

Greysbrooke Primary School

Inspection report

Unique Reference Number	124126
Local Authority	Staffordshire
Inspection number	328061
Inspection date	15 June 2009
Reporting inspector	David Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	175
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Marie Barton
Headteacher	Tracy Holmes
Date of previous school inspection	1 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Barnes Road Shenstone Lichfield WS14 0LT
Telephone number	01543 480321
Fax number	01543 483315

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the school's strategies for improving pupils' progress in mathematics
- how effectively the school develops pupils' multicultural awareness
- how effectively leaders bring about improvement in those areas identified through monitoring and evaluation.

Evidence was gathered from observation of the school's work, assessments of pupils' standards and achievements, curricular planning documents, the school improvement plan, and discussions with the headteacher, staff, pupils, the chair of governors and three other governors. Parents' responses to the Ofsted questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Greysbrooke Primary School is smaller than average. Nearly all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion of pupils eligible for free school meals. The school has Early Years Foundation Stage provision in the Reception class. There is an on-site private nursery and a privately run after-school club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Greysbrooke Primary School provides its pupils with a good education. The curriculum is outstanding and excellent care, guidance and support underpin pupils' particularly strong personal development. The school has taken positive steps to promote community cohesion and pupils are very well equipped to make a positive contribution to the immediate, local and global communities.

Pupils' cultural development is excellent as a consequence of the many planned activities that encourage them to explore different world and national cultures. Pupils' spiritual and moral development are also very strong, and they regularly show a great deal of initiative in identifying projects with which they wish the school to be involved. Annually, pupils and parents donate very generously to a Harvest collection, which supports charities at home and overseas. In 2008, pupils and parents decided to support an ex-pupil's charitable overseas work in Tanzania. Older pupils readily accept the responsibility of performing tasks around the school and make a valuable contribution to the community, for example acting as librarians, duty team members, 'Playground Buddies' at lunchtime and supporting younger pupils on the playground. Pupils express their views through an effective school council. It has led to the pupils' familiarity with a convention of children's rights.

Pupils are eager to learn and their obvious enjoyment of school life is seen in their well above average attendance. Behaviour is exceptional. Pupils have very active lifestyles and regularly take part in inter-school sporting competitions. During the weekend prior to the inspection, a number of them took part in the Shenstone Fun Run and were proud to wear their medals to school and share their experiences with others. Pupils have an excellent understanding of healthy lifestyles and make healthy choices at school. They also know perfectly well how to keep themselves safe. Well established and keenly anticipated residential visits enable them to develop independent skills, challenge themselves physically and widen their horizons. Transitional arrangements for them to move on to secondary schools are well organised. Pupils leave with good basic skills and plenty of interesting experiences on which they can confidently draw.

Consistently good teaching helps pupils to make good progress and achieve well from the start of Reception through to the end of Year 6. By the time they leave school at the end of Year 6, standards are above the national average. Children enter Reception with skills and experiences broadly at the level expected for their age, get off to a positive start and make good progress. By the end of Reception, their attainment is above the level expected for their age in all areas of learning. For the vast majority of pupils, progress throughout Years 1 to 6 is good. Pupils with learning difficulties and/or disabilities make similar progress to other pupils because of the good support they receive. Pupils make excellent progress with their speaking and listening and standards are high because of the rigorous approach adopted. Pupils have very good information and communication technology (ICT) skills. This is because teachers make very good use of ICT to engage pupils' interests and to convey key concepts. This was seen to good effect in a Year 5 class on how dramatic language can be used in advertisements. One minor weakness is that teachers do not always provide pupils with enough time to reflect on new learning, and this was particularly noted in the mathematics lessons observed. Most pupils do well in mathematics, although a minority of middle-attaining pupils do not make the same good progress. This is because teachers sometimes rush through the lesson and do not always ensure that all have sufficient practice in solving problems using mental arithmetic.

The outstanding curriculum is exciting and highly relevant, and supports pupils' excellent understanding of the wider community. The school holds annual focus weeks, which include visits from professional dancers, poets, musicians and artists in addition to a wide range of activities organised by staff. Opportunities to explore the local environment are integrated into the curriculum. Pupils study the local Roman site at Wall and the impact of the toll road on local industry. Pupils and parents appreciate the inclusion of foreign languages for all pupils in Years 3 to 6, including French and Mandarin Chinese.

The care, guidance and support provided for pupils are outstanding. Pastoral care is a particular strength praised by parents. The school has excellent links with a wide range of external groups that help to support pupils, including those with specific needs. Pupils of all ages feel that staff look after them very well and there is always someone to turn to. Procedures to safeguard pupils' welfare are robust. Extensive systems for monitoring pupils' progress and the excellent use of individual and group targets ensure that all pupils can clearly identify what they have to do to improve their work.

The school's success is due to its good leadership and management. The headteacher sets a very clear direction and has effectively dealt with the improvements required since the previous inspection. Strenuous efforts are made to ensure pupils have the very best environment possible to aid learning. This, the sustained above average standards, pupils' obvious love of school and their good achievement reflect the school's good capacity for continued improvement. The headteacher, staff and governors together share in their drive for continued improvement. They have an accurate view of the school's many strengths and those areas where change might be made for the better. However, the actions taken to bring about improvement in mathematics have not always been monitored and followed up precisely enough to ensure the desired impact.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children receive a good start to their education in Reception. Good teaching and the quality of the overall provision enable children to make good progress in their learning and development. This means that by the time they transfer to Year 1 their levels of attainment are above national expectations across all the six areas of learning. Children's personal development is a particular strength. Children are very keen to join in with activities and to make friends, and they have an especially good understanding of what constitutes a healthy lifestyle. Particular features of provision, such as the 'think books' in which children have the independence to record anything that is of interest to them, help children to feel special and very effectively encourage their writing skills in a meaningful way. Children who have learning difficulties and/or disabilities are quickly identified and well supported to enable them to make the same progress as other children. The Foundation Stage leader is very clear about the new Early Years Foundation Stage curriculum and has implemented the new requirements thoughtfully. She has a good understanding of the strengths and weaknesses of the provision and quite rightly feels that parents should be involved more in the assessment process. Parents themselves are very positive about the provision and the care their children receive, and their children thrive in the extremely supportive environment where their welfare needs are exceptionally well met.

What the school should do to improve further

- Raise standards in mathematics for middle-attaining pupils by ensuring all staff give pupils the time to practise mental arithmetic.
- Ensure that lesson planning always includes opportunities for pupils to reflect on new learning.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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	1
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 eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 June 2009

Dear Pupils

Inspection of Greysbrooke Primary School, Lichfield WS14 0LT

Thank you all very much for making us feel so welcome in your school when we visited recently. You and your parents are rightly proud of Greysbrooke. Like you, we think your school is good, and in some areas outstanding. Here are some of the many good things to report about your school.

Your headteacher and staff want the best for you. Because you thoroughly enjoy school, with most of you attending very well and working hard, you reach above average standards. You have lots of exciting opportunities to learn through visits and many of you take part in a wide range of local events. It is clear that you go to a very caring school. Your behaviour is superb and you have very positive attitudes to learning. You show an excellent awareness of how to stay healthy and enjoy the many sporting activities that are available to you. We like the way the school council works to improve your school. You have a very wide knowledge and understanding of cultures from around the world.

Almost all of you make good progress with your work. Younger children get off to a good start in Reception. Those of you who are older make good progress throughout your time at Greysbrooke. Those of you who need extra help make the same good progress because the staff give you lots of attention to help you learn. There are lots of good things happening in your classrooms. You have lovely relationships with all the staff. Teachers know you well and make sure you do demanding work.

To make your school even better we have asked your teachers to give you more time to think about what you are learning, and to give you more time to practise some areas of your mathematics.

My very best wishes to you and your families.

Yours faithfully

David Cox Lead inspector