

Greasley Beauvale Primary School

Inspection report

Unique Reference Number	135433
Local Authority	Nottinghamshire
Inspection number	334462
Inspection dates	19–20 May 2009
Reporting inspector	Michael Milton

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)	336
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	Mrs Pam Tulley
Headteacher	Mrs Donna Chambers
Date of previous school inspection	19 January 1900
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dovecote Road Newthorpe Nottingham Nottinghamshire NG16 2EZ
Telephone number	01773 768437
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Age group	4–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This new school was formed from the amalgamation of an infant and junior school on 1 September 2008. The school has a new headteacher, with most other staff from the two amalgamated schools. The school is on two nearby sites. It is planned to open a new building on one site in 2010. Nearly all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. An average proportion of pupils need support with their learning difficulties and/or disabilities while a below average proportion have statements of special educational needs. The specific needs of these pupils vary a great deal and include some that are complex. The school holds two awards. As a new school, Greasley Beauvale Primary School does not have a previous inspection report or an Ofsted analysis of its pupils' previous standards and progress. The Early Years Foundation Stage comprises three Reception classes. A Pre-school Learning Alliance Childcare group rents space from the governing body to provide a nursery with before and after-school care for children aged 2 to 8 years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Although on two sites, the school is functioning as a single, united organisation. As one parent wrote, 'Everyone seems to be working together to unite the two schools.' The school provides a satisfactory and rapidly improving education for its pupils. Another parent commented: 'I feel the school has made massive improvement over the last two terms. I cannot believe how quickly things have improved!' The school has made many developments in the last eight months because of the headteacher's exceptional leadership with the strong support of the senior leadership team and governing body. The headteacher has a systematic approach to raising pupils' levels of achievement and provide them with high quality care and a rich, enjoyable learning experience. The thorough, considered developments provide the procedures and systems for accelerating pupils' rates of progress. The school has a good capacity for further improvements because of the headteacher's outstanding leadership, the school's track record of development and the rapidly improving staff team which shares the headteacher's vision for the school.

Children join the Reception class with the knowledge and skills expected for their ages with weaknesses in linking sounds to letters and in using numbers. They make good progress during the Early Years Foundation Stage and many achieve or exceed average standards when they start Year 1. Pupils' achievement is satisfactory during Key Stages 1 and 2. Their rates of progress are increasing because the quality of teaching and learning is improving and curriculum planning is more effective. By the end of Year 6, standards are average in English, mathematics and science. Provision for pupils who need support with their learning has improved a great deal since last September but eight months is insufficient time for these changes to have their full impact. Consequently, these pupils are making satisfactory but improving progress.

Teaching and learning are satisfactory. However, there are some good and outstanding lessons. Rigorous monitoring and evaluation of lessons is being used effectively to improve teaching and learning. As a result of new policies and staff training, teachers mark pupils' work regularly and identify the strengths and points for improvement although pupils do not always respond to these. Teachers' assessments generally use National Curriculum standards accurately, but this practice is not consistent across the school. In certain year groups, such as Year 6, pupils know their targets and what steps they need to take to improve their standards, as well as understanding key assessment criteria.

As a result of staff training, the planning for lessons in English, mathematics and science has improved. Computer resources have increased and greater use is made of information and communication technology (ICT) to improve learning. In response to parents' views, the number of after-school clubs has been increased a great deal. The school has started to develop a skills-based curriculum that combines subjects effectively into particular themes and topics and takes account of pupils' interests. This is at an early stage of development. Adults work hard to provide pupils with good quality care and support. There is particularly good support for vulnerable pupils. A thorough system for tracking and reviewing the progress of each pupil and of groups of pupils is used to follow up any underachievement. As a result, underachieving pupils have been given individual target plans and accelerate their rates of progress.

Pupils' personal development and behaviour are good and they value the system of rewards. Their attendance is average. They feel safe and report that occasional incidents of bullying are quickly resolved. They are keen to learn and contribute to lessons. Although they work well in

groups, their skills are underdeveloped for independent working. Pupils enjoy school, particularly the after-school clubs and singing in assembly. The Sportsmark and Healthy School awards have been gained in recognition of the school's good contribution to pupils' healthy lifestyles. Pupils are satisfactorily prepared for their future economic well-being because of their sound literacy and numeracy skills, and their good personal development. As a result of good provision for personal, social and health education, pupils know how to stay safe and have a good understanding of the richness and diversity of culture in Britain. Pupils make a positive contribution to the life of the school, for example, through the school council which has taken an active role in establishing the new school and planning for the new building.

Governance is good. As a result of the exemplary monitoring and evaluation, the school knows its strengths and weaknesses accurately. This information is used in a systematic and well structured way to improve the school's provision and pupils' achievement. There are good features to the work of subject leaders appointed at the start of the current school year. The school makes a good contribution to community cohesion.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress during their Reception year and usually have or exceed the skills and abilities that are expected of five-year-olds when they join Year 1. Their personal, social and emotional development is particularly strong, and they become confident and inquisitive learners. Good links with feeder nurseries and pre-schools help children quickly settle in Reception and start learning and playing well. Good links with parents contribute to children's good progress.

Teaching and learning are good. Occasionally, calculation tasks are over-directed by adults. Children have good opportunities to explain their thinking. For example, while working in pairs to create habitats for different types of dinosaur, one child explained: 'I put stones in the water because I saw these on holiday. The dinosaurs can walk across the water.' The partner replied, 'I think the dinosaurs are so heavy that they will push the stones into the ground and anyway they can swim.' Assessment is used effectively to provide children with specific learning opportunities well matched to their needs.

The well-planned, imaginative curriculum motivates children to learn. There is good provision for children's welfare. The good leadership of the Early Years Foundation Stage results in consistent approaches to all aspects of provision in the three classes. The outdoor play and learning area does not support children's achievement in all areas of learning, and is not directly accessible from two of the classrooms.

What the school should do to improve further

- Secure a consistently good quality of teaching and learning by providing staff training and using the excellent teaching improvement plans.
- Build on the good practice in some classes to secure consistently accurate assessment that is used effectively to help pupils learn as much as possible.
- Establish an enjoyable, creative curriculum that effectively develops pupils' literacy, numeracy, ICT and investigative skills year on year.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

As a result of the many developments made to provision, pupils' achievement is improving particularly in those classes where the effectiveness of teaching has increased most rapidly. By the end of Year 2, pupils reach average standards in reading, writing and mathematics. At the end of Year 6, pupils' standards in science are rising as the well structured improvement plan is implemented. However, pupils do not always use their scientific knowledge and understanding to explain the findings of their experiments. In most classes, boys and girls make similar rates of progress. Improvements have been made to provision for gifted and talented pupils but there has been insufficient time for these to have their full impact. Consequently, their achievement is usually satisfactory although it is good in a few classes.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils appreciate the school's common values and share the school's commitment to treat everyone fairly. They respect each other's differences. The termly 'culture and celebration days' provide good opportunities for pupils to work in groups from across the school on cultural themes. Through its involvement with the local cluster of schools, pupils have opportunities to work and compete with pupils from different backgrounds. The pupils who are 'playground buddies' help to maintain a positive atmosphere and good behaviour in the playground. Pupils know how to keep themselves safe. In assemblies, there are good opportunities for spiritual development and pupils enjoy the singing enormously. During the inspection, they gave some polished performances. Pupils report that they can approach any adult in school if they have any concerns or worries, secure in the knowledge that they will be taken seriously. They behave in safe ways around the school and in play areas.

Quality of provision

Teaching and learning

Grade: 3

Teachers have excellent teaching improvement plans that are helping to improve the quality of lessons. Common strengths of lessons are effective class management, good relationships, the use of clear learning objectives and regular marking that gives pupils guidance about how to improve. In the best lessons, teaching assistants helped pupils learn during all parts of lessons, planning ensured that work was well matched to pupils' differing learning needs and there was clear step-by-step teaching. Where learning was less effective, some questions or instructions were imprecise, the interactive whiteboards were not used effectively and there was insufficient challenge for more able pupils. In an outstanding lesson, the brisk, clear, engaging teaching used a variety of learning resources and activities to enable pupils of all abilities to make rapid progress.

Curriculum and other activities

Grade: 3

As a result of improvements to the planning for English, mathematics, science and ICT since last September, the curriculum suitably meets the needs of all pupils. It is enriched by a

satisfactory range of visits and visitors, such as theatre groups, and termly 'culture and celebration' days. Year 6 pupils are greatly looking forward to their residential course later this term. Links with the local cluster of primary and secondary schools enhance pupils' opportunities in, for example, sports. The curriculum provides some good opportunities for pupils to learn about communities in other parts of Britain and the wider world, although they have few opportunities to engage with children from different ethnic backgrounds. There is good provision for pupils' personal, social and health education and this is in the process of being improved further.

Care, guidance and support

Grade: 2

The school has clear, consistent procedures for securing pupils' good behaviour. There is good communication with parents. One parent commented how pleased they were by the 'approachability and cheerfulness of the headteacher and teachers.' The new home-school diaries are used particularly well in some classes. Procedures for safeguarding pupils are in place and meet requirements. The necessary health and safety checks are carried out with follow-up action as necessary. The staff know the needs of vulnerable pupils and provide good levels of care, making effective use of outside agencies. As a result of the good care, these pupils are actively involved in school life and making good progress in their personal and academic development. The school provides support for families, including those facing difficulties. There are excellent systems for tracking the academic progress of each pupil, and this is a key factor in pupils' improving achievement.

Leadership and management

Grade: 2

The creation of the new school has been carried out effectively as the high quality amalgamation plan has been implemented. This has been supplemented by an improvement plan to address a few issues that emerged during the first few months of the school's existence. The school has started to write a three-year improvement plan that accurately identifies the school's areas for improvement. The performance management of staff is an integral part of the process of improving the school. The headteacher leads by example and works closely with the senior leadership team. A very great deal has been achieved in eight months with many important developments in the school as a result of good leadership and management. Although pupils' rates of progress are improving, there has been insufficient time for the many developments to have their full impact on pupils' learning. The chair of the governing body is very well informed about the school's strengths and weaknesses. Governors monitor the school's work, act as critical friends and contribute to strategic planning. The school's buildings are used by a wide range of groups that provide education, social and health services for the community. Plans are being implemented to make links with a multi-ethnic school to provide pupils with more opportunities to work with children from different ethnic backgrounds. The school sets challenging targets for the performance of individual pupils and for year groups.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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 eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

21 May 2009

Dear Pupils

Inspection of Greasley Beauvale Primary School, Newthorpe NG16 2EZ

We really enjoyed visiting your school and meeting many of you and most of the adults who work in school. Thank you for making us so welcome. It was interesting to hear from you that the school has improved since last September when the new school opened. You told us that you like the school's system of rewards for good behaviour and work. It was good to hear that you feel very safe at school and have a good understanding of how to be healthy. We were impressed by your good behaviour. It will be wonderful when your new school building is finished. We are most impressed that it is designed to be good for the environment.

The school provides you with a satisfactory education but this is improving because of the many changes that have been made since last September. By the end of Year 6 standards are average in English, mathematics and science. Your lessons are mostly satisfactory although the school has improved the number of good lessons. We have asked the school to make sure that all of your lessons are good so that you can learn more.

We were impressed by the regular marking of your work although you do not all act on teachers' comments about how to improve. In some classes, pupils know what to do to improve their work and we have asked the school to help you know this in all classes. The school has taken steps to provide you with more interesting things to learn and we have asked the headteacher and staff to complete this improvement.

All adults take a great deal of care of all of you. Your headteacher and the staff want you to have the best possible education at Greasley Beauvale. They are really good at identifying those things that are not as good as they want them to be and then improving them. You can all help the school to improve by continuing to behave well and making sure you take action in response to your teacher's marking of your work.

With all good wishes to you and your new school for the future.

Yours faithfully

Michael Milton

Lead inspector