

# Inspection of Greysbrooke Primary School

Barnes Road, Shenstone, Lichfield, Staffordshire WS14 0LT

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Inspection dates: 28 and 29 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>

The headteacher of this school is Eleanor Ballinger. This school is part of The Arthur Terry Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Gill, and overseen by a board of trustees, chaired by John Vickers.

Ofsted has not previously inspected Greysbrooke Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils thoroughly enjoy attending Greysbrooke Primary School. Warm greetings in the morning between staff, parents and pupils start each day off well. This is a place where staff work together to 'nurture, inspire and grow' all pupils to 'be the best version of themselves'.

The school has high expectations for all, and pupils enjoy living up to these. From listening carefully and working hard in lessons, to helping other pupils in the dining hall at lunchtime, pupils always try their best. Pupils feel safe in school and know that trusted adults will help them to deal with any worries.

There is a range of opportunities on offer, and the school ensures that everyone can take part. Pupils can vote for school councillors and reading ambassadors. They enjoy a variety of clubs, and all pupils can learn how to play a musical instrument. Older pupils are excitedly looking forward to their upcoming trip to France.

Parents speak very highly of the school. One comment, echoing the views of many, was that 'each member of staff is truly invested in their role at the school and the impact they make'.

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

Leaders at Greysbrooke Primary School are inspirational. They are determined for all pupils to succeed. The multi-academy trust and all staff share this vision.

Pupils are at the heart of the ambitious, inclusive curriculum. What pupils need to learn, and when, is clearly set out and skilful staff ensure that the curriculum is delivered consistently well. Careful adaptations are made, if needed, for pupils with special educational needs and/or disabilities (SEND). This means that all pupils achieve well and learn together.

The curriculum is meticulously organised so that pupils remember what they have learned and can build on previous learning. This helps them to develop a deep understanding in each subject area. For example, in history, skilful questioning by teachers enables pupils in Year 6 to demonstrate impressive reasoning about the First World War. In music, pupils in Reception listen intently so that they can replicate a complex rhythm using 'body percussion'. Pupils in Year 1 confidently talk about the instruments they can hear in a piece of music and the mood the instruments convey. In design technology, pupils practise and build on skills over time. This results in high-quality stitching when working with fabric to make Armistice Day poppies, for example. In mathematics, teachers' strong subject knowledge, skilful questioning and effective use of technology ensure that pupils consolidate and deepen their mathematical understanding.

The school places a high priority on pupils learning to read. This begins as soon as children join in Reception. Explicit teaching of ambitious vocabulary complements

pupils' learning in phonics. As in other areas of the curriculum, careful assessment of pupils' reading is used to check that pupils are on track. Extra support is quickly put in place for pupils who need it. All staff are well trained to deliver the phonics programme with confidence. As a result, all pupils are successful in learning to read.

The school has recently, and very successfully, introduced electronic tablets for all pupils. Careful thought has been given to how these devices can be used to enhance learning. The devices are also used to provide seamless adaptations or support for pupils who need it. Through ensuring that pupils use a combination of technology and paper, the school is aiming to teach pupils the skills that will help them continue to succeed in the future.

Clear expectations help pupils to behave very well. This starts in Reception. Here, children join in lessons with enthusiasm and stop to listen carefully to their teacher as soon as they are asked. They show respect for their friends as they listen to, and value, everybody's contributions. Pupils learn to celebrate difference. They show empathy and say that although 'everyone is unique, they are all the same'.

Older pupils in school enjoy taking on responsibilities, for example by running a key stage 2 reading café. Clubs, from choir to gardening and netball, give opportunities to develop talents and interests. Residential trips help pupils to develop independence and resilience. However, the school has not yet made sure that pupils have enough of an impact on life in their school and the wider community.

The support of the multi-academy trust has been instrumental in driving forward improvements in the school. Advocates and trustees know the school well and use their expertise to support and challenge leaders very effectively. Staff value the impactful, ongoing training they receive and that their well-being is prioritised.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Pupils' roles in school and opportunities to make an impact on their own school and the wider community are not as strong as they could be. As a result, pupils are not aware that they are making a difference or having their voices heard. The school should ensure that roles and opportunities for pupils allow them to understand how to be responsible, active citizens who contribute positively to the life of the school and broader society.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148316
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10290679
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Vickers
<b>Headteacher</b>	Eleanor Ballinger
<b>Website</b>	<a href="http://www.greysbrooke.staffs.sch.uk">www.greysbrooke.staffs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- On-site before- and after-school provision is managed by an external provider.
- The school uses no alternative provision.
- The headteacher took up their post in January 2020.
- The school has been part of the Arthur Terry Learning Partnership since April 2021.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the inspectors carried out deep dives into these subjects: reading, mathematics, history and music. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans where they were available, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils read to a familiar adult. The lead inspector also looked at pupils' work in design and technology.
- The inspectors held meetings with the headteacher, other senior leaders and the special educational needs coordinator.
- The lead inspector met with the chair and representatives of the multi-academy trust and the school's trust advocates.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. The inspectors spoke to pupils about pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered responses to Ofsted Parent View, including parents' free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The team inspector talked to parents and families at the school gate.

### **Inspection team**

Rachel Henrick, lead inspector

His Majesty's Inspector

Anne Potter

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
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