

Greenfield Primary School and Early Years Centre

Inspection report

Unique Reference Number	106178
Local authority	Tameside
Inspection number	377367
Inspection dates	04–05 October 2011
Reporting inspector	Angela Westington HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	Mary Crompton
Headteacher	Nasira Frost
Date of previous school inspection	24 September 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 13 teachers teaching over 19 lessons or part-lessons. Meetings were held with governors, managers, staff and groups of pupils. Inspectors observed the school's work and looked at a wide range of documentation including that for recruiting and vetting staff, safeguarding, case studies of potentially vulnerable pupils, the school's self-evaluation, monitoring documents and its data on the progress made by pupils. Inspectors scrutinised pupils', staff and 157 parental questionnaires.

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

- Whether all pupils in the Early Years Foundation Stage and Key Stage 1 acquire spoken English and early reading and writing skills as quickly as they can.
- Whether pupils' outcomes are as good as they could be at the end of each key stage.
- How well the areas for improvement identified at the last inspection have been tackled and what has been the impact.

Information about the school

Greenfield is a larger-than-average primary school that serves a mainly Bangladeshi Muslim community. The school is not located within the community it serves. Almost all pupils are of Bangladeshi heritage. Most pupils are the second and third generation to be born in the United Kingdom and the vast majority have English as an additional language. When children start school a significant proportion speak no English at all or are at an early stage of learning to speak English. A third of pupils are eligible for free school meals; this is above the national average. The proportion of pupils with special educational needs and/or disabilities is lower than national averages. The school gained the Healthy School status and the Activemark.

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. From well-below-average starting points pupils reach broadly average standards and achieve well. Most of their personal outcomes are good. Pupils report feeling safe, they behave well, make a good contribution to their community and their spiritual, social, moral and cultural development is good. They have a good understanding of their place in society and of other religions and cultures. Increasingly, pupils have high aspirations for the type of work they would like to do and careers they would like to follow.

The school's provision is good. The quality of teaching is good but uneven. It is consistently strong in Key Stage 2 and pupils make rapid progress at this stage, especially in Years 5 and 6. In the Early Years Foundation Stage and Key Stage 1 teaching is satisfactory overall, although there are pockets that are good. Pupils make satisfactory progress at these points because the provision to develop pupils' spoken English is not as sharply matched to their specific needs as it could be. The 'Continuous Provision' in Key Stage 1 classes does not advance pupils' spoken English because it is not well enough planned or based on a thorough assessment of pupils' speech and needs; nor does it support their reading or writing development. Mainly, when pupils access the 'Continuous Provision', they are engaged in free choice activities, repeating what they have done in previous years. This time could be better used to support their speech and reading and writing development. In the Early Years Foundation Stage provision to develop speech and early reading and writing skills is stronger in Reception than in Nursery. The school identifies pupils with special educational needs and/or disabilities later than is usual due to the need for pupils to develop English language skills in order for assessments to be secure. Pupils who are assessed as having special educational needs and/or disabilities make satisfactory and, in some cases, good progress.

The school's curriculum is good. It is cohesive, well organised and broad. The school looks after its pupils well; the systems to support and guide pupils are well established and the school has good links with the full range of support services.

Most aspects of leadership and management are good. The headteacher's drive and determination to secure ever better teaching and outcomes for pupils are particularly strong. She is supported by a committed management team and, together, they are driving up standards attained by pupils by the time they leave the school at age eleven. The school's self-evaluation is very robust and accurate. The headteacher

and senior staff have already highlighted provision in the Early Years Foundation Stage and Key Stage 1 as a priority for review. The areas for improvement identified at the last inspection have been tackled well and the impact is evident in the rise in attainment by age 11. Given all this, the school has good capacity to improve further.

What does the school need to do to improve further?

- Raise pupils' attainment and increase their rates of progress in Key Stage 1 and the Early Years Foundation Stage by:
 - improving pupils' spoken English through an accurate assessment of the gaps in their acquisition of parts of speech and vocabulary
 - teaching pupils the parts of speech and vocabulary they lack.
- Reviewing the purpose and impact of continuous provision in classrooms in Key Stage 1.
- Strengthening the focus on early literacy in the Early Years Foundation Stage, especially in Nursery.

Outcomes for individuals and groups of pupils

2

Pupils achieve well from very low starting points. Evidence from lessons and from scrutiny of pupils' books confirms that their progress speeds up as they move through the school. Their written work, especially, improves considerably towards the top end of Key Stage 2. The school's focus on 'filling gaps' in pupils' knowledge of basic mathematics skills and on problem solving is paying dividends: more pupils attained the higher level in mathematics in the 2011 national test. In one lesson pupils made good progress in explaining what is meant by the 'inverse operation' and how to use it to complete multi-step mathematical problems. Pupils work hard and they complete a good volume of work. As they move through the school lessons become sharper and pupils' effort increases. They respond well to their teachers' high expectations of them. Behaviour is good overall; this is as a result of a new policy to manage behaviour. The policy, though, is not yet implemented consistently. In some lessons inspectors observed outstanding behaviour, in response to teaching that was challenging and inspiring, and good behaviour management. In one or two lessons, though, where teaching or organisation was less secure, behaviour dipped into unsatisfactory. In Key Stage 1 teaching assistants allowed pupils to move from one room to another unsupervised, disturbing the teaching that was taking place in the home classroom. Pupils' attendance has improved significantly and is now average thanks to the work of the school's Learning Mentor whose efforts have improved parental attitudes to absenteeism. Persistent absenteeism is much reduced.

Pupils say that they feel 'really safe' at school, that behaviour is good and that instances of bullying are rare and swiftly dealt with. They make a positive contribution to the school and their community, for example, through being involved in the redecoration of the toilets and taking a lead on the fundraising to support the Pakistan Earthquake appeal. Pupils work with others from local schools, collaborating on art work and music technology. Increasingly, pupils are aspiring more highly.

Working with the University of Aim Higher and Higher Futures for You and links with the Community Police Officers provide insight into the wider world of work. Pupils who spoke to inspectors talked about these visits and expressed clear ambitions for their futures.

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	3
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The improvement of assessment and target setting is evident in lessons and in pupils' books. Generally, work is well matched to pupils' level of ability and pupils know what they have to do to get better. The basic skills assessments and lessons to fill gaps have been embedded throughout the school, contributing to clearer progression for pupils.

The curriculum is continually developed with new schemes purchased and others updated. There is clear progression through the subjects across the school. The school's links with Greater Manchester Challenge-supported developments in teaching and a triad partnership with other schools led to the development of a new scheme of work for science. Science is prominent across the school.

Care, guidance and support are good. Pupils are safe and cared for well. The work of the school's social inclusion team is effective, offering valuable, additional support to families and pupils. Links with a range of agencies ensure that the needs of potentially vulnerable pupils are met. Good arrangements are in place to support Year 6 pupils moving to secondary schools. Events are organised prior to the move at which pupils mix with others to help them prepare and form new friendships.

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

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

The effectiveness of care, guidance and support	2
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How effective are leadership and management?

The headteacher provides very clear, strong but quiet leadership and direction for the school. She is well supported by an effective team of managers. Together, they have established a rigorous programme of monitoring, guidance and support for teaching which has led to improvements in teaching and learning and a steady rise in standards by age 11. Their self-evaluation of the school's work is accurate and honest. They know what needs to be done and which areas are priorities.

The appointment of the Community Worker has strengthened engagement with parents and carers. Parenting courses, Cookery Club, Speakeasy, drop-in sessions and the Toddler Group are all enthusiastically supported. Parents and carers overwhelmingly value and affirm the work of the school and the return rate and responses to the parental questionnaires confirm this.

Until very recently the school struggled to fill all governor vacancies and, at one point, the governing body was operating with only half its full complement. Despite this, all safeguarding and statutory duties are met. However, opportunities to extend the role of governors to play a fuller part in the life of the school have, of necessity, been limited. The school now has an almost complete governing body and thus is more able to share out roles and responsibilities. Safeguarding is satisfactory. The pupils are well cared for and looked after on a day-to-day basis and all necessary health and safety checks are completed. The lack of a governor to monitor the site more closely and some adjustments needed to documentation prevent this from being judged good.

The school promotes community cohesion well. Pupils are taught to respect other cultures and faiths and many are celebrated in the school. Assemblies are used to promote moral and social messages and the school works hard to help children appreciate other cultures despite sometimes contradictory messages from home. The school takes every opportunity to work with other schools and share activities and experiences. Pupils learn about their town in their geography lessons, about democracy in their history topic on Ancient Athens and have links with other countries.

The school works hard to tackle any discriminatory views that are expressed. The headteacher occasionally has to deal with parents' and carers' views and wishes for their children which are at odds with the requirements of an English maintained primary school. Racist incidents are logged and monitored. The school promotes equal opportunities satisfactorily: pupils with special educational needs and/or disabilities make satisfactory and, occasionally, good progress; pupils in the Early Years Foundation Stage and Key Stage 1 could make better progress.

These are the grades for the 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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

On entry to the part-time Nursery children's skill levels are well below that expected for their age. Children's spoken English skills and social skills are particularly weak; very few have had earlier pre-school or playgroup experience. They make satisfactory progress in Nursery and good progress in Reception. By the time they enter Year 1, however, their skill levels are still below expectations: just over a quarter attain a good level of development, compared to more than half nationally. Provision is satisfactory. All areas of learning are covered and a satisfactory start is made on early reading and writing skills. Good partnerships are developed with parents and carers through reading and phonics meetings, Bookstart, school trips and parent workshops. Children are taken out of school regularly to extend their knowledge of their surroundings and to promote safety.

Until fairly recently leadership and management of the Early Years Foundation Stage has been as part of the Key Stage 1 Leader position. The headteacher and the governing body recognised the need to have a specific leader and manager of this important key stage and last academic year appointed a temporary manager. A permanent appointment has been made and the new manager takes up post later this term. In the meantime, some developments have been placed on hold pending the new appointment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account: 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 in the Early Years Foundation Stage	3

Views of parents and carers

Half of all parents and carers completed and returned questionnaires. This is a very high proportion compared with that seen nationally. They are overwhelmingly happy with the work of the school. A handful of parents and carers wrote comments. Two

wrote expressing their wish that their child not take part in singing and dancing. The school follows the English National Curriculum. All children in maintained primary schools are required to follow the music and physical education Programmes of Study. Other comments focused on the opening of the school gate, the use of supply teachers and homework. The school was made aware of parents' and carers' comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenfield Primary School and Early Years Centre 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 157 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	61	54	34	3	2	1	1
The school keeps my child safe	93	59	61	39	0	0	1	1
The school informs me about my child's progress	78	50	73	46	5	3	1	1
My child is making enough progress at this school	71	45	79	50	5	3	1	1
The teaching is good at this school	79	50	70	45	6	4	2	1
The school helps me to support my child's learning	74	47	71	45	10	6	1	1
The school helps my child to have a healthy lifestyle	81	52	60	38	12	8	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)	68	43	73	46	10	6	4	3
The school meets my child's particular needs	60	38	84	54	8	5	2	1
The school deals effectively with unacceptable behaviour	65	41	84	54	3	2	4	3
The school takes account of my suggestions and concerns	63	40	71	45	12	8	3	2
The school is led and managed effectively	74	47	66	42	11	7	0	0
Overall, I am happy with my child's experience at this school	78	50	75	48	3	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



6 October 2011

Dear Pupils

**Inspection of Greenfield Primary School and Early Years Centre, Hyde,
SK14 1QD**

As you know, I recently visited your school with Mr Martin and Mrs Millett. Thank you so much for welcoming us to your school and for telling us all about it. We could tell that you enjoy school and are proud to belong to Greenfield.

Your school is a good school. There are lots of good things about your school. Here are a few of them:

- you work hard and you achieve well
- the teachers in your school teach you well
- the adults look after you; you are well cared for
- your headteacher is super and she makes sure that your school keeps on getting better and better. Remember to give her a big smile and say thank you next time you see her!

There are a few things that we think would make your school even better. We have asked your headteacher to help the children in the Early Years Foundation Stage and Key Stage 1 to learn to speak English as quickly as possible. We think this would help the younger children to learn to read and write better and more quickly. Also, we think that the youngest children should be able to look at more books more often.

We really did enjoy meeting you all. I know that you will continue to work hard and to help your teachers to make Greenfield an even better school.

Yours sincerely

Angela Westington
Her Majesty's Inspector

