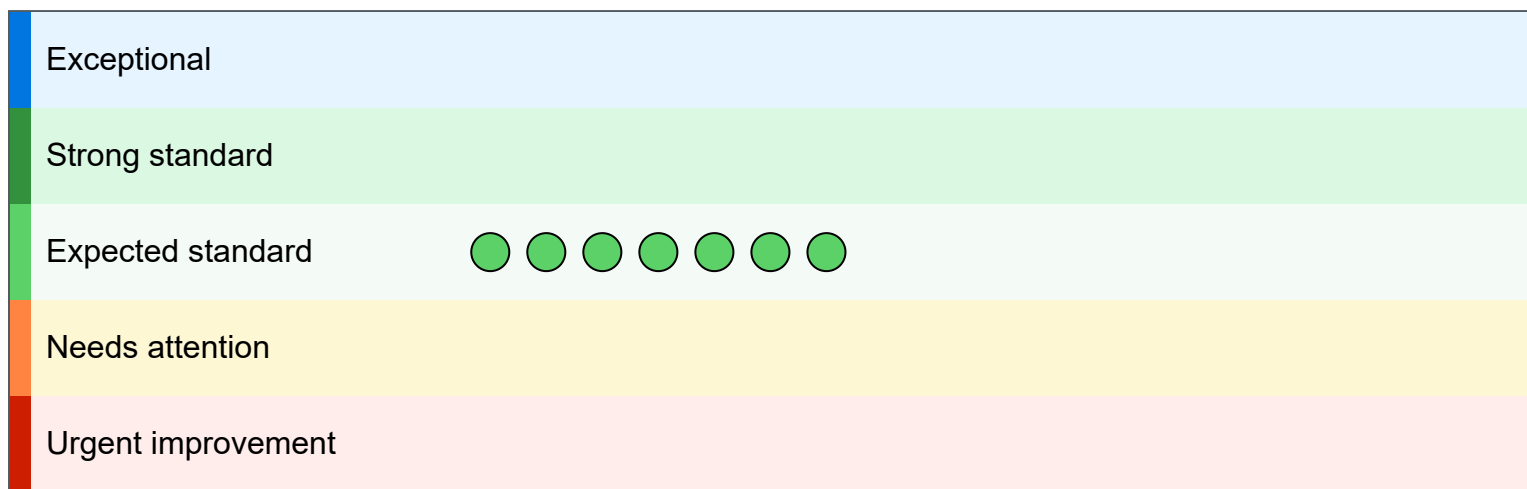


# Greasbrough Primary School

Address: Munsbrough Rise, Greasbrough, Rotherham, South Yorkshire, S61 4RB

Unique reference number (URN): 141901

## Inspection report: 20 January 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Pupils generally achieve well in English and mathematics. Outcomes in national tests are consistently close to and sometimes above the national averages. Disadvantaged pupils, those with special educational needs and/or disabilities and pupils known to children's social care typically progress well from their starting points. In several measures, disadvantaged pupils' attainment matches or exceeds that of their peers and is above national averages.

However, pupils' learning across the wider curriculum is more variable. Teaching is not always effective in ensuring that learning tasks build on what pupils know. Consequently, for some pupils, their understanding of the curriculum is not as deep as it could be. For example, some pupils struggle to recall detailed knowledge about geography topics or the main world religions.

### Attendance and behaviour

Expected standard 

Attendance is a priority for the school. Leaders analyse absence information. They use this analysis well to identify any patterns, including any causes of persistent absence. When attendance is a concern, leaders intervene. Staff carry out home visits, send letters and hold conversations that set out clear expectations. Pupils' attendance is improving and is typically in line with the national average. This applies equally to all groups of pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Leaders foster a calm and positive learning environment. Pupils show positive attitudes towards their learning. This begins in the early years, where children develop a love of their learning, demonstrating pure joy as they are introduced to completely new experiences. Pupils show the utmost respect towards each other. They hold doors open for others, greet visitors warmly and are well mannered. Pupils understand that any form of discrimination, including bullying, is not tolerated. Leaders ensure that staff are trained and reinforce the high expectations they have for pupils' behaviour. Staff help pupils to speak about their feelings and manage their behaviour. If pupils struggle, leaders make sure that staff tailor their approach to provide support. This supportive approach is effective for pupils who attend the specially resourced provision for pupils with SEND.

### Curriculum and teaching

Expected standard 

The school has created a broad and well-structured curriculum. Knowledge is well sequenced and builds from year to year. Leaders are in the process of ensuring that important vocabulary is clearly defined to support learning across the curriculum. Staff, including early careers teachers, receive training so they have the knowledge required to deliver learning well. Teachers generally use well-considered strategies to introduce new information clearly and to check how well pupils learn.

Generally, staff explain new concepts clearly. They make regular checks on pupils' learning and address gaps in pupils' knowledge. Staff often make adaptations to teaching where necessary to meet pupils' individual needs. Typically, pupils learn the planned curriculum

successfully, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, both in the mainstream school and in the specially resourced provision for pupils with SEND. However, on occasions in wider curriculum subjects, some tasks are not matched well to what pupils know and can do. This leads to gaps in pupils' knowledge.

Leaders place learning basic skills in English and mathematics as a high priority. Pupils enjoy reading. Early reading is taught effectively. This means that most pupils develop age-appropriate confidence and fluency. Pupils' work shows that some pupils struggle with their handwriting and do not form letters and numbers correctly. Recent work to improve handwriting is beginning to be successful.

## Early years

Expected standard 

Leaders prioritise children's learning and development in the early years. Staff receive relevant training and support to help them teach well. Staff know the children well and build positive relationships with their families. They regularly talk with parents and carers about children's wellbeing and learning. As a result, children feel safe, secure and happy.

Routines and high expectations help children settle quickly into school life. In the 2- and 3-year-old provision, staff encourage children to be independent. Children learn to look after their own belongings and know the importance of regular handwashing. Relationships are warm and children are cared for well. Staff generally interact well with children. However, staff expertise in making impactful interactions varies. This means that some interactions with children do not develop their language and vocabulary consistently well.

Leaders make sure that staff teach phonics from the start. Staff deliver this effectively, and children progress well from their starting points. Staff use rhymes, songs and stories to promote a love of reading and language. The curriculum is sequenced well across the early years to make sure that all children, including those who are vulnerable or face barriers to learning, are prepared well for Year 1.

## Inclusion

Expected standard 

Leaders are determined to ensure that pupils' needs are met. They understand the challenges that many pupils face and are ambitious for these pupils to achieve well. Staff are trained well to support pupils with special educational needs and/or disabilities (SEND). Effective systems ensure that staff swiftly identify pupils who require additional support. These systems are in place across the school and at the specially resourced provision for pupils with SEND. They ensure that pupils receive timely intervention to help them overcome barriers to their learning and development. Leaders evaluate the impact of their actions and ensure that support is reshaped where necessary. The school works closely with families and external professionals to provide tailored support. As a result, pupils receive help that is effective and typically matched well to their needs.

The school's pupil premium strategy accurately reflects the needs of the pupils. It makes a positive contribution to the high outcomes that disadvantaged pupils achieve at the end of key stage 2. Staff understand their roles in enhancing the provision for disadvantaged pupils to help overcome barriers, academically and personally. Staff ensure families are aware of

external support that can help them if needed. The school works with the virtual school appropriately, to support pupils in care.

## **Leadership and governance**

**Expected standard** 

Leaders understand the school's strengths and areas for development. Their priorities for improvement are correctly focused. For example, leaders are working on improving pupils' use of early writing skills across the curriculum. This is beginning to have an impact. Despite a high turnover of staff, leaders have ensured that staff are trained well, particularly in the delivery of the core subjects of English and mathematics. Staff value the training and support they receive, as well as the opportunities to share expertise and learn from other schools across the trust. Leaders are considerate of staff workload and wellbeing.

Those responsible for governance fulfil their statutory duties. Governors and trustees understand the school's priorities and typically offer appropriate support and challenge, particularly where they have sought external evaluations to guide their understanding. Leaders build effective working relationships with parents and carers. Parents are positive about the school and the support it provides for their children.

Leaders always act in the best interests of pupils. They work hard to ensure that pupils who may face barriers to their learning or wellbeing participate in high-quality experiences. This is equally true for those pupils who attend the specialist resourced provision for pupils with special educational needs and/or disabilities. As a result, pupils across the school setting achieve well, feel a sense of belonging and thrive.

## **Personal development and wellbeing**

**Expected standard** 

Pupils benefit from a comprehensive personal development programme. The personal, social and health education curriculum is designed and sequenced well. It makes clear the important knowledge and skills pupils need to know and when, starting in the early years. Pupils understand how to look after their physical health and mental wellbeing. They learn about healthy and unhealthy relationships through the school's relationships and health education curriculum. Pupils understand what makes a good friend, and they know how to stay safe while using the internet. Pupils have a developing knowledge of fundamental British values. They practise democracy by voting for their school council representatives and understand why laws are important. They understand right from wrong.

The school has created a rich set of experiences for all pupils, including those who are disadvantaged and those who attend the specially resourced provision for pupils with special educational needs and/or disabilities. This includes cultural experiences such as visits to the theatre and a series of residential visits, intended to broaden pupils' experiences and develop their confidence and resilience. The school teaches pupils about local history and heritage, promoting their sense of belonging and instilling a pride in their community.

Pupils enjoy music and learn to play the drums. A variety of team games and sporting opportunities develop pupils' sporting interests and promote physical health. The school ensures that invitations to clubs are open to all. Leaders track participation rates and encourage all pupils to take part. Pupils are encouraged to think ahead with the school's 'Mission Possible' project around careers.

Leaders make sure that staff are trained effectively and that they are well placed to provide appropriate and timely pastoral support. All pupils benefit from the wide range of activities that the school provides to support mental health and wellbeing. For example, pupils learn to recognise and talk about their emotions from a very early age.

## **What it's like to be a pupil at this school**

Pupils are proud to attend this friendly and nurturing school. They appreciate the warm relationships they have with staff and their peers. School is a calm and harmonious community. This helps pupils feel a sense of belonging. The school is inclusive. Leaders and staff work closely with families. Barriers to learning that pupils may face are identified quickly, including special educational needs and/or disabilities (SEND). This ensures that pupils get the help they need to be happy, to thrive and to achieve.

Pupils behave well. They understand the school's behaviour expectations. Staff deal with rare incidents of bullying swiftly and effectively. Pupils feel safe at school. They trust staff to help them with any worries or concerns. Pupils benefit from pastoral support. For example, pupils are provided with wellbeing sessions in school if needed. Some pupils enjoy opportunities for early morning physical activities to help them get ready for learning.

Pupils are at the heart of all that leaders do. This is equally true for pupils who attend the specially resourced provision for pupils with SEND. Leaders have high aspirations for all pupils to achieve well so that they are ready for their next steps. Pupils enjoy their learning. Most pupils attend school regularly and are on time. Pupils progress through the curriculum well from their starting points. By the end of Year 6, many pupils achieve what is expected in national tests.

Pupils enjoy activities that develop their interests, such as football, theatre visits and the numerous residential trips. They are proud of their roles and responsibilities. For example, pupils support their peers to manage disagreements as 'Restorative Practice Reps'. They understand how these roles help them to contribute to their school community. These opportunities help to prepare them well for life beyond school.

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## **Next steps**

- Leaders should ensure that staff in the early years strengthen opportunities to engage children in high-quality interactions and learning opportunities so that they can learn and develop well, particularly with their communication and language.
  - Leaders should ensure that the curriculum, in all subjects, is taught consistently well so that pupils develop and retain a detailed knowledge over time.
-

## About this inspection

This school is part of Willow Tree Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Fearnley OBE, and overseen by a board of trustees, chaired by Anthony Trueman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, representatives from the trust board and a school improvement partner during the inspection. Inspectors spoke with pupils in lessons and across the school day, including during break and lunchtimes. Inspectors considered the views of staff through formal and informal discussions.

Inspectors considered the views of parents and carers through Ofsted Parent View and as part of morning routines.

The inspectors confirmed the following information about the school:

The school has a specially resourced provision for pupils with special educational needs and/or disabilities, The Leaf Centre. This is predominantly for pupils with social, emotional and mental health needs. This is located at a different location to the main school site. It has places for 10 pupils. There are currently 6 pupils on roll in the specially resourced provision.

The school uses no alternative provision.

The school also, under the same registration, runs nursery provision.

At the time of the inspection, the percentage of pupils with and education, health and care plan differed from the data shown in the 'Facts and figures used on inspection' section of this report card. Leaders informed the lead inspector that this had increased to 2.5%.

Headteacher: Joanne Cook

---

### Lead inspector:

Tracy Duffy, His Majesty's Inspector

### Team inspectors:

Adrian Fearn, Ofsted Inspector

Alison Stephenson, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

## School and pupil context

### Total pupils

**266**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**270**

Close to average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**31.34%**

Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**0.00%**

Well below average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

**25.56%**

Well above average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Well above average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**Resourced provision and SEN unit**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**Type of specialist provision (if applicable)**

**SEMH - Social, Emotional and Mental Health**

**What does this mean?**

The type of Special Educational Needs provision provided at the school (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	61%	Above
<b>2024/25 (revised)</b>	72%	62%	Above
<b>2023/24 (final)</b>	67%	61%	Close to average
<b>2022/23 (final)</b>	70%	60%	Above

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	74%	Close to average
<b>2024/25 (revised)</b>	86%	75%	Above
<b>2023/24 (final)</b>	75%	74%	Close to average
<b>2022/23 (final)</b>	76%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	73%	72%	Close to average
<b>2024/25 (revised)</b>	75%	72%	Close to average
<b>2023/24 (final)</b>	72%	72%	Close to average
<b>2022/23 (final)</b>	73%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	73%	Close to average
<b>2024/25 (revised)</b>	75%	74%	Close to average
<b>2023/24 (final)</b>	69%	73%	Close to average
<b>2022/23 (final)</b>	79%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	46%	Above
<b>2024/25 (revised)</b>	69%	47%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	59%	46%	Above
<b>2022/23 (final)</b>	82%	44%	Above

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	62%	Above
<b>2024/25 (revised)</b>	85%	63%	Above
<b>2023/24 (final)</b>	71%	62%	Close to average
<b>2022/23 (final)</b>	82%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	59%	Above
<b>2024/25 (revised)</b>	77%	59%	Above
<b>2023/24 (final)</b>	71%	58%	Above
<b>2022/23 (final)</b>	82%	58%	Above

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	60%	Above
<b>2024/25 (revised)</b>	69%	61%	Close to average
<b>2023/24 (final)</b>	59%	59%	Close to average
<b>2022/23 (final)</b>	82%	59%	Above

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	70%	68%	3 pp
<b>2024/25 (revised)</b>	69%	69%	0 pp
<b>2023/24 (final)</b>	59%	67%	-9 pp
<b>2022/23 (final)</b>	82%	66%	16 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	79%	80%	-1 pp
<b>2024/25 (revised)</b>	85%	81%	4 pp
<b>2023/24 (final)</b>	71%	80%	-9 pp
<b>2022/23 (final)</b>	82%	78%	4 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	77%	78%	-1 pp
<b>2024/25 (revised)</b>	77%	78%	-1 pp
<b>2023/24 (final)</b>	71%	78%	-7 pp
<b>2022/23 (final)</b>	82%	77%	5 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	70%	80%	-9 pp
<b>2024/25 (revised)</b>	69%	81%	-11 pp
<b>2023/24 (final)</b>	59%	79%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	82%	79%	3 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.7%	5.9%	Above

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.2%	13.3%	Close to average
2023/24 (3 term)	18.2%	14.6%	Above
2022/23 (3 term)	20.7%	16.2%	Above

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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