

Greenfield E-act Primary Academy

Novers Lane, Novers Park, Bristol, BS4 1QW

Inspection dates 26–27 September 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils’ attainment has improved significantly since the previous inspection when less than half reached the national average in both English and Mathematics by the time they left Year 6. In 2012, 88% of Year 6 pupils attained at least the expected levels in both English and Mathematics which is above average.
- Pupils make good progress in their learning because teaching is consistently good, and some is outstanding. Tasks motivate and interest pupils and are generally well matched to their needs.
- Pupils in the unit make outstanding progress towards their individual behavioural targets. They make good and sometimes outstanding progress in their academic work. This is because their needs are meticulously assessed and accurately planned for.
- Pupils behave well and have good attitudes towards their learning. They feel safe in school. Attendance is improving steadily and the rate of exclusions has fallen significantly since the previous inspection.
- The school’s leaders and governors understand how well the school is doing and what it needs to do to become outstanding. Teachers’ performance is monitored rigorously. Training and support are provided for them in order to meet the school’s priorities for improvement.

It is not yet an outstanding school because

- Not enough more able pupils reach the higher levels in writing. This is because teachers do not always adapt materials to meet their needs. Occasionally, written tasks set in other subjects are too easy for them and do not challenge their thinking sufficiently.
- Pupils do not always have enough opportunities to practise and apply the skills they learn in information and communication technology (ICT).

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons as well as observing several groups where more individual support was provided. In addition, inspectors heard pupils read as well as examining pupils' work and discussing it with them. They visited The Bridge behaviour unit and observed these pupils in class.
- They held meetings with school leaders at all levels as well as representatives from the governing body. A telephone conversation was held with the advisor from the academy chain to which the school belongs.
- The five responses to the questionnaire on the Parent View website were considered as well as the results of a recent survey of parents and carers conducted by the school. Discussions were also held with parents and carers informally in the playground at the start of the second day of the inspection.

Inspection team

Christine Huard, Lead inspector	Additional inspector
Janet Dinsmore	Additional inspector
Paul Mulligan	Additional inspector

Full report

Information about this school

- The Greenfield E-act Primary Academy is slightly larger than the average-sized primary school.
- The school incorporates a unit, The Bridge, for pupils with emotional and behavioural difficulties. Ten children attend this and all have statements of special educational needs.
- The school has a higher proportion of pupils supported through school action than most other schools. In addition, the proportion of pupils supported through school action plus or with a statement of special educational needs is much higher than the national average.
- The proportion of pupils known to be eligible for support under the pupil premium initiative is much higher than average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school became an academy on 1 September 2012 and the posts of executive principal and head of school came into effect at that time. The executive principal and head of school were formerly the headteacher and deputy headteacher of the school.

What does the school need to do to improve further?

- Raise the quality of writing of the most able pupils by:
 - adapting the materials of the structured programme to better meet their needs
 - ensure that written tasks set in all subjects challenge their thinking more effectively.
- Provide more opportunities for pupils to use and apply the skills they learn in ICT across all subjects.

Inspection judgements

The achievement of pupils is good

- When children enter the school their attainment is very low in comparison to children of similar ages. They make good progress through the Nursery and Reception classes, entering Year 1 with reading, writing and numeracy skills that are not much lower than others of the same age.
- Although attainment at the end of Year 2 is below average, results of tests in 2012 show that attainment has significantly improved compared to previous years.
- Mathematics was identified as an area for improvement at the previous inspection. Pupils' achievement across the school has greatly improved since then, from 63% attaining the expected levels in 2010, to 92% attaining the expected levels in 2012. Evidence from pupils' work shows that improvements are being sustained and pupils are able to apply their skills well in problem-solving and investigative activities.
- The school is using a commercial programme to improve writing across the school. This is proving to be very successful, particularly for lower and middle attaining pupils. Their grammar, punctuation and spelling skills are developing effectively and systematically which enhances their creative and imaginative work.
- Although the more able pupils are able to express themselves extremely well orally, and demonstrate high levels of creative and imaginative thinking, they do not always make as much progress in their writing. This is because the materials used are not always adapted to challenge their thinking sufficiently and consequently tasks are too easy for them. In addition, written tasks in subjects other than English are not always sufficiently challenging.
- Pupils are achieving well in reading. This is because they benefit from a structured programme of phonics (linking letters and the sounds they make) from the time they enter the school in Reception. Well-focused guided reading sessions as they move into Key Stage 2 ensure they develop the necessary comprehension and interpretation skills to enable them to read with pleasure and enjoyment.
- Pupils who may be disabled or who have special educational needs achieve well and benefit from well-targeted support, often in small groups. Pupils who are eligible for the pupil premium achieve well because the school has targeted support at their particular needs and ensures they benefit from a wide range of learning opportunities.
- Pupils have acquired a wide range of ICT skills. However, in discussion some said that they did not always have the opportunities to practise the skills they have learned across all subjects of the curriculum. Inspection evidence confirms this.

The quality of teaching is good

- The school's monitoring records show how the quality of teaching has been upgraded from requiring improvement to being consistently good, and sometimes outstanding. The support, coaching and mentoring by exemplary role-model practitioners have all played a part in ensuring teaching meets the new teaching standards.
- There are particular skills in the ways in which teachers question their pupils. Questions are used to gauge the extent of pupils' learning as well as to challenge and support them in their work. In all classes teachers give pupils time to think and formulate their answers as fully as possible.
- Questions to more able pupils often demonstrate the high expectations of teachers. Pupils are typically expected to reply and explain their answers using appropriate vocabulary. For example, in a Year 6 literacy lesson one pupil ably described the imagery being used in a piece of writing as alliteration and could competently explain exactly what this meant. However, this challenging questioning does not always extend into the written tasks set for more able pupils which are sometimes too easy.
- Teaching for the pupils in The Bridge is good and sometimes outstanding. It is closely

matched to individual needs and results in at least good progress. The support provided for these pupils when they are integrated into their class groups ensures they concentrate effectively on their work and do not disrupt the learning of others.

- Pupils who may be disabled or who have special educational needs receive well-targeted support. Learning support assistants and teachers work closely together to plan work that moves them forward at the same rate as their peers, carefully building on their previous knowledge and experiences.
- The broad curriculum ensures that pupils' spiritual, moral, social and cultural development is well developed. Skilful teaching in all subjects enables pupils to explore feelings, provide opportunities to speak to children in a school in India via 'Skype', and have experiences in a wide range of activities that range from dry slope skiing to working with a local media centre.
- Assessment is thorough. Marking clearly explains to pupils what they do well and what they can do to improve their work. Teachers give pupils challenges and opportunities to respond to their marking. Pupils are encouraged to assess their own work and explain how they think they can improve.

The behaviour and safety of pupils are good

- Pupils enjoy school, and as a result their behaviour is good. In some of the lessons observed during the inspection attitudes and behaviour were exemplary. Pupils responded eagerly to teachers' questions, listening carefully and politely to adults and each other.
- Playtimes are fun. Again, pupils behave well; the wide range of activities available to them means that they do not become bored and they enjoy the adventure apparatus. They learn how to take risks safely and watch out for each other.
- Pupils say they feel very safe in school. They show a comprehensive knowledge and understanding of different types of bullying including name calling and cyber bullying. Some say there is a little bullying occasionally, but when it occurs it is always promptly dealt with.
- The behaviour of pupils in The Bridge is monitored extremely carefully. Individual programmes are in place to help pupils become integrated into their class groups as their behaviour improves. The support provided for these pupils is excellent and, as a result, some pupils spend the great majority of the day playing a full part in their class activities.
- At the time of the previous inspection the rate of exclusions was high. These numbers have been more than halved and exclusion is now a comparatively rare occurrence. Attendance has also improved significantly and has been a contributory factor to pupils making better progress.
- Parents and carers feel their children are safe in school and did not raise any concerns.

The leadership and management are good

- Senior leaders are ambitious for the school and drive improvement robustly. Staff all subscribe to the school's commitment to making the school outstanding. Since the last inspection, all aspects of the school and pupils' achievement show considerable improvement demonstrating the school's good capacity for further development.
- Senior leaders monitor and evaluate the work of the school in a number of ways, from lesson observations, scrutiny of pupils' work and by discussion with staff, parents, carers and pupils. This means they have a comprehensive picture of how well the school is doing and are able, as a result, to plan priorities for development based on a wide range of evidence.
- Middle leaders have received training and support to enable them to take increasing responsibility for the work in their specific areas. They observe lessons, scrutinise work and

develop action plans for their departments enabling all teachers to move their pupils forward more effectively.

- The leadership in the Early Years Foundation Stage is good. Children's needs are accurately assessed and, as a result, they have settled quickly into school and are already making good progress, particularly in their personal development.
- Leadership of The Bridge is outstanding and the assessment systems to track pupils' progress here are excellent resulting in all pupils making at least good and sometimes excellent progress towards overcoming their difficulties and in their academic work.
- The local authority provided good support to the school since the previous inspection up to its conversion to an academy reducing to a more light touch as improvements became embedded and established. The academy chain to which the school now belongs has already formulated a programme of visits and support to help the school sustain its efforts.

■ **The governance of the school:**

- The governing body monitors the work of the school rigorously. Governors set challenging targets for the headteacher and carefully monitor his performance against these.
 - It has been instrumental in ensuring a large deficit has been eradicated and continues to monitor all aspects of the school's finances robustly. It ensures money from the pupil premium is used to enhance the experiences and support the progress of the pupils for whom it is intended.
 - The governing body ensures that all statutory requirements are met and are effective, particularly in respect of safeguarding pupils. It ensures that there is no discrimination and ensures that the needs of all groups of pupils are met so they are enabled to achieve equally well.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils' are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138709
Local authority	Bristol
Inspection number	409422

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Roy Evans
Principal	Stephen Luke
Date of previous school inspection	N/A
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