

# Inspection of a good school: Greystones Primary School

Tullibardine Road, Greystones, Sheffield, South Yorkshire S11 7GL

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Inspection dates:

5 and 6 July 2022

## Outcome

Greystones Primary School continues to be a good school.

## What is it like to attend this school?

This is a school where staff and pupils glow with pride. Staff greet pupils at the gate in the morning. The positive welcome sets pupils up for a day of learning and discovery in the indoor and outdoor classrooms and at the school's allotment.

Staff have high expectations of all pupils, including those with special education needs and/or disabilities (SEND). Pupils are curious to learn. Enthusiastic staff plan lessons which create interest and ensure pupils know and remember more over time.

Leaders promote positive attitudes. Pupils behave well and are keen to learn. They are kind towards each other in lessons. Bullying is very rare. Pupils are confident that staff would sort it out if it happened.

Pupils enjoy a range of opportunities to develop their wider interests. These range from sports clubs, trips, visiting speakers and leadership roles for pupils in school. School council members know they represent their peers and work hard to improve the school. For example, school council members issue 'parking tickets' to promote considerate parking outside the school.

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

Leaders have put in place a well-designed curriculum. Learning flows from the early years to year 6. Teachers support pupils to learn new subject content through carefully selected activities. In computing, pupils use their understanding of programming to repair and correct errors. Leaders and staff are committed to ensuring all pupils take part in school life. The individual needs of pupils with SEND are identified. Staff use this information to adapt, change and ensure learning activities are well matched to the needs of pupils.

Pupils and staff love to read. They read together in all classes. Pupils share their thoughts on the stories and characters in the books they read. A carefully planned phonics programme supports pupils who are at the early stages of reading effectively. Well trained

staff help pupils to successfully segment and blend words when they are unsure. Book study and guided reading build on the strong start to reading pupils have at the school. Pupils speak highly of the 'poetry slam competition'. Pupils enjoy constructing and sharing poetry in competition with their peers.

Assessment is used effectively in lessons to address pupils' misconceptions. In mathematics, the use of both formative and summative assessment ensures teachers are aware of what pupils know so that they can address any gaps in understanding. The use of summative assessment is less secure in science.

In the early years, children learn and play together well. The rich learning environment stimulates children's curiosity. Children engage fully in their learning and the tasks set. Children can use subject specific vocabulary when describing their learning. For example, a child described how, on the pirate map, they had designed a 'volcano with red hot lava coming out of the top'. Children who need extra support have the space and time to work with skilled staff who know how to meet their needs. Staff share and reinforce the 'everywhere rules' of the school, be safe, be kind, be respectful and keep trying through activities.

Pupils who learn in the additional resourced provision (ARP) learn and socialise with their peers. Staff who support pupils in the ARP liaise closely with staff in the rest of the school. In this way, pupils attending the ARP are supported effectively by their peers. This helps develop pupils' understanding of deafness and how they can support their friends who have a hearing impairment.

Routines and high expectations for behaviour are set by staff and met by pupils. There is a calm and purposeful learning environment both in and out of lessons.

Staff value personal development and support pupils to become well-rounded caring individuals. Pupils know and understand all people are equal. They learn about different beliefs, cultures and religions. Visitors to school and trips help deepen this understanding.

Leaders at all levels want the very best for pupils and all staff. Governors value, challenge and care for the staff. They visit the school regularly and have the knowledge and skills to provide support when needed. Governors empower leaders and staff to make decisions which put the needs of pupils first.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular training which is carefully planned by leaders. Leaders and staff have created a strong culture of safeguarding. Staff are alert to potential signs of abuse and risks that pupils may face. Staff are clear how to report safeguarding concerns about a pupil.

Leaders make effective use of different external agencies to provide help for pupils and their families.

Governors visit the school and check that safeguarding procedures are effective. They are involved with new appointments and ensure that the school follows the appropriate procedures for safer recruitment.

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

### **(Information for the school and appropriate authority)**

- Summative assessments are not used as effectively as they could be in all subject areas. As a result, in some subjects, such as science, staff are unable to clearly establish what pupils have learned over time and where any gaps remain. Leaders should ensure summative assessment is used more effectively to support teachers' planning so that teachers can plan lessons to meet the differing needs of pupils.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2016.

## **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

<b>Unique reference number</b>	107098
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10200478
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	634
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tanveer Naqvi
<b>Headteacher</b>	Chris Jennings
<b>Website</b>	<a href="http://www.greystonesprimary.com">www.greystonesprimary.com</a>
<b>Date of previous inspection</b>	8 December 2016, under section 8 of the Education Act 2005

## Information about this school

- The school is a well above-average-size primary school.
- The school currently uses no alternative provision.
- The school has a designated on-site integrated resource for deaf and hearing-impaired children.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, members of the senior leadership team, subject leaders, class teachers, staff, pupils, members of the governing body and a representative from Learn Sheffield.

- The inspectors did deep dives into these subjects: reading, mathematics, science and computing. For each of these subjects we held discussions with subject leaders, visited lessons spoke with staff and pupils and looked at pupils' work.
- The lead inspector met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- The lead inspector considered responses to Ofsted's surveys for pupils, parents and staff.

### **Inspection team**

Richard Jones, lead inspector

Her Majesty's Inspector

Dughall McCormick

Her Majesty's Inspector

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