

# Greenfield Primary School and Early Years Centre

Queen Street, Hyde, Cheshire, SK14 1QD

**Inspection dates** 20–21 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement because not all teachers consistently provide work that is sufficiently well matched to meet the needs of pupils.
- Within early years classes, it is not always clear what the children should be learning, particularly when working outdoors.
- Pupils are not making progress that is consistently good in all year groups, particularly in Key Stage 1. Nor are they making good progress in all subjects, particularly in reading. Achievement, therefore, requires improvement.
- Leaders at all levels have not focused sharply enough on the specific areas that will bring about rapid improvement.
- Governors have not held the school sufficiently to account for its performance.

### The school has the following strengths

- Relationships between pupils and adults are strong and support pupils' positive attitudes and conduct.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development.
- Parents feel their children are well looked after and safe.
- Pupils have a thorough understanding of how to keep themselves and others safe. They play well together and are happy in school.
- Pupils are provided with a curriculum that offers interesting learning opportunities, through a wealth of enrichment activities.

## Information about this inspection

- Inspectors observed a range of lessons or parts of lessons, jointly with the headteacher or deputy headteacher. Short visits were made to other lessons and work in books checked to determine progress.
- Inspectors heard pupils from different year groups read and observed their playtimes and lunchtimes.
- Discussions were held with a range of pupils, parents, senior and subject leaders, representatives from the governing body and also from the local authority.
- Inspectors took account of school's own parental questionnaires, as too few parents responded to the online questionnaire (Parent View) to record an outcome. Information from the 13 staff questionnaires returned was also considered as part of the inspection.
- A range of other evidence was also scrutinised by inspectors, including the school's view of its own performance, improvement planning, policies and performance management objectives for teachers. They considered data about the achievement of pupils in all year groups, minutes of meetings of the governing body and records of attendance, behaviour and safeguarding.

## Inspection team

Diane Buckle, Lead inspector	Additional Inspector
Melvyn Hemmings	Additional Inspector
Rosemary Batty	Additional Inspector

## Full report

### Information about this school

- Greenfield Primary School is a larger than average-sized primary school that serves a mainly Bangladeshi Muslim community.
- Almost all pupils are of Bangladeshi heritage.
- Most pupils have English as an additional language.
- When children start school, the vast majority are at an early stage of learning to speak English.
- The proportion of disadvantaged pupils, those known to be eligible for support through pupil premium funding, is above average when compared to the proportion nationally. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Children attend the Nursery part time either in the morning or afternoon session. They attend Reception full time.
- The proportion of pupils who are disabled or have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been several changes within the teaching staff this academic year.

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

- Strengthen leadership and management at all levels by:
  - ensuring improvement plans are fully developed to address whole-school issues and sharply focused on raising pupils' attainment and improving the quality of teaching
  - improving the role of governors in checking the performance of the school.
- Improve the quality of teaching to be good or better, so that standards improve by:
  - ensuring all lessons build upon prior knowledge and understanding with precision, so pupils can extend their learning
  - using assessment information throughout lessons, so that the work set better matches the learning needs of all pupils
  - ensuring all teachers set consistently high expectations for all pupils, particularly in the presentation of their work and how much work they are expected to complete.
- Raise the achievement of pupils across the school, particularly in reading, by:
  - developing pupils' wider vocabulary, so they are able to express their ideas with confidence and accuracy
  - ensuring that all pupils in all lessons and subjects have work that is sufficiently challenging
  - ensuring all indoor and outdoor activities within early years provide a stimulus for learning and extend children's understanding of words and their meaning.

## Inspection judgements

### The leadership and management

### require improvement

- Leaders have not ensured that the quality of teaching and the achievement of pupils are consistently good across all year groups and in all subjects.
- The headteacher has rightly addressed the inadequate performance of some teaching. This has led to several new appointments to the teaching team this academic year.
- A teaching and learning consultant has enabled teachers to begin to improve their skills, but this is not yet consistent across the school.
- Middle leaders are now in place and enthusiastic in their role. While plans have been developed to improve outcomes in their subjects, they are not precise enough, nor have they had sufficient time to impact upon standards in the areas for which they are responsible.
- School improvement planning is in place and actions checked regularly by leaders. However, they are not sharply focused enough to enable leaders and governors to know exactly how all aspects of attainment and progress are improving. For example, leaders rightly identified reading as an area for improvement. However, improvement plans do not identify improvements to pupil reading ages as a measure of success, but rather focus upon the implementation a particular teaching strategy.
- The local authority has been effective in the support provided and this has increased the capacity of the school to bring about improvements. For example, work undertaken by the consultant headteacher to improve the accountability and contribution of nonteaching staff working in the school has had a positive impact, with non-teaching staff providing effective support.
- The school curriculum is broad, balanced and is used effectively to raise pupil engagement and motivation, with opportunities to undertake many educational visits that enrich overall provision. A recent visit to a National Trust mill in Styal resulted in pupils having a much greater understanding of life for children during the Industrial Revolution. The pupils were keen to share their learning, and some explained, 'children had to crawl under the machines to clean them out and some got their heads crushed!'
- The curriculum fully promotes the core British values of tolerance, respect, democracy and the understanding of difference and diversity. This, combined with the school's core values, helps prepare pupils well for life in modern Britain. Pupil premium funding is used well to support the most vulnerable pupils, socially, emotionally and academically, through a range of school activities and extra adult support. As a result, they do as well as other pupils in the school.
- The primary school physical education and sport funding is used effectively. There has been increased participation in after school sporting clubs and access to competition, which makes a good contribution to pupils' health and well-being.
- Disabled pupils and those with special educational needs make similar progress to their peers, as a result of a range of well-organised interventions arranged by the inclusion leader. Comprehensive records of gains made by pupils in their learning are monitored and evaluated effectively. The success was clearly evident when inspectors read the school's detailed case studies.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no discrimination. However, leaders are not yet effective in ensuring that all pupils consistently achieve the best they can.
- Pupils' spiritual, moral, social and cultural development is promoted well through the subjects taught. Pupils enjoy their learning and the experiences offered to them. Pupils feel that 'there are lots of interesting activities that are fun to do.'
- Safeguarding procedures meet statutory requirements. They are based upon detailed and accurate record keeping.
- The school's judgement of its performance is accurate. Procedures to measure pupils' progress and the quality of teaching are detailed and are undertaken regularly. However, feedback is not always precise enough to bring about rapid improvement. The school has been fully involved in developing and trialling new assessment procedures following the removal of National Curriculum levels. These have been effectively implemented, although it is too soon to measure their impact fully.
- The school has appropriate procedures to ensure all staff are held accountable for the progress pupils make and outcomes from performance targets relate to pay awards.
- Parents spoken to were very happy with the school and felt their children were well looked after and kept safe. Leaders have ensured there is regular communication between school and home and have strengthened relationships with the appointment of a parent communication officer. Senior leaders strive to involve parents further in their children's learning, to raise achievement and attendance. This is not fully established as the low response to the Parent View questionnaire confirms.

### ■ The governance of the school:

- Governors are committed to the wellbeing and success of all pupils at Greenfield Primary School. They have organised a committee structure to provide the best support for their work and have ensured the safety and security of the building.
- Governors know how additional funds have been spent and have supported improvements to resourcing all classroom environments.
- Governors have ensured that procedures for the management of the headteacher's performance are in place. They also oversee the management of the performance of staff and ensure that teachers only receive financial reward if their pupils reach their achievement targets.
- Governors' role in monitoring the work of the school is not yet secure enough to challenge leaders fully on actions taken to improve the quality of teaching and raise achievement. For example, governors understand the data about how the school compares nationally with some measures at the end of Key Stage 2. They have not, however, challenged rigorously underperformance evident at Key Stage 1. Equally, they did not fully explore what other actions could have been taken to improve standards more swiftly.

## The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of pupils requires improvement. It is not good because, when activities are not challenging enough or when pupils are not supported well enough, they lose interest and become distracted.
- Work in pupils' books does not consistently demonstrate positive attitudes to learning or a pride in the presentation of their work.
- Pupils' conduct around the school is orderly and calm and all pupils behave responsibly towards others. Behaviour logs reflect pupils' views that 'behaviour is better now than it was.' This is because of a clearly defined rules and rewards system, which helps them feel safe in school.
- Good relationships are established in the early years and children share and work together well. Older pupils take their responsibilities on the school council seriously and feel their views are listened to closely. Pupils interviewed were confident in their statement, 'our views are valued.'

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves and others safe, including when using the internet.
- Pupils demonstrate good attitudes to play and are keen to share and take turns.
- Pupils told inspectors they feel very safe in school. They understand the different forms of bullying and are confident to tell an adult if bullying should occur. They say, 'bullying used to happen, but it doesn't anymore.' A review of records held by the school revealed that there had not been an incident of bullying since 2013 and that actions taken at that time were highly appropriate and effective.
- Attendance is now close to the national average and rising. Pupils are generally punctual. The school monitors attendance closely and works well with other professionals to address any concerns.

## The quality of teaching

### requires improvement

- Teachers' expectations are not consistently high enough to ensure all pupils always make the best progress they can in all subjects.
- Teachers do not always make good use of information from pupils' progress assessments to adjust tasks and set challenging activities that are well matched to pupils' abilities. For example, pupils within a lesson were asked to complete mathematics word problems, but their answers were not checked for accuracy before pupils were moved onto the next task.
- Marking is generally consistent across all classes, following the school's policy. However, not all pupils present work that is of their very best and not all teachers insist upon high standards for presentation and handwriting. Within classes, misspelt words taken from the board were not corrected and inconsistent use of underlining was evident.
- Teaching assistants are deployed effectively to support groups of learners, so that they do their best in lessons. They provide specialist support to disabled pupils and those with special educational needs and those who speak English as an additional language. This support helps these groups of pupils to progress

at least in line with their peers and ensures their full participation in lessons.

- All staff establish good relationships with their pupils. Classrooms are attractive, well-resourced environments in which pupils can learn. Displays offer a balance between help for learning and a celebration of pupils' work.
- Approaches to the teaching of reading have been reviewed. This was in response to low outcomes seen over several years at Key Stage 1 and in 2014 at Key Stage 2. The teaching of phonics (letters and the sounds they make) is now taught consistently and regularly in all classes from Reception to Year 2. Catch up sessions for those pupils who do not attain the minimum standard are also in place. The pupils observed were skilful in using their knowledge to read and write words, but were less confident in their understanding of the meaning of words.
- Older pupils are taught more advanced reading skills in 'reciprocal reading' sessions. Teaching follows the sequence of: clarifying, summarising, questioning and prediction. In the Year 5 class, pupils' demonstrated great confidence in their understanding of advanced texts, with a group of pupils keen to share their excitement in the book they were studying. As they said, 'there was a twist in this chapter that we didn't predict. We were shocked to find out who died!' Such confidence and understanding is not yet consistent in all classes.
- There have been improvements to the teaching of writing skills demonstrated by improving outcomes. However, not all teachers consistently build upon the work from previous lessons and provide pupils with wider vocabulary choices to increase progress rates further.
- Work in mathematics is generally set at the right level to match pupils' abilities. However, not all teachers set high expectations for presentation and, in some classes, pupils are given too many of the same kind of calculations, which slows progress.
- Regular homework set is relevant to the work undertaken in class and contributes well to pupils' learning.

### The achievement of pupils

### requires improvement

- Inspection evidence from pupils' current work and school's own progress data indicate that an increasing proportion of pupils is making at least expected progress and in some classes good progress. However, teaching is not yet consistent enough throughout the school to ensure that all pupils make the best progress of which they are capable. As a result, achievement requires improvement.
- Children enter the early years with skills that are lower than those typical for their age, particularly in speaking. In 2014, National Curriculum test and assessment results for Year 6 were broadly in line with those of other pupils nationally, except in reading which was below average. Most pupils made the progress expected of them over time, although too few made good enough progress to raise standards further.
- Year 6 teacher assessment information submitted for 2015, suggests that more pupils are on track to reach level 5 in reading and the proportion of pupils making good progress will be better than in previous years.
- Outcomes for pupils at the end of Year 2 have been consistently below those of other pupils nationally in reading, writing and mathematics over several years. Assessment information for 2015 demonstrates improved outcomes for all subjects compared with 2014, with attainment much closer to national averages.
- For pupils in the earliest stages of learning English, there is lots of encouragement from additional adults to engage in talk. As a result, newly-arrived pupils quickly settle into learning. From their starting points, disabled pupils and those who have special educational needs make progress comparable to that of their peers.
- In reading, writing and mathematics, disadvantaged pupils, those eligible for support through the pupil premium funding, now achieve as well as their peers. The unvalidated outcomes in 2015 for reading and mathematics indicate that disadvantaged pupils made slightly better progress than other pupils within the school, with the attainment gap in writing less than one term. Any gaps in attainment are now likely to be much narrower than those seen nationally. If validated these outcomes will indicate a big improvement on 2014, when the attainment of disadvantaged pupils in reading lagged five terms behind that of other pupils nationally, whilst being on a par with other pupils in the school. In writing their attainment was two and a half terms behind other pupils nationally and one and a half terms behind non-disadvantaged pupils in the school. In mathematics, their attainment was two and half terms behind other pupils nationally and one term behind others in the school.
- The most able pupils make the same rates of progress as their peers. Attainment at Level 5 has strengthened in reading and English grammar, spelling and punctuation, compared with 2014. This is not

the case for mathematics and writing. However, all pupils reaching the higher levels of attainment at Key Stage 1 have made expected progress. The school has also increased the number of pupils making better than expected progress in all subjects. At Key Stage 1 the proportion of pupils reaching Level 3 has increased in reading and mathematics compared to previous years, but has stayed broadly the same in writing.

### The early years provision

requires improvement

- Children enter Nursery with skills below those typical for their age. However, because of purposeful interventions and an enabling indoor environment, an increasing proportion of children is now leaving Reception having reaching a good level of development and being better prepared for the rigours of Year 1.
- Children quickly settle into Nursery because of the very positive relationships that exist within the unit and well -established routines.
- Children are well behaved and sociable and relate well to visitors. They play safely, take turns and are confident to engage eagerly in conversation.
- Adults place an appropriate emphasis upon language development and acquisition, through effective modelling and language work. However, there remains insufficient emphasis upon matching words and pictures to support a deeper language gain.
- All areas of learning are evident within the early years classes and children have the opportunity to choose activities for themselves. However, activities do not consistently provide opportunities to extend or support learning. For example, in one group, the children were experiencing water play and, whilst they were having great fun, they did not know why specific containers were in the water. Adults within the unit did not intervene to help them understand key mathematical concepts. Teaching, therefore, requires improvement and is not always effective in ensuring that all parts of the school day promote children's progress.
- Leaders have ensured that the indoor environment is well resourced and a stimulating place to learn but have not replicated this outdoors. Despite extensive space, planned activities offer limited opportunities for children to explore their environment fully and extend their physical and sensory experiences.
- Leadership and management require improvement. The leader does not fully utilise assessment information about children's progress to strengthen provision further, particularly in the outdoor area, and to shape activities to meet their needs more precisely.
- Parents are encouraged by all staff to be equal partners in their children's learning and contribute to journals by sharing key events. Despite school's efforts, parental contributions remain limited.

## 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

<b>Unique reference number</b>	106178
<b>Local authority</b>	Tameside
<b>Inspection number</b>	461914

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

<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>	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Crompton
<b>Headteacher</b>	Nasira Frost
<b>Date of previous school inspection</b>	4 October 2011
<b>Telephone number</b>	0161 368 1898
<b>Fax number</b>	0161 367 9223
<b>Email address</b>	admin@greenfield.tameside.sch.uk

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