

# Greenfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	106599
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	355979
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Rosemary Eaton

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joanne Harrison
<b>Headteacher</b>	Mr Andrew Ralph
<b>Date of previous school inspection</b>	15 October 2007
<b>School address</b>	Cherrytree Street Hoyland, Barnsley South Yorkshire S74 9RG
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## Introduction

This inspection was carried by three additional inspectors. The inspectors visited nine lessons and observed eight teachers. They held meetings with groups of pupils, members of the governing body, and staff. The inspection team observed the school's work and looked at a range of documents including samples of pupils' work, records of their progress, attendance and behaviour and a variety of policies and plans. The inspectors analysed the 111 questionnaires returned by parents and carers, in addition to those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the extent to which teaching is matched to the needs of all groups of pupils
- whether or not pupils understand how they can improve their work
- the effectiveness of the curriculum in promoting literacy and numeracy skills
- the impact of developments in the Early Years Foundation Stage on children's outcomes.

## Information about the school

This is a smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. Around one third of the pupils have special educational needs and/or disabilities, a proportion that is well above average. Almost all pupils are White British. There have been a number of staff changes since the previous inspection, with a new deputy headteacher joining the school in January 2011. Several members of staff have had long periods of absence and, at the time of this inspection, two classes were taught by temporary teachers.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

With the support of the senior leadership team, the headteacher is ensuring that Greenfield is an improving school. Systems to monitor and evaluate its performance have become much more effective. They provide an accurate view of strengths and those areas most in need of further development. Priority is given to actions designed to improve pupils' outcomes and planning is thorough and thoughtful. As a result, there is a clear trend of rising attainment which is average and pupils' achievement is satisfactory. The rate of school improvement is satisfactory but has been hindered by staff changes and absences. These have led to leadership responsibilities not being distributed widely enough. New appointments and training for some middle leaders are now starting to increase the school's current satisfactory capacity to improve.

Teaching, learning and pupils' progress are satisfactory. There is some good teaching in the school, but this is not sufficient to enable pupils to make consistently good progress. Teachers do not always ensure that every pupil can learn well throughout the lesson. Marking and references to pupils' individual targets are sometimes used very effectively to inform pupils about how they can improve their work. However, this good practice is not consistent across all classes. There have been good improvements to the accommodation for children in the Early Years Foundation Stage. Despite this, the outdoor areas are not used to the full in order to promote children's learning.

The school has some good aspects to its work. For example, as parents and carers have observed, pupils are kept safe. They are cared for well and the curriculum, although satisfactory overall, has a strong impact on pupils' personal development. As a result, pupils behave well, feel safe and their spiritual, moral, social and cultural development is good. Pupils have a good understanding of issues related to their health. Many take part voluntarily in the enjoyable exercises before morning lessons. Well-developed partnerships with local groups enhance the provision for physical activity, for example, enabling the school to offer rugby coaching and a karate club. Pupils are ready and willing to take on responsibilities, such as those performed by the 'Job Squad', making good contribution to the school community.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate progress and raise attainment further by:
- - ensuring that teaching and learning are consistently good or better
- - matching work closely to the needs of each pupil

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- - using marking and references to their individual targets to keep pupils well informed about how they can improve
- - ensuring that a good pace of learning is maintained throughout lessons.
- Make more use of the outdoor areas to promote learning in the Early Years Foundation Stage by:
  - - providing more opportunities for children to choose to learn outdoors
  - - ensuring that activities outdoors are as stimulating as those indoors.
- Improve the effectiveness of leadership throughout the school by:
  - - sharing responsibilities more evenly
  - - providing focused training in skills such as the monitoring the effectiveness of teaching and learning.

**Outcomes for individuals and groups of pupils****3**

Pupils arrive at lessons ready to learn. They are keen to answer questions and they settle quickly to their work. They listen well to adults and to each other and are happy to share and take turns. Beyond these positive elements, pupils' learning fluctuates, according to the quality of teaching. For example, in a minority of lessons, pupils' concentration wanes when tasks are allowed to run on for too long. Learning develops apace towards the end of Key Stage 2. By the end of Year 6, pupils are often well able to take charge of elements of their learning, such as deciding which spellings to work on and assessing how well they have performed.

When they join the nursery, children's skills are typically below the expectations for their age. They make satisfactory progress during the early Years Foundation Stage and then as they move up through the school, although progress accelerates in Years 5 and 6. Over the past few years attainment has risen steadily in both English and mathematics. By the time they leave at the end of Year 6, attainment is broadly average. Reading is usually the strongest aspect of pupils' work. Handwriting has rightly been identified by school leaders as in need of improvement. Pupils with special educational needs and/or disabilities also make satisfactory progress. Progress speeds up when pupils are withdrawn from class to take part in programmes focusing on particular weaknesses, such as reading.

Pupils report that this is 'a caring school' where staff and other pupils are always ready to help. They have a good awareness of how to stay safe, for example, when using the internet. Pupils agree that behaviour is good and that lessons are seldom interrupted. They say that bullying occurs from time to time but that when reported 'something gets done about it'. A small number of pupils have difficulty managing their own behaviour. They usually respond well to the school's efforts and hence their behaviour improves. The school council has influenced a number of aspects of school life and so, for example, hand sanitizers are now in place. 'We need to monitor their use', observed one councillor. Year 6 pupils run the healthy tuck shop very efficiently, demonstrating how they have grown in confidence. Pupils are well-mannered and sociable and those from different backgrounds work and play together harmoniously. Despite their positive qualities, because attendance rates and skills in important areas, such as literacy and numeracy are average, pupils' readiness for the next stage in their education is satisfactory rather than good.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers choose activities carefully, for example, by taking pupils' interests into account when planning literacy lessons. Teaching assistants play a full part in lessons, often leading small groups of pupils. In the same way as teachers, they move round when pupils are working independently, encouraging and prompting individuals. Teachers do not always act promptly enough when pupils' concentration is beginning to flag or when they notice that some are not getting on as well as anticipated. When they do act in good time, for example, to ask questions of the class, invite individuals to share their work, or adjust the task, the pace of learning quickly picks up again. Assessment information is used satisfactorily to cater for the needs of different groups of pupils. However, learning accelerates when tasks are fine-tuned and there is a marked difference, for example, in the difficulty of the work set for average and higher-attaining pupils. Pupils are not consistently reminded to consider their targets, for example, when writing. Marking usually points out pupils' successes but too often leaves them unclear about how they can improve.

The curriculum is being developed in order to establish more links between subjects so pupils appreciate the relevance of what they learn and have greater opportunities to practice using skills such as numeracy. A start has been made and there are some useful cases of history providing a starting point for written work. Displays in some classrooms offer advice to pupils but there are relatively few examples of pupils' work on display to

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demonstrate what can be achieved. The curriculum includes a number of successful programmes to support pupils with special educational needs and/or disabilities. Personal, social and health education is well-organised and effective. Enrichment activities remain a strong feature of the curriculum. Pupils speak with enthusiasm about the varied clubs. These successfully support both learning and personal development and prompt some pupils to pursue their interests beyond the school. Visits and visitors extend pupils' horizons and provide common starting points for their work.

Pupils and their families are well known to the school. This enables staff with specific responsibilities for liaison with parents and carers to target their work towards individual pupils and particularly those whose circumstances make them more vulnerable. Additionally, a number of other staff members go out of their way to support particular pupils and ensure that they are able to participate fully in school life. The breakfast club, instituted in response to the wishes of parents and carers, offers a healthy and friendly start to each day. Courses, for example, in numeracy or internet safety, are arranged to help parents and carers to support their children's learning. Regular attendance is encouraged in various ways, such as a system of rewards for pupils, and the attendance of individual pupils often improves dramatically as a result. The support of a wide range of agencies is sought, for example, to help the school to meet the needs of pupils with behavioural, emotional and social difficulties or those whose welfare causes concern. Although satisfactory, support for pupils' academic progress is less well developed than that for pupils' personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's determination to move the school forward is shared by the senior team and many other staff members. Where monitoring has revealed weaknesses in teaching or pupils' performance, suitable actions are planned and these are proving effective. For example, in mathematics, actions taken have led to an increase in the proportion of pupils reaching the expected level by the end of Year 6. Some other leadership roles are very new to the staff involved and the expertise of middle leaders, such as their ability to monitor the effectiveness of teaching and learning, is still being developed. As they become more established, the intention is to distribute responsibilities more widely. The governing body fulfils its responsibilities satisfactorily and has a clear view of the school's strengths and weaknesses. Not all of its members contribute to monitoring the school's work at first hand. The governing body ensures that safeguarding arrangements reflect good practice. Staff are particularly well informed about child protection procedures, through regular training and an effective policy, with a handy supplement to emphasise

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key points. Providing all pupils with equal opportunities is central to the school's ethos. A close eye is kept on the performance and participation of different groups and effective steps are taken to tackle any variations. For example, special activities are arranged to try to compensate for personal difficulties pupils may be experiencing and which could disadvantage them. The school has strong links locally, for example, with other schools and elderly residents. Its plans to promote community cohesion are increasingly focusing on work with communities further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children's progress is improving and year-on-year more of them are reaching the expected levels by the end of Reception. This is the result of improvements, such as relocating the classes so staff and children have better opportunities to work together and share resources. Children make satisfactory progress overall but it is strongest in the area of personal, social and emotional development. They learn to behave well, make friends and become increasingly independent. Adults have a sound knowledge of the requirements for children of this age. As a result, for example, the staff join in with children's imaginative play, encouraging them to develop their language skills. Tasks meet children's needs satisfactorily and include a suitable balance of those led by adults and opportunities for children to follow their own interests. The outdoor accommodation has been landscaped but does not yet reflect the range of activities indoors and children do not have enough opportunities to choose to learn outdoors. Leadership is shared temporarily by three members of staff who together are aware of what needs to be done to improve the provision further. Assessment procedures are developing well and 'learning journals' provide a good range of information about each child's progress. There are good procedures for keeping children safe and relationships with parents and carers are positive, encouraging them to support their children's learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers returning the questionnaire was higher than average. The very large majority of responses indicate that parents and carers are happy with their child's experience at the school. They are particularly pleased about the arrangements for keeping their children safe and believe that the school helps children to have a healthy lifestyle. Inspection evidence also indicates that these are amongst the strongest features of the school. A few parents and carers have concerns about the way in which unacceptable behaviour is managed. During the inspection, behaviour was observed to be good. However, the school acknowledges that a very small number of pupils have difficulties controlling their behaviour and this sometimes leads to outbursts, particularly at playtimes. The school is aware that some parents and carers are worried about this. Inspectors found that the school has a clear behaviour policy and makes additional special arrangements for particular individuals. Bullying is treated seriously. A very small minority of parents and carers think that insufficient account is taken of their concerns and suggestions. The inspection revealed a number of examples of actions taken by the school as a direct result of parents' and carers' views. However, the school leaders may not always make sure that parents and carers are aware that they have taken action. It is not always possible for the school to act as individual parents and carers would wish but the inspectors are satisfied that the school considers all concerns and suggestions equally carefully.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	54	47	42	3	3	1	1
The school keeps my child safe	52	47	56	50	2	2	0	0
My school informs me about my child's progress	33	30	72	65	5	5	1	1
My child is making enough progress at this school	39	35	63	57	5	5	1	1
The teaching is good at this school	40	36	65	59	3	3	0	0
The school helps me to support my child's learning	29	26	68	61	8	7	1	1
The school helps my child to have a healthy lifestyle	44	40	64	58	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	29	63	57	6	5	1	1
The school meets my child's particular needs	38	34	64	58	6	5	1	1
The school deals effectively with unacceptable behaviour	30	27	59	53	11	10	6	5
The school takes account of my suggestions and concerns	30	27	65	59	9	8	3	3
The school is led and managed effectively	38	34	58	52	7	6	3	3
Overall, I am happy with my child's experience at this school	45	41	58	52	7	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2011

Dear Pupils

**Inspection of Greenfield Primary School, Barnsley, S74 9RG**

Thank you for being so welcoming when the inspectors visited your school. We were impressed by your good manners and politeness. We would especially like to thank the pupils who spent time talking to us about the school. Their comments were very helpful and we have included some of them in our report. We judge that yours is a satisfactory school. The main reasons we made this decision are:

- your learning and progress are satisfactory
- you reach average levels in English and mathematics by the end of Year 6
- teaching is sometimes good but is more often satisfactory.

There are some good features to your school. In particular:

- the school takes good care of you
- you behave well and feel safe in school
- you take on a variety of responsibilities to help other pupils and the staff
- the school tries hard to give you all equal opportunities for success.

Your headteacher and other leaders have made sure that the school has improved and they want this to continue. To help, we have asked them to:

- make sure that your work is set at the right level for each of you and that you always get helpful advice about how you can improve
- give the children in the Early Years Foundation Stage more chances to learn outdoors. You can all help by always trying your best and by following your teachers' advice.

We send each one of you our very best wishes for the future.

Yours sincerely,

Mrs Rosemary Eaton

Lead Inspector

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