

Greystoke Primary School, Narborough

Thornton Drive, Narborough, Leicester, LE19 2GX

Inspection dates 10–11 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their different starting points. Progress is rapidly improving due to good teaching.
- Standards in Key Stage 1 have been consistently high. In Key Stage 2 they are rising and attainment in reading, writing and mathematics is above that expected.
- Disabled pupils and those who have special educational needs make progress in line with that of their peers. The gap in progress between those entitled to pupil premium funding and their classmates has narrowed.
- Pupils' behaviour in and around the school is good and has a very positive impact on their learning. Their attendance is well above average. The school works hard to ensure pupils' safety.
- Since the last inspection, leaders have worked successfully with good external support to ensure that teaching and pupils' achievement are consistently good.
- The school provides very effectively for pupils' spiritual, moral, social and cultural development and prepares them well for life in modern Britain.
- The school has prepared well to take account of recent changes to the way subjects are taught and how pupils' progress is assessed and reported to parents.
- The governing body provides very strong leadership. Governors hold the school to account and have had a positive impact on improvement since the last inspection.

It is not yet an outstanding school because

- The Early Years Foundation Stage requires improvement because the Nursery and Reception classes are not planning for or assessing children's progress as a cohesive unit; and opportunities are missed to make the best use of the outdoor resources.
- The interactions between teaching assistants and pupils are not always successful in promoting learning.
- Teachers do not have sufficient opportunities to work alongside and learn from expert practitioners.
- Teachers require further training to update their skills to teach computing.

Information about this inspection

- The inspectors observed teaching in 16 lessons or parts of lessons. A number of these were observed jointly with the headteacher.
- Meetings and discussion took place with the headteacher, representatives from the local authority and the Affinity Teaching School Alliance, members of the governing body, staff, pupils and parents.
- Samples of pupils' work were examined and some younger pupils read to the inspectors.
- The inspectors took account of the 57 responses to the online survey, Parent View, as well as responses to the school's own parental questionnaire. The inspectors took account of the 31 questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector	Additional Inspector
Linda Rowley	Additional Inspector
Jane Moore	Additional Inspector

Full report

Information about this school

- Greystoke Primary School is larger than the average-sized primary school.
- Since the last inspection, the school has joined the Affinity Teaching School Alliance and had links with a national leader in education. These have supported improvements in leadership and teaching.
- There are very few pupils from minority ethnic backgrounds. Currently, none have English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or who have a statement of special educational needs is also below average: there are five pupils with statements or education, health and care plans.
- A below-average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the last inspection the school has taken over the running of a previously private Nursery class which provides for three-year-old children on a full- or part-time basis.

What does the school need to do to improve further?

- Improve the provision in the Early Years Foundation Stage by:
 - developing better links between the Nursery and Reception classes
 - ensuring the outside areas are used more effectively
 - developing assessment procedures, especially in the Nursery, and the use of these in planning for individual children's learning.
- Make more of the teaching consistently outstanding by:
 - providing more opportunities for teachers to work alongside and observe expert teachers both within and outside the school
 - developing the skills of other adults helping in classes so that their interactions with pupils extend learning more effectively
 - providing training to support teachers' skills in delivering the new computing curriculum.

Inspection judgements

The leadership and management are good

- The leadership has improved since the last inspection, especially in monitoring the quality of teaching and learning and taking action where necessary. These improvements have been supported by external expertise, including the local authority and the teaching school alliance. There is a clear ambition among leaders, staff and the governing body to become an outstanding school. This is evident in pupils' rapidly improving progress and the good quality of teaching across the school.
- The roles of some senior and middle leaders have been enhanced and most have taken on their increased responsibility very positively. This is evident in mathematics, for example, where the leadership has been very effective so that weaknesses found at the last inspection have been well addressed and provision and outcomes are much improved. In addition, the school has very successfully promoted the achievement of the most able pupils by improving teachers' lesson planning to address their needs.
- The school's self-evaluation is accurate, and identifies what remains to be done to improve the school further. Although the overall leadership of the Early Years Foundation Stage still needs to be consolidated, improvement planning for the rest of the school is detailed and has appropriate priorities. The school continually seeks to improve the effectiveness of teaching. The monitoring of teaching and pupils' learning is carried out using direct observations but also the examination of pupils' work and discussions with pupils.
- Training to develop teachers' professional skills has been used effectively. For example, training in the teaching of phonics has had an impressive impact on pupils' reading standards. Leaders with subject responsibility have undertaken training to develop their roles and this has been effective. The school is aware of the need to raise teachers' knowledge and understanding of the new computing curriculum. Some teachers have had experience of working with expert teachers in mathematics and physical education. However, many teachers, and other adults working in the school, have not yet had sufficient opportunity to observe, work with and learn from outstanding practitioners.
- The local authority has provided effective support since the last inspection. The school has also benefited from links with the local teaching school alliance and from other local high-quality practitioners to support, for example, self-evaluation.
- Data is regularly checked and assessments of pupils' work are moderated externally and internally. The school has clear and appropriate plans for the full implementation of its approach to assessment following the removal of National Curriculum levels.
- Funding available through the pupil premium is used to help eligible pupils to take a full part in school life, and benefit, where appropriate, from specific resources and additional help from adults. Teachers take account of these pupils when planning their lessons. The impact of this is evident in the narrowing of the gap in achievement over the past year and the progress made by these pupils is monitored closely by leaders and teachers.
- The extra funding available to promote physical education and sporting opportunities is used effectively. The school has monitored and measured the increased participation in the wider range of clubs and sporting activities now provided. The school is taking part in more competitions and festivals with other schools in a variety of sports.
- The school has prepared well for recent changes to the curriculum. There is a strong focus on high quality provision for pupils' spiritual, moral, social and cultural development. For example there are excellent links with an inner city school, which has a very positive impact on pupils' preparation for life in modern Britain. The school provides a good range of clubs and extra-curricular activities, including a number of residential visits.

■ The governance of the school:

- Since the last inspection, the governing body has greatly improved the way it carries out its statutory duties. There is now a good level of support and challenge. Governors carry out a regular assessment of their skills and this has led to training to improve their understanding of data and of how to hold the school to account.
- Governors check the school's work through a range of visits, including to activities held outside school. They hold regular meetings with, and receive reports from, the headteacher. Members of the governing body have a good understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effectively school leaders improve the quality of teaching. Decisions about teachers' pay are appropriately linked to performance and responsibilities.
- Governors track finances well and assist the school in deciding how to spend additional money, such as that to support pupils eligible for the pupil premium or to extend sports and physical education opportunities. They ensure all the requirements for safeguarding pupils are met.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. In all lessons observed, the vast majority of pupils were well behaved and demonstrated very positive attitudes to learning. This was supported by what pupils told inspectors about how much they enjoyed school and learning. This has a major impact on their progress.
- Children in the Nursery and in the Reception classes quickly get used to the school's routines and they start the day happily and productively, quickly settling down to their activities. Most parents have positive views about how much their children enjoy school.
- Pupils talked enthusiastically about the lessons and other aspects of school life which they enjoy. They clearly like school. One pupil described the teachers as 'really nice but strict so everybody keeps working'. Other pupils praised the way teachers help them learn and provide interesting lessons. Pupils' attitudes demonstrate they respond well to the school's culture. In addition, their cultural horizons are widened through excellent links with a very different inner-city school and by undertaking a range of responsibilities and charity work.
- The school's work to keep pupils safe and secure is good. Pupils of all ages say they feel safe in school, and parents confirm this view. The school provides a good range of activities to help pupils learn to stay safe, and they have a sound understanding of how to use new technology safely.
- The pupils say bullying is very rare and they are confident that should it occur it would be effectively dealt with. On the rare occasions when a fixed-period exclusion has been necessary, this was carried out appropriately and had a positive impact on the pupils' behaviour. The support for pupils facing a range of challenging circumstances is effective, and these pupils make good progress. In addition, the breakfast club provides pupils with a calm and productive start to the day as well as a healthy snack.
- Attendance is well above average and has improved as a result of the school's strong and successful focus on monitoring and addressing any persistent absenteeism. The majority of the parents appreciate the importance of full attendance. Pupils are punctual.

The quality of teaching is good

- Pupils' work, the school's assessment data and evaluations of teaching, together with inspectors' direct observations in lessons, all provide evidence that teaching is good. Since the last inspection leaders have maintained the high quality teaching in Key Stage 1 and improved it in Key Stage 2 to ensure that it consistently meets pupils' needs. This has produced the current good, and more consistent, progress and rapidly rising standards.
- Teachers ensure pupils' attitudes to their learning, and their interest and engagement in their work, are strong. The learning environment is kept tidy, with most resources easily accessible. Displays create good opportunities for teachers to support pupils' learning and to celebrate their work.

- Pupils throughout the school talk positively about how they enjoy lessons, especially mathematics and art and design, and how teachers make it easy to learn new things. They describe the progress they have made in writing and how they understand their targets and what they need to do to reach them. For example, one boy in Year 5 described how he had used a particular theme for his writing because it supported his target in using of onomatopoeia.
- Teachers' use of assessment information and other data is good and improved since the last inspection. They are more aware of how different groups are learning in lessons, and modify their practice to make sure that everyone does well. This has had a very positive impact on the progress made and levels achieved, particularly by those pupils entitled to support from the pupil premium, and by the most able.
- Teachers have responded well to recent changes to the curriculum. Even so the school is aware that teachers' skills in the new computing curriculum need updating. The marking of pupils' work has also been a focus for improvement since the last inspection. This is now more regular and provides pupils with clear and constructive suggestions for improvement. Pupils respond to the marking well and this has a positive impact on their progress.
- Those who find learning more difficult and those who have specific learning needs are mostly well supported. The new system for providing pupils with homework that is more closely targeted at their individual needs has a great deal of potential; it promotes better communication with parents and they have responded well to it.
- The work of teaching assistants is inconsistent. While some are very effective, others are less adept in supporting pupils' learning through their explanation of tasks or through good questioning skills. Work is in progress to develop their knowledge of aspects of the curriculum.
- Teachers have benefited from external expertise in improving their work in mathematics and physical education. Even so, there are too few opportunities for all staff to work alongside or observe expert teachers, either within the school or in other schools.

The achievement of pupils

is good

- When they start school, most children have levels of knowledge and understanding which are in line with those typical for their age. Over the last three years their achievement has ranged from well below to above that expected; this inconsistency is linked to changes to the staffing in the school and the reorganisation of the Nursery and Reception classes. Currently, children are making at least the expected progress in all areas of learning.
- Standards in the national tests at the end of Year 2 have been significantly above those expected in reading, writing and mathematics for a number of years. The school's data shows that the good results in the 2013 tests have been further improved upon in 2014. Current pupils in Year 2 are building on the good progress they made in Year 1 and are attaining standards above those expected in reading, writing and mathematics.
- Attainment at the end of Year 6 has improved steadily over the last few years and is above average. In the 2013 national tests, pupils' attainment in writing was significantly above average. The school's data and unvalidated national data show that attainment in reading and mathematics improved still further in 2014, although there was a slight fall in writing. The progress made since Year 2 by the most recent Year 6 was above that expected in reading, writing and mathematics.
- As the result of a particular drive by the school, many more pupils are now reaching the higher levels. This is the result of a clearer focus on providing appropriately challenging tasks for the most able pupils from the start of lessons. The 2014 assessments show that many of these pupils made the progress expected over three years in just two years.
- In 2013 the attainment of pupils supported through the pupil premium funding in mathematics, reading

and writing was around two terms behind pupils nationally and two and a half terms behind other pupils in their year group. Last year, the school significantly narrowed the gap between the attainment of these pupils and others, especially in reading and writing, to around a term because of teachers' improved focus on the progress these pupils make.

- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) show that in 2014 all pupils reached or exceeded the expected standard. In the previous year 93% reached the expected level. This reflects high quality teaching that is helping pupils grow into good readers.
- Progress in reading and writing is good throughout the school. In Year 5 and 6, for example, the *Just So* stories of Rudyard Kipling provided a challenging basis for reading and written work, to which pupils responded by creating some imaginative fables. In mathematics, good achievement is evident throughout the school. The extension activities for the most able pupils in Years 5 and 6 are very challenging and pupils are developing good skills in a variety of contexts.
- There is evidence of good achievement in other subjects such as art and design and religious education. In one lesson about the history of the Bible, for example, pupils demonstrated a good knowledge of the texts of different religions.
- Disabled pupils and those who have special educational needs receive effective extra help, and this is evident in their current good progress. Recent work to support those needing extra help in mathematics is already having a positive impact.

The early years provision

requires improvement

- The early years provision requires improvement because the school has not yet achieved cohesive and consistent provision for the children in the new Nursery class and Reception, which are still operating as separate entities. The leadership of the Nursery and Reception classes has not been fully consolidated; this has been hampered by a number of staff changes.
- Teaching is often good, but more remains to be done to develop effective assessment which is then used in planning activities that meet individual children's needs well, especially in the Nursery class. Also, the outdoor areas could be used more effectively.
- The progress children make, including those who are disabled or who have special educational needs, has improved since 2013 and is now broadly in line with that typically found. The most able pupils achieve well and more of them make better progress by the end of Reception than is normally the case. However, reading, writing and number skills remain slightly below other areas at the end of Reception and more writing, especially to encourage boys' writing, is a current area for development.
- Children behave well, are clearly happy at school and are kept safe. Parents praise the start to school their children have had. There is good provision for their health, safety and their spiritual, moral, social and cultural development.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119941
Local authority	Leicestershire
Inspection number	441931

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

Type of school	Primary
School category	Maintained
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	The governing body
Chair	Richard Osborn
Headteacher	Mary Thornton
Date of previous school inspection	1 November 2012
Telephone number	0116 2862286
Email address	office@greystoke.leics.sch.uk

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