

Inspection of Outwood Primary Academy Greystone

Quarry Moor Lane, Ripon HG4 1RW

Inspection dates: 18 and 19 May 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Outstanding |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Pupils love to learn at Outwood Primary Academy Greystone. Lessons captivate pupils' imagination. Pupils are very rarely distracted. Children in the early years engage with the well-planned activities on offer for long periods of time. This is the result of a well-designed, engaging curriculum. Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). One parent echoed the views of many: 'I would wholeheartedly recommend this school to any parent who places a high value on their child's academic progress and personal development.'

Pupils follow routines well and live up to the high expectations that staff have of them. Pupils enjoy receiving 'super swirls' when they display one of the school rules of 'be safe, be respectful, be responsible'.

Pupils can take on a range of responsibilities. Pupils value their roles and feel that they make a difference. Well-being ambassadors have created a well-being garden. This is a sanctuary for other pupils. One Year 2 school parliament member summed up that they are 'happy to help staff do what's best for the school'.

Pupils have a clear understanding of what bullying is. Incidents of bullying are rare. If it does happen, they are certain that an adult will help them to sort it out and make it stop. Pupils are happy and feel safe.

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

School and trust leaders have a clear vision and ambition for the school. Their relentless focus on 'raising standards and transforming lives' has secured rapid improvement. This transformation is a result of their swift action and hard work to improve the quality of education for all. Pupils with SEND successfully access the same curriculum as their peers. Teachers carefully adapt the curriculum. They provide support based on the specific needs of the pupil.

Curriculum development has been a priority for leaders. Leaders have identified the important knowledge that they want pupils to know and remember. Leaders ensure that new knowledge builds on what pupils already know. For example, in art, children in the early years learn the basics of the colour wheel. In key stage 1, pupils extend their knowledge of the colour wheel. They learn about different artists from around the world, and the key features of their artwork. They successfully apply this knowledge and the techniques that they have learned to their own work.

Subject leaders regularly check how well the curriculum is being delivered. Where the curriculum is not delivered as well, leaders provide effective support for staff. In a few wider subjects, the curriculum has only recently been implemented. The subject leaders are new to role. They have not had the opportunity to check how the curriculum is being delivered. Consequently, some gaps in teachers' knowledge

have not been spotted. This has led to variability in the delivery of some aspects of the curriculum in some year groups.

Teachers check what pupils have remembered in all subjects. They check the exact knowledge that they expect pupils to remember. This helps teachers to adapt the curriculum to address gaps in knowledge. However, in some wider curriculum subjects, checks are not as precise. Gaps in pupils' knowledge are not always identified.

Pupils love to read. Leaders have ensured that 'reading is irresistible'. Reading ambassadors share their favourite books during assemblies. Pupils are confident and fluent readers. This is because the school's phonics programme is well embedded and delivered. Leaders ensure that all staff receive training and regular coaching. Staff identify pupils who struggle to read. Support is swift and effective.

The transformation in early years is impressive. Children have an excellent start to their education. The curriculum is ambitious. It provides children with the foundations they need for their next stage of education. Children learn through well-sequenced, interesting activities in the well-resourced indoor and outdoor classrooms.

Leaders have high expectations of pupils' behaviour. Pupils are familiar with the behaviour systems. There is a calm and purposeful environment. However, a small number of older pupils do not always report their concerns to an adult. They sometimes feel that their concerns are not always dealt with or passed on to leaders.

Leaders have systems in place to ensure that all pupils regularly attend school. Their mission is that every pupil develops as a well-rounded and responsible citizen. All pupils work towards the 'Outwood Primary Diploma'. Pupils complete activities such as how to be a good British and international citizen. These activities are helping to prepare pupils for their adult lives ahead.

Staff feel that leaders genuinely care about their well-being and workload. They feel supported. Staff appreciate the training and coaching they receive from school and trust leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training on a regular basis. Leaders inform staff about new safeguarding information through weekly updates. As a result, staff know the local safeguarding risks. Leaders respond quickly to any safeguarding concerns that may arise. This helps to ensure that pupils are safe and that families get the help that they need.

Pupils learn ways to keep themselves safe. Pupils access some safeguarding information in their 'pupil planners'. This covers online safety, and how to report

any concerns. They know that they should report anything they see online that upsets them or that is inappropriate.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, some older pupils feel that adults do not act upon their concerns. This means they do not always report any worries that they may have. Leaders need to ensure that all staff follow the systems for reporting any concerns to them. This will enable leaders to act upon these in an appropriate way.
- In some foundation subjects, such as art, the curriculum has recently been adapted and implemented. Some subject leaders are new to their role. They have not had the opportunity to monitor the implementation of their curriculum. There is some variability in the way that the curriculum is being delivered. Leaders should ensure that the implementation of the curriculum is regularly monitored. This will enable them to support staff to develop their subject knowledge and pedagogy.
- Although leaders have developed a curriculum with a clear assessment system, assessment in some subjects is not precise enough. Checks do not help teachers to identify specific gaps in pupils' knowledge. Leaders should ensure that their assessment systems are closely matched to expected knowledge at each age and stage so that they can quickly put in support for pupils who have not remembered intended content.

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

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| Unique reference number | 145411 |
| Local authority | North Yorkshire |
| Inspection number | 10227641 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 165 |
| Appropriate authority | Board of trustees |
| Chair of trust | David Earnshaw |
| Principal | Emma Abbott |
| Website | www.greystone.outwood.com |
| Date of previous inspection | Not previously inspected |

Information about this school

- Outwood Primary Greystone joined the Outwood Grange Academies Trust on 1 January 2018.
- Since the school joined the trust, there have been a number of staff who have left or joined the academy. A new principal has been in post since September 2021. The trust has appointed two associate principals from within the trust.
- The school runs a breakfast and after-school provision.
- Leaders do not use any alternative provision.
- The school has a nursery.

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 leaders and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the executive headteacher, the principal and wider members of the senior leadership team.
- Inspectors spoke with members of the local academy council, trust members, the chief executive officer and the chief executive principal.
- Inspectors carried out deep dives in reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held discussions with a range of school staff and considered the responses to the staff survey to ascertain their views about workload and well-being.
- Inspectors spoke with pupils during lessons, focused sessions and during break and lunchtimes. Inspectors considered the responses to the pupil survey.
- The lead inspector met with the designated safeguarding lead and considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the responses to Ofsted's free-text service.

Inspection team

Jenny Thomas, lead inspector

Her Majesty's Inspector

Zoe Carr

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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