

Greasbrough Junior and Infant School

Inspection report

Unique Reference Number	106927
Local Authority	Rotherham
Inspection number	309265
Inspection dates	16–17 January 2008
Reporting inspector	Fiona Gowers

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	248
Appropriate authority	The governing body
Chair	Mr Geoff Fenwick
Headteacher	Mrs Jacqueline Crawford
Date of previous school inspection	4 May 2004
School address	Munsbrough Rise Greasbrough Rotherham South Yorkshire S61 4RB
Telephone number	01709 740751
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Age group	5–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This larger than average sized primary school serves a socio-economically mixed area. Almost all pupils are of White British heritage and very few pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has received the Activemark, Football Association (FA) Charter Mark and the Advanced Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which has improved well since the last inspection. The catalyst behind school improvement has been the strong, clear leadership of the headteacher and deputy headteacher, alongside key staff in school. The headteacher and deputy headteacher set the tone, having high expectations of themselves and those around them, aiming 'to make all children feel happy and special so that they are ready to learn.' Parents appreciate the open, friendly atmosphere. The school is too modest in its assessment of how good it is, illustrating its desire to be better still.

Pupils' personal development is good because the school's expectations of them are made clear, such as through the positive classroom rules. Pupils' behaviour is good and they respond well to school reward systems. Pupils enjoy having the opportunity to be 'Star of the Week', or to have tea with the headteacher. They have an extremely thorough understanding of how to stay fit and healthy, readily taking part in the 'High Fives' and 'Get Sweaty' clubs. They are able to develop key life skills, such as working with others in a group, by carrying out roles of responsibility in school. School councillors have done much to improve the school environment and encourage others to stay fit and healthy by offering healthy options in the 'Snack shed'. Road safety officers work hard to remind younger pupils to stay safe on the roads, for example, by planning a competition to design a reflector. The older pupils are excellent role models for younger pupils.

Children get off to a good start in the Foundation Stage because teaching and learning are good and there is a practical curriculum, which motivates children to learn and explore. By the time pupils leave school at the end of Year 6, standards are broadly average, although they are higher in reading, mathematics and science than in writing. More able pupils, in particular, do not always do as well as they could in their written work. All groups of pupils, including those who find learning difficult and those at an early stage of learning English as an additional language, make good progress and achieve well as they move up through the school. They make good progress because of good teaching. Lessons have a clear focus and careful assessments generally lead to work being well matched to the needs of learners. The school has received a 'Leading Aspect Award' for particularly effective use of 'child friendly' targets. These help pupils to make good progress, by helping them understand how well they are doing and what they need to do to improve their work further.

Pupils enjoy learning because the good curriculum meets their needs well. School life is enriched by an increasing emphasis on special events such as craft afternoons and the 'Enterprise Challenge', as well as by visits and visitors and many well-attended extra-curricular clubs. Pupils participate in sporting and physical activities with a great deal of success and enthusiasm. The school acknowledges, however, that opportunities to develop their literacy, numeracy, and information and communication technology (ICT) skills across a range of subjects are currently underdeveloped.

Good care, guidance and support underpin pupils' personal development. Pastoral care is outstanding, especially the monitoring and support given to the most vulnerable pupils. Academic guidance is good. Staff at school work closely with parents during 'open afternoons' to set targets, which show pupils how they can improve their work.

High quality teamwork has resulted in the school moving forward at a good rate since the last inspection and the school provides good value for money. The good achievement of pupils,

the well established caring and supportive ethos of the school and the strengths in leadership and management with the support of a dedicated staff team, indicate that the school has good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

When they join the Foundation Stage, children's skills are below those typical for their age. In some years, children's skills are well below national expectations, especially in communication, language and literacy. Parents appreciate the care and support of the skilled staff, which enable children to settle well. Children are keen to explore and enjoy taking part in a good range of learning activities. For example, children enjoyed buying tickets and 'going on a train' in the role play areas, carrying out a traffic survey with high levels of independence, and baking and eating traffic light buns! Children make good progress, especially in reading, physical development and number activities, although they do not progress so well in developing early writing skills. The Foundation Stage leader has a good understanding of the needs of the children, changing the focus of learning activities to help different groups of children learn well. Staff are working hard to develop the satisfactory outdoor learning environment so it supports all areas of learning more effectively.

What the school should do to improve further

- Raise standards in writing, in particular, amongst more able pupils.
- Develop the curriculum to provide more challenging ways for pupils to consolidate and develop the learning of key skills in all subject areas.

Achievement and standards

Grade: 2

Achievement is good. Good teaching enables pupils to make good progress and reach broadly average standards from their below average, and sometimes well below average, starting points. By the time pupils leave school at the end of Year 6, standards are higher in reading, mathematics and science than in writing. The proportion of pupils attaining the higher levels in mathematics and science is similar to the national picture, whereas more able pupils do not always do so well in writing. Standards fluctuate from year to year because of the differing abilities of year groups taking the national tests and assessments. Following a period of staffing instability in Key Stage 1, school leadership acted swiftly in 2007 to deal with a dip in standards and rates of progress. As a result, there have been clear signs of accelerating progress in Key Stage 1, so pupils in all parts of the school are now making good progress. Pupils with learning difficulties and/or disabilities make good progress because of the carefully focused work provided and the effective support of well deployed teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are proud of their school and feel safe. Their enjoyment of school is evident in comments such as, 'I like everything at school!'. Parents fully endorse this. Attendance is above average and staff work hard to maintain a positive trend. Spiritual, moral and social development is good, although pupils' understanding of other faiths and cultures is not as strong as other aspects. Pupils are polite and friendly and generally well behaved. However, a minority of pupils can become a little restless in some

lessons when the pace of learning slackens. Pupils develop key life skills, such as problem solving and they are encouraged to speak up about issues of concern. Pupils carry out roles and responsibilities in school excellently and take part in initiatives like the 'Enterprise Challenge.' They play a key role in the school and wider community supporting good causes and charitable work.

Quality of provision

Teaching and learning

Grade: 2

Very good relationships, plenty of praise and timely reminders help to create a positive learning environment. Teachers have good subject knowledge, and skilled teaching assistants make a good contribution to pupils' learning. Interactive whiteboards are used well to demonstrate teaching points and to develop new learning. Pupils enjoy working hard towards their targets for improvement. The pace of most lessons is sharp and many teachers use effective questioning skills to stretch and challenge pupils. However, the pace of learning slackens in a small minority of lessons. This is because pupils are not always given enough opportunities to learn independently and occasionally the learning activities do not have the same degree of challenge.

Curriculum and other activities

Grade: 2

The curriculum meets learners' needs well. Statutory requirements are met. Pupils are engaged in some interesting activities, which link subjects together, such as in multimedia and literacy activities to support learning in the Henry VIII topic. However, there are insufficient opportunities for pupils to practise key skills, in particular, writing skills, across a range of subjects. A significant strength is the way in which the curriculum promotes healthy lifestyles through an extensive sports programme. Pupils' personal and social education is very good, but the curriculum lacks a multicultural focus.

Care, guidance and support

Grade: 2

'I feel staff at Greasbrough know my child's strengths and weaknesses and they are helping children achieve their potential,' is a view shared by many parents. Staff are very caring and quick to identify and respond to any concerns about learning and emotional development. This makes children feel safe and confident that they can find someone in school to help them with a problem. Safeguarding procedures are in place. The provision for the most vulnerable pupils is outstanding because of the very careful monitoring and high quality of intervention and support. Academic guidance is good and leads to good rates of progress. The school is working hard to stretch and challenge pupils further. Older pupils, in particular, know what it is they need to do next to improve. They are keen and work hard toward their targets. Pupils with learning difficulties and/or disabilities, and those learning English as an additional language, receive good individual support. The school's work with external agencies in providing care for individuals is outstanding. This caring school is well prepared to meet pupils' needs.

Leadership and management

Grade: 2

'I think the headteacher and all the staff are doing a fantastic job!' sums up the appreciation of many parents. The good leadership has a clear focus on promoting the personal development of its pupils, so they are ready to learn effectively, and on raising levels of achievement. Leaders know their school well. They set clear educational direction by correctly identifying what it does well and where it could improve further. School improvement initiatives are well thought out, well paced and carefully monitored and evaluated. The school is not afraid to dismiss ideas that do not work. Good improvements since the last inspection include the development of a rigorous tracking system, which has led to good rates of progress. Subject leadership is particularly strong in English, mathematics, science and the personal, social and health development of pupils. Governors know the school well. They are very committed and support and challenge the school effectively. School leadership has developed very strong relationships with outside agencies to help in the continued drive towards school improvement.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly when we visited your school earlier this week. We enjoyed talking with you and looking at your work.

Your school is providing you with a good education that we know you enjoy. Your headteacher leads the school well and all her staff give plenty of support. Your parents are very proud of your school and find everybody welcoming and caring. You play and work very nicely with each other. Your behaviour is good and you try hard to do what teachers ask of you. Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. The school is extremely good at giving special help to those of you who need it.

You have a very good knowledge of how to keep healthy and you particularly enjoy the many sporting opportunities you have, like the 'High Fives' and 'Get Sweaty' clubs! You also enjoy choosing healthy snacks at the 'Snack Shed'.

You are making good progress in your learning. That is because the work you do and the teaching you receive are good. I have asked the school to help you to do as well with your written work as you do in mathematics, science and reading. I want the teachers to help you learn by providing more opportunities for you to practise your key skills, such as writing, across other subjects.

You can help your teachers in their efforts to improve your school by coming to school regularly, working hard and doing your best at everything.

I wish you and your teachers well in the future.