

Greythorn Primary School

Inspection report

Unique Reference Number	122735
Local Authority	Nottinghamshire
Inspection number	327786
Inspection dates	15–16 January 2009
Reporting inspector	Roger Sadler

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)	292
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	Dr Tina Byrom
Headteacher	Mr Graham Lodge
Date of previous school inspection	8 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Greythorn Drive Nottingham NG2 7GH
Telephone number	0115 9149779
Fax number	0115 9149778

Age group	4–11
Inspection dates	15–16 January 2009
Inspection number	327786

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in an area of some economic advantage. The majority of pupils are from White British backgrounds but around a third are from minority ethnic groups. Of these, about a quarter come from homes where English is not the main language, with a significant minority being at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is well below that found nationally. The proportion of pupils known to be eligible for free school meals is much lower than average.

Early Years Foundation Stage (EYFS) provision is located in the Reception classes. Children enter the EYFS with knowledge and skills broadly expected for their age but a significant proportion of pupils start school with lower than expected knowledge and understanding of the English language. Pupils from Year 1 onwards are taught in mixed-age classes.

The school has gained a Healthy Schools Gold Award, the Active Mark for physical education and exercise, the Eco Schools Award and Investors in People status. The school has recently reformed its senior management team and a new headteacher has been appointed to replace the current headteacher who retires at Easter.

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 that is well led and managed. It has some outstanding features. Parents are strongly appreciative of the school's work and pupils are proud of their school. Parents are pleased that the school communicates very well with them and that it has developed many ways of supporting them to help their children learn. The headteacher's leadership is the key for the school's success. He leads the staff team well. There is a strong and appropriate emphasis on staff training and development enabling other leaders to carry out their roles confidently and with success. As a result, academic standards are rising. This demonstrates that the school has a good capacity to continue to improve in the future.

The school regularly assesses and meticulously monitors the progress of each pupil and extra support is given to those at risk of falling behind. Good teaching and academic monitoring are key reasons why achievement is good and improving. All adults form strong relationships with pupils. Teachers have good subject knowledge and expect pupils to do their best. The school's outstanding curriculum is exciting and vibrant having been modified to meet the broad range of learning needs in the school. Consequently, higher attaining pupils are often extended very well, especially in mathematics where pupils' achievement is excellent, with over two-thirds reaching levels above those expected for their age by time they leave school.

Because provision is good, pupils make good progress in the EYFS. However, in Reception, children are occasionally left working independently too long without adult intervention and this slows their learning a little. Pupils generally make good progress across the school and achieve standards that are above average by Year 6. However, although pupils' progress in writing is good overall the rate of boys' progress in Years 3 and 4 is slower than in other classes. This is mainly because the guidance they receive does not help them sufficiently to see how to improve their work. Throughout the school, teaching assistants often make an important contribution to pupils' learning, enabling those at the early stages of learning English to make excellent progress and those who find learning difficult to make good progress.

Pastoral care and guidance are very strong and consequently pupils' personal development and well-being are exemplary. Pupils are extremely polite and well mannered. They thoroughly enjoy school and their lessons. Staff are fully committed to ensuring that all pupils' needs are met, that differences are strongly respected and all pupils are given equal opportunity to enjoy and achieve. The school's excellent strategies result in its making an outstanding contribution to community cohesion as pupils gain greatly from learning about the similarities and differences of their different cultures. Outstanding partnerships with the local community have been developed. One such partnership is with its neighbouring primary schools and feeder secondary school, which smooths the transition when pupils transfer to secondary school. The school's work towards the Eco Schools Award has contributed strongly to pupils' excellent understanding of environmental and global issues.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The arrangements for children to settle into Reception are highly regarded by parents. This is because the induction procedures result in children adjusting quickly to the daily routines of school life. Children achieve well and make good progress developing their use of English language, partly because of the strong emphasis on speaking and listening. By the start of Year

1, most children attain the standards expected, and some exceed these. Children's welfare is given high priority. They make good progress in their social and emotional development and form strong relationships with staff and each other. They are interested, confident, curious and eager to join in with the exciting range of activities open to them. They develop a good understanding of the wider world through the creative use of play. However, the inflexible classroom accommodation results in the two EYFS classes mainly working separately. This means that sometimes staff cannot work as a team, for example, to provide sufficient supervision to enable full use of the outdoor area. Occasionally, during independent work, children work too long without adult intervention and this slows their progress. Teachers continually assess children's progress and record their observations in the children's learning logs. These are used to plan and review provision in order to ensure that it best meets the needs of each individual. The EYFS is well led and managed and the team have a clear view of where improvements are needed.

What the school should do to improve further

- Improve the progress boys make in their writing in Years 3 and 4.
- Ensure that adults intervene effectively when children are working independently in Reception.

Achievement and standards

Grade: 2

By the time pupils leave at the end of Year 6 they have made good progress and achieved well to attain above average standards. The school places strong emphasis on information and communication technology (ICT) and on art and design and many pupils attain well above expected standards in these subjects. Standards attained by Year 2 pupils have been above average for the last five years and in 2008, more Year 2 pupils attained levels above those expected for their ages than was the case in previous years. Although progress in writing is good overall, pupils' work and school records indicate that some pupils, especially boys in Years 3 and 4, make slower progress than pupils in other classes. Standards in reading are rising throughout the school because of improved teaching of letters and sounds and the support for reading at home from many parents. Due to strong and frequent additional support for reading, writing, and speaking and listening, pupils whose home language is not English make outstanding progress in their language skills. As a result, all these pupils reach nationally expected standards in English by the time they leave the school and some exceed these.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. For example, in a Year 6 religious education lesson, pupils engaged in very thoughtful and sensitive discussion on the nature of their beliefs and how these compared to those of others. They were extremely respectful of and interested in others' points of views, faiths and ways of life. Pupils show outstanding understanding and respect for minority cultures in modern Britain and the school has formed strong international links, for example with Rwanda which have helped pupils further their excellent understanding of other ways of life. Throughout the school, consistently strong and harmonious relationships and good behaviour mean that learning continues uninterrupted. Pupils show great enthusiasm for school and thoroughly enjoy lessons. Attendance has improved recently and is now excellent, in part due to some determined work by governors. The pupils' thorough understanding of the need for a healthy

diet and regular exercise is carefully nurtured. Procedures for health, safety and welfare are strong so that pupils feel safe in school and act with outstanding consideration for their own safety and that of others. Because pupils are so confident in basic skills such as literacy, mathematics and ICT, and because of their outstanding personal development, their preparation for secondary education and the world of work beyond is excellent.

Quality of provision

Teaching and learning

Grade: 2

Consistently positive relationships, well-managed behaviour and interesting lessons help pupils make good progress and enjoy learning. Teachers use their good subject knowledge, especially in literacy, numeracy and ICT to plan learning well and ensure that they cater for the wide range of needs in mixed-age classes. This is especially strong in mathematics where lessons contain just the right amount of challenge for each pupil. In some classes, especially in writing lessons, teachers use clear checklists or criteria to help pupils understand the key features of a particular piece of work and this helps them see where and how to improve their work. However, this practice is not used consistently throughout the school. Teachers often use high quality resources, such as local bus timetables, as starting points for learning. This means that lessons are invariably interesting and relevant. This is recognised and appreciated by the pupils. Although teaching assistants often make a strong contribution to learning when pupils are working in small groups, they are occasionally under-utilised when the teacher is teaching the full class.

Curriculum and other activities

Grade: 1

The curriculum is highly successful in promoting pupils' personal, social, health and citizenship needs. It promotes a creative approach to thinking and writing such as through performance poetry and producing a play from the pupils' scripts. Teachers make very successful use of ICT in many subjects to raise achievement. The outside environment of the school supports the pupils' passion for physical activities and offers them opportunities, such as through the new vegetable garden, to gain a greater understanding of sustainable developments and the natural world. Pupils' cultural development and self expression benefit enormously from music and art specialists in the school. There is a constant drive to extend these aspects, as seen through the latest initiative to be a singing school. The teaching of French and the celebration of the pupils' languages and ways of life permeates everyday routines in the school such as registration time. Individual plans for pupils who find learning difficult are innovative and accurately reflect how the curriculum is adapted to meet their individual needs. Excellent enrichment opportunities and residential activities are valued by pupils and strongly support their personal development.

Care, guidance and support

Grade: 2

All staff are dedicated to the welfare of pupils and provide outstanding pastoral care. Child protection and safeguarding procedures are thorough and meet legal requirements. Procedures for the safe use of the internet are also effective. The school's systems of ensuring excellent levels of attendance are equally thorough and effective and rigorously applied to good effect. Monitoring and the resolution of any bullying or racial incidents is also thorough. Academic guidance is good and the school carefully tracks the progress of each individual and uses this

information to direct additional support, especially to those who are at risk of falling behind. Many older pupils show a clear understanding of where and how to improve particular aspects of their work. The school recognises that this is not the case in all classes. Marking in most classes helps pupils see where they need to improve, but in a few classes marking provides too little challenge or guidance on where they need to concentrate their efforts.

Leadership and management

Grade: 2

Effective leadership and management are evident in the pupils' good progress and in their outstanding personal development and well-being. The school is an extremely cohesive community where relationships are excellent and cultural diversity is celebrated. The headteacher encourages and enables other leaders to develop their leadership roles. The newly formed leadership team is beginning to work effectively to guide school improvement but the school recognises the need to continue to consolidate its role. Subject leaders monitor standards and the quality of provision in their subject well and have an important effect on the good progress pupils make. Teachers work effectively in three 'cycle group' teams to plan and evaluate the progress of pupils. Monitoring and evaluation are good throughout the school and leaders have a clear understanding of where further improvements are needed. Governors analyse performance data carefully and carry out their roles well in challenging, supporting and helping the school improve.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	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?	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	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	1

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?	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	1
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**

19 January 2009

Dear Pupils

Inspection of Greythorn Primary School, Nottingham, NG2 7GH

Thank you for making us so welcome when we came to inspect your school. We send special thanks to those of you who gave up part of your lunchtime to talk with us. We thoroughly enjoyed talking with you and your teachers and watching you learn.

Greythorn Primary is a good school. It is well run, giving you a good education and an excellent preparation for life in your next school and in the wider community. Adults provide good teaching so that you make good progress. I am pleased yours is such a happy school and that you and your parents are so pleased with it.

You thoroughly enjoy school and you attend very regularly. You all clearly have an excellent understanding of how to act safely. You understand what is right and what is wrong, show great consideration for others and are very friendly to each other. You should be proud of your good behaviour and excellent manners. Those of you who find learning difficult make good progress because the school helps you learn. Those of you who speak other languages at home make great strides in learning to speak, read and write English.

There are many things that your headteacher, the staff and the governors want to improve because they want your school to get even better! We agree with them that there are two important things to be done first. These are to:

- help more of you, especially boys in Years 3 and 4, to do better in your writing
- ensure that adults help Reception children get the most out of the time they spend working on their own or in small groups.

I send you our very best wishes for the future.

Yours sincerely

Roger Sadler

Lead inspector