

Inspection of a good school: Greasby Infant School

Barker Lane, Greasby, Wirral, Merseyside CH49 3NX

Inspection dates:

14–15 January 2020

Outcome

Greasby Infant School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school and appreciate the range of clubs and other activities available to them, including the chance to learn French, Spanish and Mandarin. They like the varied activities available at playtime, including the reading shed, team games and creating pictures with chalk. They also told me that they like to visit the school's rabbits and aviary.

Leaders have made sure that high expectations for all pupils are included in teachers' planning for their classes. Pupils talked confidently and enthusiastically about their learning. They are proud to share the work in their books. Parents and carers particularly like the community feel of the school. They described the school as caring and nurturing.

The pupils that I spoke to told me that they feel cared for and safe. They also said that there is no bullying and behaviour is mostly good. Pupils and parents have confidence in staff to sort out any problems that do occur.

Pupils told me that the best things about school are the teachers, their friends and the school visits they go on to support their learning. Behaviour is good. Pupils' polite manners and respect for others are well developed. This contributes to the positive relationships between staff and pupils and the calm learning environment.

What does the school do well and what does it need to do better?

The school is well led and managed. Staff appreciate the headteacher's consideration of their work-life balance and workload. Trainee teachers and those new to the school soon feel part of the team.

Leaders and governors have addressed the areas for improvement from the previous inspection. Parents appreciate the varied forms of communication that they receive. The

headteacher and her senior leaders have improved the quality of the curriculum across the school, including in the early years.

The planned curriculum is ambitious. It is well organised so that children in the early years and pupils in key stage 1 are able to build on their knowledge as they move through the school.

In subjects such as reading, writing and history, leaders make it very clear what they expect pupils to learn by the end of each year. Leaders are in the process of setting similar high expectations in the curriculum plans for other subjects. Subject leaders are determined to play their part in improving an already strong curriculum further. They use their time wisely to check how well pupils are learning through the planned curriculum.

Teachers make sure that they follow the agreed plans. However, as leaders make changes to different subjects, some teachers need greater support to deliver the new content.

Pupils' attainment in reading dipped in 2019 due to some changes in staffing. The reading curriculum for current pupils is very effective. Phonics is taught from the start. The phonics programme is well ordered so that children in the early years gain the phonic knowledge that they need to become successful early readers. This is built on well in Year 1. Pupils can read simple texts accurately because they know the sounds that letters make. Year 2 pupils develop their reading skills further so that they can read with fluency, expression and enthusiasm by the end of key stage 1. Leaders and staff check on pupils' learning carefully. This allows them to pinpoint the specific sounds that pupils need to practise. Children and pupils are supported well to catch up if they fall behind.

Children get off to a strong start to their education in the early years. Leaders and staff use assessment well to identify any gaps in children's knowledge and understanding. They use this information to shape the curriculum so that it meets children's needs and interests. Adults make sure that provision helps children to develop across all different areas of learning. Children's early mathematics knowledge is developed well. Children learn well. They are ready for the move into Year 1.

Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are well supported by their teachers. Staff find the advice from the leader responsible for SEND very useful. The well-developed curriculum helps these pupils to flourish.

Pupils behave well in class, with little time lost due to disruption. Their movement around the school is calm. It shows respect for other classes who are studying.

Leaders and staff provide a range of support for pupils' personal development. Pupils enjoy the responsibility of membership of the school council or play leaders. They talked enthusiastically about their visits to the local church. They are proud to find out more about the language and culture of three countries.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well and have clear procedures to keep them safe. The curriculum includes lessons on staying safe online as well as road safety.

Leaders train staff well. Staff know how to spot the early signs that pupils may be at risk of harm and how to act on any concerns. Leaders have good relationships with health and social care professionals. This helps leaders support the few vulnerable pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have an effective curriculum in place that helps children and pupils to achieve well. They are in the process of improving the planned curriculum further. However, some teachers are not as secure with the implementation of the new plans for some subjects. Leaders should ensure that they provide further training and support to staff so that they can deliver the new plans consistently well and help children and pupils to reach the high aspirations that leaders have set.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Greasby Infant School to be good on 14–15 December 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105022
Local authority	Wirral
Inspection number	10111037
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair of governing body	Mrs Nicola Milford
Headteacher	Mrs Joanne Hall
Website	www.greasby-infant.eschools.co.uk
Date of previous inspection	26 January 2016

Information about this school

- Since the last inspection, governors and leaders have extended the school's age range to include 16 pre-school places. The Reception class admitted children from 19 pre-school settings at the start of this school year.
- Greasby Infant School has close links with Greasby Junior School, to which the majority of pupils transfer when they move into key stage 2.

Information about this inspection

- I met with the headteacher. I held meetings with subject leaders and with the leaders for SEND and the early years. I also spoke with governors and a representative from the local authority.
- I did deep dives in reading, writing and history. This involved discussions with leaders and pupils about their work. I also visited lessons in these subjects and spoke with teachers. I also looked at pupils' work.
- I scrutinised the school's recruitment checks on its staff. I spoke with staff about the school's procedures and systems for protecting pupils from risk. I also discussed how pupils are taught to keep themselves safe through the curriculum.

- I spoke with pupils and I listened to pupils read. I also observed their behaviour in classrooms and at lunchtime.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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