

Greenfield Primary School

Inspection report

Unique Reference Number	105667
Local Authority	Oldham
Inspection number	363701
Inspection dates	27–28 June 2011
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Mrs Sarah Brierley
Headteacher	Mr M Wood
Date of previous school inspection	15 April 2008
School address	Shaw Street Greenfield, Oldham Greater Manchester OL3 7AA
Telephone number	01457 872831
Fax number	01457 871980
Email address	info@greenfield.oldham.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 11 lessons involving six teachers. The inspectors held discussions with staff, groups of pupils, the Chair of the Governing Body, and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 73 questionnaires returned by parents and carers, 79 from pupils and 12 from staff.

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

- Is pupils' attainment in English and mathematics by the end of Year 6 is above average?
- Do pupils make consistently good progress in writing, particularly the more-able pupils in Years 1 and 2?
- The consistency of the quality of teaching, particularly how well pupils are involved in understanding how they are getting on.
- How effectively is the curriculum adapted to boost pupils' attainment in writing.
- How effectively leaders and the governing body review pupils' progress information and use it to influence their monitoring activities and inform their evaluation of the school's effectiveness.

Information about the school

Almost all of the pupils at this smaller than average-sized school are White British. The proportion of pupils known to eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. Pupils are taught in mixed-aged classes, although variations in pupil numbers in each year group mean that class structures are reviewed annually. The school has been accredited with Activemark, the Green Flag Award and has achieved Healthy Schools and Eco-School status. The Shaw Street Pre-School, which operates on the school site was not part of this inspection. A separate report on this provision is available on the Ofsted website.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. In this caring, warm and very welcoming setting, pupils show good attitudes to learning. Their behaviour is good and older pupils are excellent role models for the younger ones. Pupils are thoughtful and mature. These factors, along with the confidence they have that any problems they encounter will be dealt with quickly, ensure they feel safe. Pupils enjoy school a good deal and this reflects in their high attendance. Parents and carers are very supportive. They say that their children learn in a 'lovely, friendly environment and make great gains in their confidence'.

From typically broadly average starting points, children make good progress in the Early Years Foundation Stage. After this successful start, pupils continue to learn well until the end of Year 6, where attainment is above and sometimes well above average. In mathematics, attainment by the end of Year 6 is on a rising trend and progress is consistently good. This is because teachers make good use of assessment information to provide activities that are well matched to pupils' varying ages and abilities and to direct their questions so that pupils, particularly the more able, are continually challenged. Similarly, pupils are clear about what they need to do to reach their challenging learning targets. These good teaching practices are not consistently well applied in English, particularly in writing, where progress is patchy, particularly for more-able pupils in Years 1 and 2. Furthermore, there are not enough opportunities for pupils to practise their writing skills as part of work in other curriculum subjects to move pupils' progress forward at a consistently good rate.

Since the previous inspection, the systems to track pupils' long-term progress have been strengthened well. This reflects effective leadership and management. Leaders now pinpoint with precision variances in pupil performance that, in turn, leads to an accurate evaluation of their attainment and progress. This is why, for example, accelerating progress in writing is already an improvement priority. However, the skills of some leaders and the governing body in analysing this information are still developing. Furthermore, monitoring activities, such as checking the consistency of the quality of provision, lack rigour. This is why, in some areas, leaders have an over-generous evaluation of the school's provision and the effectiveness of leadership. Nevertheless, the positive impact of their efforts, as evidenced in pupils' improved attainment in mathematics, demonstrates there is a good capacity to continue to improve.

What does the school need to do to improve further?

- Accelerate progress in writing to a consistently good or better rate, by
- – providing more opportunities for pupils to practise their skills as part of work in other curriculum subjects

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- – making sure all pupils are clear about their precise learning targets and the next steps to attain them
- – ensuring that teachers make consistently good use of assessment information to plan activities to challenge pupils, particularly the more-able pupils in Years 1 and 2.
- Improve the effectiveness and rigour with which leaders and the governing body review the school's performance and monitor the quality of provision by ensuring that they have the skills to do so.

Outcomes for individuals and groups of pupils**2**

Achievement is good. Pupils including those with special educational needs and/or disabilities make good progress. In lessons, pupils are attentive, keen to learn and their behaviour is good. Pupils work at a good pace, particularly when working alongside adults, in pairs or collaboratively. Most pupils respond well to teachers' questions, although occasionally their concentration drifts when they sit as a whole group listening to their teacher or when activities are insufficiently challenging. Pupils' well-above average attainment at the end of Year 6 in 2010 was the highest in five years. This reflected a significant improvement in attainment in mathematics, where the proportion of pupils reaching the higher Level 5 exceeded that nationally. School data indicate this trend of improvement is set to continue. In English, attainment in writing lags behind that in reading. By the end of Year 2, although a higher than average proportion of pupils reach the nationally expected Level 2, the proportion that exceeds it is lower than expected, particularly in writing.

Pupils' enjoyment is reflected in their high attendance and in the enthusiasm with which they participate in and talk about all that is on offer. Pupils are proud of their school and contribute positively towards it. They willingly take on responsibilities, for example, as 'school' or eco-councillors', or when undertaking small jobs around school. Pupils enjoy the many opportunities they have to take part in activities alongside local community groups, such as litter picking and bulb planting with a residents association. Opportunities for pupils to mix with others from ethnically diverse groups within British society are still developing. Pupils are knowledgeable about how to keep safe, for example, when using the Internet and are clear what to do if approached by strangers. Pupils' good understanding of how to lead a healthy lifestyle reflects the enthusiasm with which they talk about sporting activities, such as cross country running and cricket. They are well prepared for their future. This is demonstrated by confidence, ease and maturity with which older pupils discuss their learning together, along with their good progress and behaviour.

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These are the grades for pupils' outcomes

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

¹ 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' enthusiasm, good organisation, effective use of interactive whiteboards, and the very positive relationships between staff and pupils all make a strong contribution to pupils' good progress. Sensitive deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress. In good lessons, teachers make ongoing reference to lesson objectives, ensuring that pupils of all ages and abilities are clear about what they need to do if they are to achieve them. In an outstanding lesson, individualised, targeted and fast-paced questioning from the teacher kept pupils continually on their toes and challenged their thinking. Learning in mathematics moves forward at a good rate because teachers ensure activities are practical, active and give pupils ongoing opportunities to work together, in pairs or teams, in order to solve challenging problems. Occasionally learning slows, particularly in English, when pupils sit too long listening to their teacher. Recent adaptations to the curriculum are starting to accelerate progress in writing. For example, by setting aside more focused time to write, and to do so in purposeful and more exciting ways that motivates pupils, particularly the boys. Even so, progress in writing continues to be hampered, particularly that of the more able, when pupils complete too many mundane worksheets, especially in Years 1 and 2. The curriculum is well designed, placing a strong emphasis on enriching pupils' everyday experiences and boosting their confidence. It offers a good mix of academic, physical, creative and artistic activities, which contribute well to pupils' enjoyment.

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The way in which every child is cared for and nurtured is seen in the warmth and care that stems from the headteacher and radiates throughout staff and pupils alike. Staff know the pupils and their families well and pupils are confident that someone is always on hand to help. Procedures to promote excellent attendance are highly effective. Effective partnerships with external support agencies and with parents and carers reflect the school's commitment to support pupils with additional needs. Such partnerships enable pupils with special educational needs and/or disabilities to make good progress. Arrangements to prepare pupils in Year 6 for their onward journey to secondary school are good.

These are the grades for the quality of provision

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

How effective are leadership and management?

In his quest to drive improvement continually forward, the headteacher successfully forges effective partnerships with others. These partnerships help to successfully extend the curriculum, provide professional development opportunities for staff and to seek out and share best practices. This, in turn, is helping improve the quality of provision and raise attainment, particularly in mathematics. Effective partnership with parents and carers reflect in the significant funds they raise to support school improvement, such as purchasing resources for the new arts and crafts room, the library and trim trial. Opportunities for parents and carers to influence school improvement planning through expressing their views about the school's effectiveness are still developing.

A strong emphasis is placed on the inclusion of everyone, with pupils' care and welfare a firm priority. Leaders track pupils' progress carefully, regularly and accurately, which demonstrates their commitment to providing equality of opportunity, particularly to ensure pupils reach more challenging learning targets. This is why, for example, leaders are now focusing on narrowing the gap in achievement between reading and writing. Safeguarding procedures have recently been reviewed and strengthened and are satisfactory. Procedures to safeguard those at most risk are effective.

The school makes a satisfactory contribution to community cohesion. It has a clear understanding of the community that it serves. The school is a harmonious place to learn and opportunities for pupils to engage with local community groups are good. Extending opportunities for pupils to engage with ethnically diverse groups further afield is rightly identified as an improvement priority and plans to do so are firmly in place. The governing body contribute effectively to financial management ensuring money is spent prudently. They are well aware of the school's strengths and improvement priorities. However, they do not yet make a fully effective contribution to self-evaluation processes because the

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skills and knowledge that they need to hold the school to account for pupils' performance and the effectiveness of safeguarding arrangements are not yet fully developed.

These are the grades for leadership and management

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

Early Years Foundation Stage

From their varying but usually broadly average starting points, children make good progress. Warm and caring relationships between adults and children, along with a bright and welcoming learning environment, ensure that children feel happy and safe. The partnership between home and school is good. As a result, children settle into school life quickly and easily. Good attention is given to meeting children's welfare needs and their personal, social and emotional development is good. Children quickly learn to behave well, reflecting the continual encouragement from staff, along with the good role models from working alongside their older classmates. Adults work well together to assess children's progress. They record children's achievements carefully and plan future work based on this knowledge. Learning, therefore, builds effectively on what children can already do. Staff provide a good balance of activities between those led by adults, often in small groups, and those that children can choose for themselves, both indoors and out. Learning sometimes slows, however, when children play independently because the activities provided for them to choose from are not always sufficiently challenging or have a clear learning purpose. Even so, children's good progress is a result of effective leadership and management. This is reflected in the increasing proportion of children reaching and exceeding the expected levels of development in recent times, which is now above that expected nationally. Leaders are now focusing, correctly, on extending opportunities to improve children's writing skills, particularly for the boys during times when they play and learn independently.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who returned questionnaires is higher than average. The very large majority agree that they are happy with their child's experience at the school. They appreciate the 'warm and nurturing approach' of staff in the Early Years Foundation Stage and the good range of extra-curricular activities on offer. A few parents do not agree that the school takes enough account of their suggestions and concerns. Although views are sought from time to time, for example through questionnaires, inspectors agree that there is scope to extend arrangements to canvas their views more widely, frequently and particularly verbally, in order to inform school improvement planning and influence self-evaluation more precisely.

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 73 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	55	29	40	3	4	0	0
The school keeps my child safe	37	51	31	42	3	4	0	0
My school informs me about my child's progress	24	33	38	52	6	8	3	4
My child is making enough progress at this school	23	32	40	55	6	8	3	4
The teaching is good at this school	36	49	31	42	3	4	1	1
The school helps me to support my child's learning	25	34	37	51	6	8	3	4
The school helps my child to have a healthy lifestyle	30	41	38	52	5	7	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	44	28	38	2	3	1	1
The school meets my child's particular needs	32	44	30	41	6	8	2	3
The school deals effectively with unacceptable behaviour	23	32	40	55	3	4	2	3
The school takes account of my suggestions and concerns	13	18	44	60	10	14	2	3
The school is led and managed effectively	31	42	29	40	6	8	3	4
Overall, I am happy with my child's experience at this school	38	52	29	40	4	5	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



29 June 2011

Dear Pupils

Inspection of Greenfield Primary School, Oldham, OL3 7AA

Thank you so very much for the very warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and finding out about your views. You go to a good school. By Year 6, your attainment is above that expected for your age, and you make good progress. We were particularly pleased to:

- see your good behaviour and how mature, polite and courteous you all are
- find out about the many ways you help to improve your school and the local area, such as by taking on small jobs or as members of the eco-council
- see you enjoying your mathematics lessons so much and getting really excited by the challenges you are given, especially when you work together in teams.

So that your school becomes even better, we have asked that some improvements be made. These are to make sure that:

- you always make good progress in your writing by making sure that teachers give you work that makes you think really hard, by giving you more chances to practise your writing skills and by making sure you are all clear about what you need to do to reach your targets
- adults with special responsibilities and the governors improve how they check on how well you are learning.

You can help by telling your teacher if your work is too easy and by checking all the time what you still have to do to reach your learning targets.

Yours sincerely

Kathryn Dodd
Lead Inspector

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