

Inspection of Greasley Beauvale Primary School

Greasley Avenue, Newthorpe, Nottingham, Nottinghamshire, NG16 2FJ

Inspection dates: 2 and 3 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Greasley Beauvale Primary School is a purposeful and well-ordered learning environment. Playtimes are lively and happy. Pupils move around the school sensibly. Quiet music is played in the corridors and shared spaces and adds to a sense of calmness in the school.

Pupils behave well. They follow the school rules and say that their teachers are fair. Pupils say they feel safe in school. They say that bullying does not happen very often. They are confident that staff will listen to them and sort things out if there is a problem.

Leaders have high expectations of every pupil. They have created a school that supports pupils to become well rounded and responsible learners. The 'Rainbow Values' underpin everything the school wants its pupils to be. This ambition for pupils to be respectful, inclusive and confident is evident as soon as you walk through the door of the school.

A large majority of parents speak highly of the school. One parent expressed the view of many, saying, 'Greasley is a wonderful school; it has been a positive experience for my child so far and I would always recommend it to other parents.'

What does the school do well and what does it need to do better?

Leaders have prioritised curriculum development. They have thought carefully about what they want pupils to learn. Curriculum plans are now in place for all subjects. Most plans start in the early years. These curriculum plans identify the key knowledge that needs to be taught. However, much of the curriculum is relatively new. Leaders have not yet monitored the effectiveness of the curriculum. Leaders know that this needs to happen so that they have a clear picture of what is working well, and what needs to change.

English and mathematics are taught well. Teachers explain new learning clearly. They assess pupils' understanding regularly. If pupils do not understand a concept, teachers make sure they get the extra help they need before they move on. In some subjects, for example in the history and Religious Education (RE) lessons visited, teachers try to cover too much content. This means pupils become confused about what the key knowledge is they need to remember.

Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND) where it is needed. They are ambitious that pupils with SEND do as well as they can. The SEND coordinator works closely with teachers to make sure that pupils with SEND receive the help they need to succeed.

Phonics is taught systematically. Leaders have made sure that there is a consistent approach across the school. Staff have the skills they need to teach phonics well.

Pupils who are at risk of falling behind get the help they need. Pupils in the Reception year get off to a good start in reading. A range of opportunities are provided for them to engage with reading.

Leaders are determined that pupils will become fluent and enthusiastic readers. They have developed strategic plans to promote a love of reading. Story times are a daily event in all year groups. Opportunities are planned for pupils to read across the wider curriculum. For example, carefully chosen texts are used to teach pupils about diversity.

The school's work to support pupils' wider development is strong. A 'no outsiders' approach helps pupils to understand more about the lives of others who may be different to them. This work begins in the early years. As a result, pupils demonstrate high levels of respect. Diversity is celebrated. Pupils thrive off the responsibilities they are given. They are proud of their roles as 'Rainbow Planet Protectors', as representatives of 'Pupil Parliament' or members of the 'Job Squad'.

Governance of the school is highly effective. Governors have a crystal-clear understanding of what is going well in the school, and what needs to improve further. They work closely with leaders and hold them to account for how well pupils do.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety is a priority. Leaders make sure that staff are well trained so that they know how to keep pupils safe. This knowledge is kept up to date and is regularly discussed in staff briefings. Leaders have clear systems in place to record concerns that are raised. They follow up these concerns and work closely with external agencies to make sure that pupils and families get the help they need.

Leaders carry out appropriate checks to make sure that new staff are safe to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While curriculum plans have been completed for all subjects, the implementation of these plans is at an early stage. Leaders have not yet fully evaluated the impact of these plans to check that pupils remember the key knowledge. Leaders, including subject leaders, should now prioritise monitoring activities and revise existing plans as needed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	135433
Local authority	Nottinghamshire County Council
Inspection number	10199795
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	371
Appropriate authority	The governing body
Chair of governing body	Pam Tulley/Richard Wood (Co-chairs)
Headteacher	Michelle Bates
Website	www.greasleybeauvale.co.uk
Date of previous inspection	25 – 26 May 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2017. Prior to this she had been the deputy headteacher at the school.
- The governing body is chaired by two co-chairs.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, curriculum leaders, the special educational needs coordinator and a range of staff and pupils. Meetings were also held with members of the governing body, including the co-chairs and vice-chair of the governing body, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, English, history and RE. For each deep dive inspectors met with subject leaders,

visited lessons, spoke to teachers and pupils and reviewed pupils' books. The lead inspector also observed pupils reading to a member of staff.

- To inspect safeguarding, inspectors reviewed the single central record and safeguarding records. Inspectors met with the leader with responsibility for safeguarding in the school. Inspectors spoke to a range of staff and pupils about safeguarding.
- Inspectors considered the responses to Ofsted's online surveys, including: Ofsted Parent View, staff and pupil surveys.

Inspection team

Caroline Poole, lead inspector	Ofsted Inspector
Liz Moore	Ofsted Inspector
Moirra Dales	Ofsted Inspector

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