



Greysbrooke Primary School

Inspection Report

Unique Reference Number 124126
LEA Staffordshire
Inspection number 281639
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Anthony Dobell AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Barnes Road
School category	Community		Shenstone
Age range of pupils	4 to 11		Lichfield, Staffordshire WS14 0LT
Gender of pupils	Mixed	Telephone number	01543 480321
Number on roll	170	Fax number	01543 483315
Appropriate authority	The governing body	Chair of governors	Rev Richard Bailey
Date of previous inspection	27 September 1999	Headteacher	Mrs Tracy Holmes

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Greysbrooke is a small primary school serving the village of Shenstone and a number of surrounding villages. Children start in Reception with levels of knowledge and understanding which cover a wide range but are broadly average overall. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties or disabilities is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Greysbrooke is an effective school with the potential to become outstanding. It gives good value for money. It judges its own effectiveness generally in line with inspection findings, but in some respects too modestly. Pupils achieve well because they are well taught. Their learning is enhanced by an outstanding curriculum. The quality of learning and standards reached in the Reception Year are good. Pupils benefit from well-planned lessons and weeks devoted to particular themes in which work in one subject supports learning in others. This approach develops skills in literacy and numeracy effectively. The school provides good care for all pupils, and behaviour and relationships are good. There is a good commitment to equality of access and opportunity, and all pupils are valued for what they can offer. They and their parents are rightly proud of their school.

Leadership and management are good. Effective teamwork between the headteacher, her colleagues, parents and governors realise her vision for all pupils and enable them to achieve well. Their work is regularly and conscientiously marked but opportunities to show pupils how to improve their work are sometimes missed. The school has improved rapidly in recent years and has dealt effectively with the issues for improvement identified in the last inspection report. There is a good capacity for further improvement.

What the school should do to improve further

- Develop the marking of pupils' work so that it consistently helps them to make good progress.

Achievement and standards

Grade: 2

The pupils achieve well and generally reach above-average standards. The good achievement and progress made by children in the Reception Year mean that by the time they move into Year 1, virtually all are likely to reach, and about a third exceed, the levels expected for their age. Pupils continue to achieve well in Years 1 and 2. For the last three years, standards in reading, writing and mathematics in the national tests at the end of Year 2 have been above average. In 2005, they were significantly above average. Achievement and standards in Years 3 to 6 have been erratic since the last inspection. This can be attributed at least partly to high levels of staff change. Pupils in Years 3 to 6 are now making good progress and the school's tracking of pupils' standards in Year 6 suggests that attainment in the national tests in English, mathematics and science in 2006 will be a significant improvement on 2005. The school appreciates that it needs to eradicate these erratic swings in the future.

Standards in speaking and listening are above average. Pupils listen attentively in class and in assemblies and express themselves clearly and confidently. Standards in information and communication technology (ICT) are at the expected levels. Pupils achieve well because they are given challenging but realistic targets so that they build

successfully on their levels of understanding. Pupils with learning difficulties and disabilities are supported well and learning activities are carefully matched to their needs so that they make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They learn the value of prayer and reflection in spiritual assemblies and have a clear understanding of the difference between right and wrong. They help and support each other unquestioningly, respect school rules and work well together. Strong links with a school in Birmingham are giving pupils a good understanding of life in a culturally diverse society. They learn good basic skills in literacy, numeracy and ICT which will serve them well in their future lives.

Pupils' above-average attendance rate and punctuality illustrate their interest, enjoyment and enthusiasm for school. They enjoy responsibility, work independently and are confident in discussions with each other and with adults. The majority behave well in class and around school, but a minority need support to develop good behaviour patterns. There is no evidence of bullying and, in discussion, pupils say that they feel safe in the school. One pupil summarised, 'this school is completely bully free, nobody gets picked on'. Pupils have a good understanding of the need for healthy and safe lifestyles and regular exercise. They practice healthy living well. Pupils about to leave the school are mature and confident and well prepared for the next stage of their education.

There is a strong involvement with the community, for example, with the church, and pupils raise funds for a range of charities. This, and their work on the school council, gives pupils a good sense of community responsibilities.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because they are well taught. An analysis of pupils' previous work shows that learning activities are varied and often imaginative. For example, work on Shakespeare's Henry V had been used to promote a piece of persuasive writing in Year 6. Similarly, work in Year 5 on different growth rates for seeds required pupils to plan the investigation and work out the implications of different approaches. This work has involved elements of mathematics and ICT so that work in one subject supported learning in another.

Throughout the school, teachers use ICT well to support learning. Skilful use of interactive whiteboards engages pupils' attention and they work with good levels of interest, concentration and, often, with real enthusiasm. Good relationships in class mean that virtually all pupils are co-operative and support each other well. Effective lesson planning and assessment and tracking procedures enable pupils to build

systematically on their existing levels of understanding. Pupils' work is marked regularly and carefully, but marking does not always show them how to improve their work and raise their standards. Work is carefully graded so that it provides appropriate challenge for pupils at different stages of learning. Teachers and teaching assistants support the learning of pupils with learning difficulties and disabilities effectively so that they make progress at the same rate as other pupils.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum for all pupils. A strong programme for pupils' personal, health and social education ensures that pupils understand how to keep safe, live healthily and be aware of risks. There is very good provision for pupils with learning difficulties and disabilities and for those who have particular gifts or talents. The curriculum is adapted effectively so that it matches the needs of all pupils.

Themed weeks, for example, the recent Arts Week, which explore an area of learning in depth and in innovative ways, are a major strength. They help pupils to appreciate links between learning in different subjects and make learning relevant and meaningful. This high quality learning is enhanced by a wide range of visits and visitors. For example, pupils' knowledge and understanding were deepened when an Afrikaans-speaking parent compared life in South Africa with life in England. The excellent range of clubs and activities reinforces learning further. These cover the full age range and high participation rates illustrate pupils' enjoyment and enthusiasm.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Pupils' instinctive trust in each other and in adults provides a secure basis for their learning. They know who they can turn to for help with any difficulties and are confident that their concerns will be listened to sensitively. One pupil said, 'teachers are friendly and sort out problems'. Older pupils are involved in setting their own targets so that they can identify learning needs and begin to manage their own work. The school's systems for assessing pupils' standards and tracking their progress are thorough and effective and help all pupils, including those with learning difficulties and disabilities, to make good progress. However, marking is not used consistently enough to help pupils to improve their work. Good support for children in the Reception Year ensures that they have a good start to their education and become confident learners.

Many parents express appreciation for the good care that the school takes of their children. Arrangements for first aid and child protection are good and all staff have had recent training.

Leadership and management

Grade: 2

The quality of leadership and management is good. The school has experienced some turbulent years, but is now more secure and settled. The headteacher is a frequent and reassuring presence around the school and parents and pupils appreciate her clear commitment to enabling all pupils to succeed. All adults in the school support her vision and there is an impressive unity of purpose in their determination to provide a good education for all pupils in a secure and stimulating learning environment. The school is fully committed to equality of opportunity but is concerned that pupils travelling to school by bus do not have access to after-school clubs.

The school has very thorough systems for evaluating its effectiveness but is sometimes too modest in judging how effective it is, for example, with regard to the quality of teaching and learning, and the curriculum. Governors are effective because many of them are in school regularly and so can judge its effectiveness from first-hand experiences. Their views are valued and they are particularly skilled at questioning the school's priorities to ensure that it gets best value from its resources. The headteacher, her colleagues, governors and parents work very effectively together so that the school has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us into your school, being so friendly and polite, and talking to us about your learning and your lives in the school. We think that Greysbrooke is a good school in many ways.

Teachers work hard to make your learning interesting and you make good progress.

You are all treated equally and valued for what you can do.

You are well cared for by all adults who work in the school and you feel confident and happy.

Relationships are good, you behave well and you are rarely late or absent.

You know that it is important to exercise regularly and to eat healthy food.

Your curriculum is excellent so that you have opportunities for a wide range of learning experiences.

Your headteacher leads the school well and plans to make it even better.

All these things mean that you grow into confident young people, happy to say what you think in class and in assemblies.

We think that one thing would improve your school further.

The way that your work is marked could often show you more clearly how to improve.

We enjoyed our two days in your school very much and wish you well for the future.