

Greenfield Primary School

Cherrytree Street, Hoyland, Barnsley, S74 9RG

Inspection dates

2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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 of all abilities achieve well. They make good progress in reading, writing and mathematics throughout the school.
- All groups of pupils, including disabled pupils and those with special educational needs, are well prepared for the next stage of their education. They take pride in their work and reach at least average standards by the end of Year 6.
- Children make a good start to their learning in the Early Years Foundation Stage. This results from a strong focus on their speaking, listening and reading skills through engaging activities.
- The quality of teaching is good. The work set is accurately matched to pupils' ability and teachers ask thoughtful questions to ensure pupils' good understanding.
- Pupils behave well and feel safe. They make a good contribution to an orderly and friendly school through, for example, their role on the school council.
- Visits to places of interest and good links between different subjects make learning exciting and memorable.
- The headteacher provides a clear vision and drive for school improvement. He is supported by an increasingly effective leadership team and a well-informed governing body. Pupils' achievement is good as a result of sustained improvements to the quality of teaching and learning since the last inspection.

It is not yet an outstanding school because

- Opportunities are sometimes missed to improve pupils' thinking and problem-solving skills.
- Teachers do not always make full use of marking and feedback to involve pupils in improving their own work.
- The good procedures for school improvement are not fully embedded, particularly where leaders are new to their roles.

Information about this inspection

- Inspectors observed 15 lessons taught by nine teachers, including three joint observations with members of the senior leadership team. The inspectors also made a number of short visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body, a representative of the local authority, and members of staff including senior and middle leaders.
- Inspectors took account of 15 responses to the online questionnaire (Parent View) and outcomes from the school’s consultations with parents.
- Inspectors observed the school’s work and looked at a range of documents, including data on pupils’ current and previous progress, school development, performance-management documentation and records relating to pupils’ behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Sheila Kaye

Additional Inspector

Full report

Information about this school

- Greenfield is an average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is above average.
- The proportion of pupils supported by school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The large majority of pupils are from White British families.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- Over a third of the teachers have joined the school since the time of the last inspection, including members of the senior leadership team.

What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding by:
 - promoting pupils' thinking and problem-solving skills more frequently in lessons
 - making full use of marking and feedback to further involve pupils in assessing and improving their own work.
- Strengthen leadership and management further by embedding the school's best practice in monitoring, evaluation and use of assessment in the work of all leaders and managers.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills which are generally below those typical for their age, particularly in communication, language and literacy. They progress well in their personal and social development, literacy and numeracy skills, through carefully structured and motivating activities and good quality adult involvement.
- Standards and progress through the school have risen well since the last inspection. Attainment is average overall by the end of Year 6. Almost all pupils reach at least expected levels and a good proportion reach the higher levels, especially in reading and mathematics.
- Throughout the school pupils make consistently good progress and this is a good improvement since the last inspection. It is the result of the more precise use of accurate assessment data to set high expectations for pupils' achievement in lessons and over time and an improved quality of teaching.
- Pupils do not always make all the progress they are capable of because some opportunities are missed in lessons to extend their thinking skills and involve them in assessing and improving their own work.
- Pupils read well for many different purposes. They read with accuracy and expression in response to adults' good examples through guided reading lessons. Young pupils tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds (phonics).
- Disabled pupils and those who have special educational needs make good progress from their starting points because staff understand their learning needs well and make rigorous efforts to meet them. The successful attention given to establishing basic literacy and numeracy skills contributes to their good achievement and love of learning.
- The less-able pupils and those known to be eligible for the pupil premium funding make good progress at all stages and the school is successfully narrowing the gap between their achievement and that of other pupils.
- Teachers' high expectations for pupils to build on their earlier learning and to work hard contribute to the good progress that the more-able pupils make.

The quality of teaching is good

- The school has developed and applied well-targeted procedures to improve the quality of teachers' performance. As a result the quality of teaching is now good.
- Teachers make good use of accurate assessments of pupils' progress to set work which boosts their learning. Although they increasingly involve pupils in assessing and improving their own work in lessons, this is not always developed through marking and feedback.
- Lessons usually start with an activity which engages pupils and prepares them for new learning. For example, activity songs and rhymes in the Early Years Foundation Stage to teach new letters and sounds or fast-paced games to reinforce older pupils' mental mathematics skills.
- Early reading and writing skills are taught well. Pupils systematically develop their knowledge of letters and the structure of words and sentences. This is in response to brisk-paced activities which link actions, symbols and sounds. Well-planned guided reading sessions and regular reading in school and at home help older pupils become fluent and expressive readers.
- Overall, teachers and other adults ask probing questions to explore pupils' understanding and develop their learning skills. They enable pupils to make a good contribution to discussions through, for example, partner talk, presentations and role play. This successfully reinforces their knowledge and understanding and contributes well to the good progress made by the more-able pupils.
- Occasionally, however, the work teachers set concentrates on too narrow a range of skills or provides too much guidance, so that opportunities are missed for pupils to think for themselves and solve problems.

- Disabled pupils and those who have special educational needs undertake work which is well matched to their needs and builds progressively on their earlier learning. Teachers and teaching assistants provide sensitive and skilled support when needed whilst encouraging pupils to work as independently as possible. Good systems for identifying and supporting these pupils at an early stage in their education means they need less support as they progress through school.

The behaviour and safety of pupils are good

- Pupils are polite and considerate because teachers manage behaviour well and there is a warm and friendly school ethos. They feel very proud of their school.
- Pupils are considerate of the needs of others. They respond well to strong moral and social guidance through assemblies, and to their effective personal and social education.
- Pupils contribute to establishing school rules and promoting good attitudes through their roles as school councilors. For example, the school council arranged for friendship benches in the playground and is very pleased with their impact. They are punctual and attend well.
- Parents and pupils appreciate teachers' high expectations for good behaviour. There have been no exclusions and poor behaviour is rare. The school works closely with parents to support pupils with emotional and social difficulties and helps them manage their own behaviour.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and feel that very little goes on.
- Through good personal and social education, including activities such as 'crucial crew' taught in partnership with the police and other services, pupils learn to take responsibility for their own and others' welfare. This prepares them well for the future and contributes to their safety and well-being.

The leadership and management are good

- The headteacher's persistence and strategic leadership have significantly contributed to improved provision and outcomes for pupils since the last inspection. In particular, the achievement of all ages and groups of pupils is now good and there is a good capacity for continued improvement.
- There are good systems for mentoring, supporting and coaching teachers and leaders in their roles. The headteacher and deputy headteacher provide good role models as they are skilled in observing teaching and setting targets for improvement.
- The development of the role of all senior and middle leaders is a key driver of school improvement. They make effective use of assessment and other data to monitor the school's effectiveness and take an increasing lead in bringing about change. However, a few staff are still becoming established in their roles in ensuring the best procedures for improvement are rigorously applied in order to bring about the highest standards in all the school's work.
- The local authority provides an appropriate light touch to this good school. The school has received good support since the last inspection, through monitoring and training, to enable it to become self-improving. The school works in close partnership with other local schools. This has had a good impact on, for example, the quality and accuracy of assessment procedures.
- The school has a good relationship with parents who hold the school in high regard. They are well informed through the school's website and frequent newsletters.
- The school makes learning exciting and memorable through the different subjects and the links between them. It promotes a good understanding of diversity through community projects and global issues. As a result pupils' spiritual, moral, social and cultural development is promoted well.
- The procedures for keeping pupils safe are robust and meet statutory requirements.

■ **The governance of the school:**

- is well informed through good reports from the headteacher, local authority and their own regular monitoring procedures and, as a result, make a good contribution to establishing the strategic direction of the school
 - ensures that financial management is matched well to improving pupils' achievement through, for example, using the pupil-premium funding for carefully planned teaching programmes to boost learning. They ask good questions to ensure they are effective.
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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	106599
Local authority	Barnsley
Inspection number	405046

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	237
Appropriate authority	The governing body
Chair	Alyson Hammam
Headteacher	Andrew Ralph
Date of previous school inspection	9 February 2011
Telephone number	01226 743468
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Email address	a.ralph@barnsley.org

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