

# Inspection of a good school: Greythorn Primary School

Greythorn Drive, West Bridgford, Nottingham, Nottinghamshire NG2 7GH

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Inspection dates:

27 and 28 March 2024

## Outcome

Greythorn Primary School continues to be a good school.

The headteacher of this school is Tae Carpenter. This school is part of the Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Christopher Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

## What is it like to attend this school?

Greythorn Primary School is an ambitious and inclusive school. The school celebrates and values its diverse community. Pupils are happy. They feel safe and well cared for. One pupil stated: 'Teachers always push us to be the best we can be. If you ever feel down or sad, the adults here will always listen to you and help you.' Staff model the school's clearly defined values and pupils understand and follow them.

The school's curriculum content includes knowledge and skills that go beyond the expectations of the national curriculum. Leaders have high expectations that all pupils will achieve well and make strong progress. Leaders' aspiration for disadvantaged pupils is equally high.

Behaviour is a real strength of the school. Classrooms are calm and purposeful. Pupils consistently show high levels of engagement. They listen intently and display positive attitudes towards their learning. Pupils are polite and respectful of each other and staff. Pupils take pride in the range of extra responsibilities they can take on. The school considers pupils' character education when planning these responsibilities. For example, the school's pupil parliament has the opportunity to work collaboratively with other pupil parliaments across the Flying High Trust.

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

Children get off to a strong start in the Reception Year. They have rich opportunities to explore, take learning risks and learn through play. Relationships between staff and

children are warm and nurturing. Children show high levels of independence, self-control and resilience. Adults skilfully respond to children's comments and ask further questions. They extend children's learning through skilful interactions without disrupting children's own play interests. 'Model Monday' provides children with a walk through of provision activities that are available each week. This helps children to understand the tasks on offer and they remain focused for increasingly sustained periods of time. Children are well prepared for key stage 1.

The school's approach to early reading is highly effective. Staff are well trained to deliver the phonics programme. Reading books are sent home, which match pupils' knowledge of different sounds. This helps pupils to practise blending sounds together and to decode new words. Pupils achieve strong outcomes in reading. The school's diverse community is reflected in the high-quality texts which leaders have chosen. Leaders promote a love of reading. Teachers encourage book recommendations and read to pupils daily. Pupils enjoy reading and can talk about their favourite books and authors with confidence.

The mathematics curriculum is ambitious. The school follows a mastery approach and there is a clear focus on developing pupils' reasoning and problem-solving skills. Teachers expect pupils to explain their mathematical thinking and reasoning fully. They encourage pupils to use mathematical vocabulary in both their oral and written responses. Teachers demonstrate and model calculation methods clearly. This helps pupils to work with increasing independence and confidence. Lessons consistently include opportunities for pupils to think at a deeper level. Pupils enjoy mathematics and achieve well.

The wider curriculum is organised through an enquiry-based approach. All subject curriculum plans are ambitious. The school has identified subject-specific expected end points that are aspirational. Leaders have recently introduced new concepts to help pupils make connections in their learning and embed key knowledge. Some of this work is in its early stages and not yet complete. The checks that teachers make to ensure that pupils have remembered new learning are not fully embedded. As a result, the depth of pupils' knowledge in some of the foundation subjects varies.

Support for pupils with special educational needs and/or disabilities (SEND) is highly effective. Teachers use a range of appropriate adaptive teaching strategies to ensure that pupils' needs are met. As a result, the majority of pupils with SEND access the same ambitious curriculum as their peers. Leaders work effectively with external agencies.

The school prepares pupils well for life in modern Britain. Pupils talk about diversity with respect and tolerance. One pupil stated: 'Tolerance is where everyone can be different but everyone still counts. It doesn't matter who you are, you respect everyone.' The school nurtures pupils' talents and interests. Many pupils regularly access a wide range of clubs. When planning these wider opportunities, the school prioritises disadvantaged pupils.

Leaders support staff well. Staff say their workload and well-being is considered. They value the opportunities they have in school and across the trust to develop their professional development and explore career progression. Those with responsibility for governance fulfil their statutory duties.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Assessment in the foundation subjects is in the process of being refined to reflect the school's revised curriculum end-point expectations. As a result, there is currently some inconsistency in the depth of pupils' knowledge in relation to the aspiration of the curriculum. Leaders should ensure that assessments align to revised curriculum endpoints so that pupils know and remember more of the intended curriculum.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

## **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 information from Ofsted Parent View 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.

## **Further information**

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 142548   |
| <b>Local authority</b>                     | Nottinghamshire County Council   |
| <b>Inspection number</b>                   | 10324182   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 306  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Neil Robinson  |
| <b>CEO of trust</b>                        | Christopher Wheatley   |
| <b>Headteacher</b>                         | Tae Carpenter  |
| <b>Website</b>                             | <a href="http://www.greythornschoo.co.uk">www.greythornschoo.co.uk</a> |
| <b>Dates of previous inspection</b>        | 11 and 12 July 2018, under section 5 of the Education Act 2005         |

## Information about this school

- The school is part of the Flying High Trust.
- The school does not currently use any alternative provision.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and reviewed samples of pupils' work.

- The inspector listened to some pupils read to a familiar adult.
- The inspector met with leaders responsible for behaviour, personal development and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. The inspector met with members of the governing body and trust board.
- The inspector met with the director of quality assurance and school improvement and the chief executive of the trust.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments, as well as the results of Ofsted's survey for school staff.

### **Inspection team**

Luella Manssen, lead inspector

Ofsted Inspector

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