups. The curriculum offers a wealth of opportunity for pupils to learn about exciting topics, other cultures and a wide range of subjects.
- Pupils develop an understanding and appreciation of different religions. They show respect to and tolerance for different cultures and beliefs. Pupils are encouraged to reflect on these aspects of their education, which ensures that they are increasingly well prepared for life in modern Britain. Leaders place pupils' spiritual, moral, social and cultural development at the heart of the curriculum.
- Leaders have an accurate understanding of what the school does well and where improvements need to be made. Plans for improvement outline the main priorities for

development. However, they are not as sharply focused as they need to be to enable governors to hold leaders to account rigorously enough.

- Subject leaders closely track the progress pupils make and their attainment. However, leaders do not analyse distinct groups of pupils in detail and make use of this information to identify actions that would strengthen pupils' progress still further.

Governance of the school

- Governors bring a range of skills and experiences to their roles and this enables them to challenge and support leaders. They attend training led by leaders and local authority providers to develop their skills and knowledge. Governors understand that good-quality teaching, learning and assessment are key to the school's success.
- The governing body has an overview of the school's strengths and priorities for improvement because of regular reports of assessment information from leaders. Governors recognise that pupils make good progress and outcomes are improving. However, governors are less involved than they should be in the school's self-evaluation of its effectiveness. They do not hold leaders to account rigorously enough.

Safeguarding

- The arrangements for safeguarding are effective. Leaders keep records about the checks that have taken place to ensure that adults are suitable to work with children. These records are completed and up to date. Leaders and governors check the procedures used to complete these records often and ensure that they are fit for purpose.
- Staff are clear about their responsibility to identify and refer any concerns regarding pupils' welfare and safety. Safeguarding practice to ensure that pupils are safe is well established and evident within the school's culture. However, the recent changes in statutory guidance are not yet fully embedded into staff's safeguarding knowledge. Although leaders have published these updates, they have not yet ensured that they are reflected in sufficient detail in the school's own policies.
- Leaders keep detailed records that summarise actions taken to support pupils, and further referrals to external agencies when required. These records allow leaders to ensure that appropriate actions are taken and evaluate the impact of ongoing work to support pupils.
- Leaders provide a wide range of training to help staff understand their roles to keep pupils safe. Specific issues such as female genital mutilation, radicalisation and forced marriage are part of this training. Leaders' records of training are not sufficiently clear to provide an overview of when training has been completed.

Quality of teaching, learning and assessment

Good

- Leaders regularly and carefully monitor the quality of teaching and learning. They give teachers accurate feedback that helps to improve their teaching. Leaders have successfully addressed weaker teaching, and teaching is now consistently good. This makes a positive difference to pupils' progress.

- The learning environment in classrooms is calm and purposeful. Pupils enjoy good relationships with each other and staff. They work well together on tasks set and applaud each other's successes. This boosts pupils' confidence as learners and helps develop their social skills.
- The leaders of English and mathematics place high importance on enhancing the skills of teachers and teaching assistants. Using information gleaned from monitoring, they hold 'master classes' for staff to ensure that staff have secure subject knowledge and use effective teaching strategies. As a result, pupils can explain what they are doing with understanding.
- Teaching is highly focused on pupils' language acquisition. The priority is for pupils to develop their understanding and use of the English language as quickly as possible. Teachers ensure that pupils have plenty of opportunities to repeat and rehearse spoken words and phrases. Pupils make good use of technical vocabulary because it is taught effectively.
- The teaching of phonics is effective. Pupils enjoy their phonics sessions and use their knowledge and skills to read unfamiliar or difficult words. Pupils enjoy reading and have many opportunities to read and discuss a range of texts. Older pupils appreciate a wide range of authors and read with confidence.
- In mathematics, teachers ensure that pupils understand the most important ideas and develop their calculation skills well. Teachers build in opportunities for pupils to apply their mathematical skills in practical contexts and when using board games and technology. Pupils make use of their mathematical skills in other subjects, for example in constructing timelines in history.
- Teachers encourage pupils to write at increasing length in a range of subjects and genres. They use a structured programme to teach skills systematically, building on learning at each stage. Teachers ensure that pupils use accurate spelling, grammar and punctuation appropriate to their ability.
- Teaching assistants give effective support to pupils' learning because they are well briefed regarding what pupils are expected to learn during lessons. They work well with a range of pupils, including those who have SEN and/or disabilities.
- The quality of homework is good. Homework builds effectively on what pupils do in lessons. In addition, research and more creative homework help pupils develop a wider range of skills and knowledge.
- Teachers ensure that pupils carry out many activities across the curriculum which involve reasoning. However, pupils do not have enough opportunities to develop their reasoning skills and explain their thinking.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff ensure that the school provides a safe environment, where pupils learn to be confident and self-assured. Pupils are keen to answer questions and offer contributions.

- Pupils enjoy school. When asked how the school could be improved, a group of pupils said, 'We would like to spend more time in school.' Pupils have positive attitudes and know how to be successful learners.
- Physical and emotional well-being is promoted very well. Pupils are encouraged to eat healthily and take regular exercise. They have frequent opportunities to take part in physical activities. Breaktimes and lunchtimes are lively, active and provide additional opportunities for physical activity. As a result, pupils know how to lead healthy lifestyles.
- Pupils work well together and collaborate effectively. Pupils understand about equality and demonstrate respect for other people's cultural diversity and religious backgrounds. They say, 'We are all different but the same.'
- Leaders have been proactive in making sure that pupils have a secure understanding of what constitutes bullying and how to respond, should it occur. Consequently, pupils say that bullying is rare. They are confident that adults will support them, should they have any concerns. Pupils are taught how to keep themselves safe, including when online.
- Pupils have many opportunities to develop their leadership skills, such as, digi- (computer) ambassadors, school councillors and play leaders. A group of pupils are also trained as young interpreters. They support pupils who are new to school and who speak English as an additional language.

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered. They conduct themselves well around the school and in lessons. They are friendly, polite and respectful. They listen attentively to each other's views during group discussion.
- Staff consistently reinforce high expectations of behaviour. Pupils know what is expected and understand the school's rules and systems for promoting positive behaviour. The school is calm and orderly.
- There are strong systems in place to support pupils who have emotional and behavioural difficulties. Staff are trained in how to support these pupils. Any incident of difficult behaviour is managed effectively with the least possible impact on other pupils.
- Attendance remains below the national average. Most actions leaders take to improve attendance are effective. Leaders check attendance carefully and work with the families of pupils. However, this is not enough with more vulnerable pupils.

Outcomes for pupils

Good

- Pupils' attainment and progress are improving because of more effective teaching.
- Pupils' work and the school's information show that across the school, most pupils make good progress in reading, writing, spelling, punctuation, grammar and mathematics. Pupils complete work of a good standard in a range of subjects.
- Provisional outcomes of the 2018 key stage 2 national tests indicate that Year 6 pupils' attainment in reading and mathematics has improved to match that in writing. This is an improvement on outcomes in 2017. At key stage 1, attainment in reading, writing and mathematics is now above the national average.

- Disadvantaged pupils are making similar or, on occasion, more progress than other pupils in some classes because of the effective support they receive.
- Lower-attaining pupils make good progress across the school in all areas. Pupil progress meetings highlight any pupils, of any ability, who are falling behind. Actions to support these pupils are identified and are evaluated for impact.
- Strong leadership of the provision for pupils who have SEN and/or disabilities means that they receive timely, good-quality support and make good progress.
- Teaching enables pupils to make good, and sometimes better, progress in phonics. Pupils apply their skills effectively in their reading and read confidently and fluently. Staff identify and provide additional support for pupils who are not secure in their skills.
- Pupils who speak English as an additional language make rapid progress. This is because their learning needs are identified and addressed well, so that they settle quickly.
- There has been a recent improvement in challenge for the most able pupils. Pupils' books show that most-able pupils make good progress. However, this has not yet resulted in enough reaching the higher standard at the end of key stage 2.
- By the end of Year 6, pupils have a broad range of skills and experiences that allow them to be successful learners. They are well prepared for their next stage in their education.

Early years provision

Good

- The early years leader has an accurate picture of the strengths and weaknesses in provision. Planned actions are monitored carefully to ensure that they have the desired impact on children's achievement. She leads an effective team by monitoring practice and providing training and support to continually improve teaching and its impact. There are good relationships between adults and children, and the staff work well together as a team.
- When they join school, just about all children have weaker skills than those of typical three- and four-year-olds. Nearly all speak English as an additional language. Their literacy and communication skills in English are less well developed than those of children of a similar age. During their time in the early years, children make good progress in all areas of learning. They quickly learn the basic skills, which prepares them well for Year 1.
- There is an emphasis on developing children's vocabulary, understanding, speaking and listening. Teachers develop children's vocabulary effectively through skilled teaching and intervention. Children join in readily, repeating vocabulary and phrases, so that they are familiar where words fit into sentences.
- The teaching of phonics is strong. Children can apply the sounds they have learned when spelling words. Children enjoy learning to read.
- Children learn from a range of stimulating activities. For example, the children have done a lot of practical activities relating to the story of 'Goldilocks and the Three Bears'. Adults questioned the children effectively, asking, for example, 'Is this chair big enough?' The children used words such as 'big', 'medium' and 'small' while making comparisons.

- Staff continually assess the progress that children make. They use their knowledge of individuals to plan learning that challenges the children to achieve success. Leaders make effective use of the extra funding for those who are disadvantaged and those who have SEN and/or disabilities. This ensures that these pupils also make good progress.
- There is a happy and productive atmosphere in lessons, and children's behaviour is good. Staff have high expectations of manners and courtesy, which they model well. As a result, children learn and play together well. Routines are well established. Children enjoy each other's company. They take turns and enthusiastically participate in a range of learning opportunities because adults show them how to do this.
- Parents are effectively involved in their child's learning. The school communicates well with parents so that they know how to support learning at home. Staff keep parents informed about their child's progress on a day-to-day basis and at more formal meetings.
- Children are kept safe because adults diligently observe welfare and safeguarding requirements.

School details

Unique reference number	104302
Local authority	Wolverhampton
Inspection number	10047461

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Simon Graeme
Headteacher	Sharifan Nasa
Telephone number	01902 558745
Website	www.graiseleyprimaryschool.co.uk/
Email address	graiseleyprimaryschool@wolverhampton.gov.uk
Date of previous inspection	13–14 February 2014

Information about this school

- The school is smaller than the average primary school.
- Almost all pupils are from minority ethnic communities, the vast majority being of Punjabi Indian background.
- Pupil mobility is high, and therefore cohorts of pupils continually change. A proportion of pupils leave and enter school other than at the usual times. Nearly all pupils speak English as an additional language and many of them speak little or no English when joining the school.
- The proportion of pupils who have SEN and/or disabilities is above the national average. The proportion who have an education, health and care plan is smaller than average.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed learning in 15 lessons or parts of lessons and saw all classes in operation.
- Inspectors scrutinised pupils work across a range of subjects, jointly with leaders. They also considered the school's assessment information on the progress and standards achieved by current pupils.
- Inspectors listened to pupils read and talked with them about their reading.
- Inspectors met with the headteacher, deputy headteacher and leaders with responsibility for English, mathematics, early years and pupils who have SEN and/or disabilities. Inspectors met with those responsible for attendance, behaviour, bullying and exclusions, disadvantaged pupils and the sport premium. They also met with other teachers and support staff.
- The lead inspector met with members of the governing body and a representative of the local authority.
- Inspectors spoke to parents informally at the start of the school day to seek their views about the school. Inspectors also took account of text messages from parents. Only four responses to Ofsted's online questionnaire, Parent View, were received at the time of the inspection.
- Inspectors considered a wide range of documentation, including the school's improvement plan, minutes of meetings of the governing body, the school's current information on pupils' attainment and progress, attendance records, behaviour and exclusion logs, external reports on the work of the school, monitoring and evaluation records and a range of documents relating to safeguarding.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Michael Onyon	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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