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14 October 2011

Mr S Luke  
Headteacher  
Greenfield Primary School  
Novers Lane  
Novers Park  
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Dear Mr Luke

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Greenfield Primary School**

Thank you for the help which you and your staff and pupils gave when I inspected your school on 13 October 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. In particular, please pass on my thanks to all those pupils who gave up their time to talk to me at break and lunchtime.

I note that there have been significant changes to the school leadership, and other staff changes, since the last inspection, including your appointment as headteacher from January 2011.

As a result of the inspection on 4-5 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all of the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

There is a clear trend of improvement in pupils' achievement. Attainment at the end of Year 6 is improving steadily and is close to the national average, with attainment in mathematics slightly above average. The proportion of pupils making the progress expected is rising and is above the national average. Pupils' learning and progress in the majority of lessons are at least good and outstanding in a small proportion. Pupils' progress is monitored well to provide good, and often excellent, individual support. Children's progress through the Early Years Foundation Stage and pupils' progress through Key Stage 1 is tracked very carefully. Pupils are mostly clear about their current level of achievement and their targets; they receive good feedback on their progress.

September 2010



Pupils' behaviour has improved and is at least good, and sometimes outstanding, in lessons and around the school. The school has established very good classroom routines and these are followed well. Considerable effort has been made in providing pupils with a wide range of interesting activities at break and lunchtime to ensure that they enjoy themselves, get on with each other and behave well. Praise should be given to the work of the school council in this. Pupils' attendance and punctuality are improving steadily as a result of the actions the school has taken and because many pupils enjoy school.

The improvements in the school are a direct result of the changes implemented by the deputy headteacher, including during her period as acting headteacher, and the new headteacher. They form a strong partnership and work relentlessly to make the school a better place for pupils. Every one of the eight pupils I met over lunch explained clearly a different aspect of the school they felt had improved significantly in the last two years or more recently. The senior leaders have established a positive atmosphere in the school and have worked hard to gain the support of staff, parents and carers, and pupils. They have an accurate view of what the school needs to do to improve further.

The school has made good progress in improving attainment in mathematics. Support from an advanced skills teacher, organised by the local authority, has given teachers more confidence and teaching is matched better to individual pupils' needs. Many pupils enjoy mathematics and explain the strategies they use, as well as alternative methods. They are clear about how well they are doing in mathematics and about how they can improve their work. They usually make at least good progress in lessons.

Satisfactory progress has been made in improving the progress of more-able pupils. Pupils who enter Key Stage 2 at Level 3 do not always progress to the expected Level 5 by the end of Year 6. While there have been improvements and the attainment of these pupils is rising slowly, in some lessons they are not challenged sufficiently. In these lessons, they are either taught the same work as other pupils or set work that does not extend their understanding sufficiently. However, there is outstanding teaching in the school that can be used to show others how this can be done.

The school has made outstanding progress in implementing a systematic approach to planning for, and tracking, the progress of pupils with significant behavioural and emotional difficulties. The excellent procedures introduced since the last inspection have been extended to cover not just those in the specialist unit, but also the high proportion of pupils with special educational needs and/or disabilities in the school. The particular learning needs of all of these pupils are met well. Those in the unit are integrated extremely well into lessons. Credit must be given to the teacher leading the unit for the progress made in this area. There is a deeply caring approach in the school which enables the all-round development of all pupils to be at the focus of everything the school does.

The local authority has provided extensive and well-targeted support for the school through its School Improvement Partner and specialist support where required, for example in mathematics. The recent relaxation of the intensity of this support reflects the local authority's confidence in the leadership of the school to continue with the improvements already in place.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

James Sage  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in May 2010.**

- Improve attainment in mathematics so that the majority of Year 6 pupils attain at least average levels in national tests in 2011 by:
  - implementing a structured programme for teaching skills in calculation
  - improving pupils' confidence and understanding in using their skills in problem-solving activities.
- Accelerate the progress of more-able pupils by:
  - providing a greater level of challenge in lessons
  - providing more opportunities for them to engage in open-ended tasks, making use of ICT where appropriate.
- Implement a systematic approach to planning for, and tracking, the academic progress of pupils with significant behavioural and emotional difficulties so that the curriculum better meets their learning needs.