

Greenfield Primary School and Early Years Centre

Queen Street, Hyde, Cheshire SK14 1QD

Inspection dates

23–24 May 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders and governors have yet to ensure that teaching is consistently good across the school. Their checks on the standards of teaching and learning in some classes have not had the desired effect of raising standards.
- The outcomes for pupils are not yet consistently good because teaching is too variable across classes.
- Not all teachers use questioning skills and assessment information to deepen pupils' understanding. As a result, teachers do not have a full overview of pupils' learning.
- Some pupils, especially the most able pupils in key stage 2, are not given work that is appropriate for their ability so do not achieve as well as they should.
- Governors have not challenged leaders rigorously over the progress of some groups at the school, especially disadvantaged pupils who are eligible for pupil premium funding.
- The progress of disadvantaged pupils has not improved sufficiently since the last inspection. Their achievement continues to be below that of their peers.

The school has the following strengths

- The teaching of writing in key stage 1 is improving at a good rate. Standards have improved this year.
- Leaders have established a set of core values which permeate the curriculum. This helps in supporting pupils' spiritual, moral, social and cultural development effectively.
- Safeguarding is effective. Pupils and parents are supported well through the good work of the school's social inclusion team.
- The provision for those children in the early years is good. A creative outdoor area and an equally stimulating classroom provision assists the children in making good progress.
- Pupils describe school as a place which is 'happy and fun'. Their behaviour and attitudes to learning have improved since the last inspection.
- The teaching of phonics is good. This has led to improvements in pupils' outcomes by the end of Year 1.

Full report

What does the school need to do to improve further?

- Further strengthen leadership and management by:
 - adding greater rigour to the monitoring of key groups, in particular the most able and disadvantaged pupils, thus assisting leaders and governors in evaluating the impact of their actions on improving the school
 - ensuring that the impact of the pupil premium grant is monitored more closely by leaders at all levels, including governors
 - tailoring improvement plans more precisely to the most important areas of improvement for the school so as to quicken the progress of pupils
 - improving the outcomes for disadvantaged pupils so that their attainment matches that of their peers.
- Improve the quality of teaching in the school so that it is consistently good and leads to good progress in all year groups by:
 - providing the most able pupils with more-challenging activities in lessons, especially in key stage 2
 - ensuring that work is matched more appropriately to pupils' abilities and interests
 - giving teachers more chances to share the good practices which have led to strong progress in early years and to better teaching in some other classes
 - ensuring consistency across the school in the way pupils are questioned and assessed during lessons, to make the best use of time.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders and governors have yet to secure necessary improvements to ensure that pupil outcomes are consistently good. While there has been no shortage of effort from a committed and expanding leadership team, this has yet to transfer to clear evidence of impact on standards across the school.
- Governors and leaders have an overly positive view of teaching. While there are many activities that are planned to improve and support teaching, some lack a clear focus on the impact for pupils' learning.
- Through this academic year, leaders have secured the support of external consultants and advisers, including support from the local authority, to assist staff and governors to focus on school improvement priorities. Leaders at all levels have responded well to this guidance and this is beginning to show an impact in some parts of the school. It has had most impact in the early years and the teaching of writing, which has improved considerably in key stage 1.
- The headteacher has been successful in helping to empower some talented middle leaders who display aspiration for the pupils. Their involvement in leadership activities is adding considerable capacity for the future development of the school. However, their influence in improving teaching and learning away from their own classes is in its infancy.
- Systems for checking on pupil progress are securely in place. This leads to careful planning for particular pupils, for example those who have recently arrived in the country. However, there is insufficient focus on the needs of disadvantaged pupils and the most able. As a result, the progress of all pupils across the school is not consistently good.
- The school has effective systems in place for the monitoring of teacher performance. Appraisal meetings have assisted in targeting training and support and staff report being motivated by the opportunities to see good practice and bring it back into their classrooms.
- The pupil premium grant is not used effectively. There is not enough rigour in spending and how this is linked to outcomes for this group of pupils. As a result, the funding has failed to ensure that these pupils have made the accelerated progress necessary to catch up to their peers.
- The arrangements for managing the school's primary physical education and sport funding are effective. Leaders rightly point to an increased number of clubs and sporting activities which take place. A recent victory in a girls' cricket tournament is an example of how these are giving more competitive opportunities for pupils.
- The school's curriculum is broad and engaging for pupils. Key values, such as equality and respect, are to the fore and this provides pupils with good opportunities to support their spiritual, moral, social and cultural development. A school council, an arts council and a litter-picking group all highlight the school's commitment to developing a strong pupil voice. The school's second residential trip for older pupils proved popular and was

received well by parents. Assemblies are used well to convey core British values and the curriculum actively promotes key concepts such as democracy. For example, pupils could talk about what a 'manifesto' is and how to complete a ballot paper.

- Most parents who spoke to inspectors or completed the online survey, Parent View, were positive about the school, in particular the care and guidance that pupils receive. Leaders have been successful in ensuring that Greenfield is a welcoming place to be, as shown by the high attendance of parents at a singing assembly held during the inspection.
- The provision for pupils who have special educational needs and/or disabilities is under constant review. Though these pupils made less progress than their peers in 2016, added support and guidance is ensuring that this progress is quickening this year. Guidance for staff is clear and there are regular reviews on the next steps for the learning of this group of pupils.

Governance of the school

- Governors have not routinely challenged leaders well enough since the last inspection. There is evidence of recent attempts to play a more active role in monitoring standards, but much of this concerns the attitudes, values and behaviour of pupils at the school and not the academic progress of pupils.
- Improvement is required to the stewardship of the pupil premium, where there is uncertainty around the rationale for spending decisions and how the impact is measured. Governors do not check this carefully enough and, as a result, there has been little acceleration in standards for the more disadvantaged pupils in the school. Governors have recognised this area of development and have themselves commissioned a review of pupil premium funding to take place shortly.
- Governors are committed and fully supportive of the staff and pupils. They are right to note improvements in behaviour and have worked hard to develop further links with parents and the wider community. They are less confident in asking the right questions about the impact that leaders have on the quality of teaching and on pupils' progress. Recent efforts to develop stronger links with middle leaders are a step in the right direction.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have been vigilant in establishing a culture of safety throughout the school, ensuring that pupils and parents have confidence in the school's procedures. Staff have received timely and relevant updates about the most recent guidance about keeping pupils safe.
- Policies and procedures are fit for purpose and they are reviewed regularly. The school maintains sufficiently detailed records and is proactive in dealing with other agencies to protect children.
- Both staff and pupils are clear about what to do if they have concerns about any pupil's welfare. Pupils speak confidently about how to maintain safety online and how the school uses filters to protect them.

Quality of teaching, learning and assessment

Requires improvement

- The standards of teaching, learning and assessment are not consistently good across the school. The variety in the quality of teaching is preventing pupils from making strong progress throughout the school.
- Where teaching is strongest, good subject knowledge allied to positive relationships is helping to motivate pupils to achieve well. However, this is not consistent throughout the school and in some classes progress slows where activities do not match the abilities of the pupils.
- Most-able pupils are studious and keen to learn but are not sufficiently challenged in a significant proportion of lessons. When observed during the inspection, some pupils of all abilities were off-task for lengthy periods or their attention wavered. Because time is not being systematically used well, it has an impact on the rate of progress in these classes.
- Teachers and other adults do not consistently question pupils effectively. There is sometimes a lack of clarity in what is expected of pupils, which limits chances for them to develop their learning.
- Reading is encouraged at the school and teachers hear pupils read often. There is effective support for pupils who are recently arrived in the country. These pupils benefit from a consistent focus on vocabulary development and targeted support. The provision for reading would, however, be improved by a wider stock of more-varied and challenging books, both in classrooms and in the library.
- Homework is set regularly for pupils and is completed by pupils who value the chance to practise basic skills at home.
- Pupils' work is generally well presented. Consistency over a revised handwriting scheme has led to a clear cursive script being prevalent in pupils' work. Pupils take pride in their work and respond well to the system for marking and feedback, which is well embedded in most classes.
- Good subject knowledge is a feature of teaching across the curriculum. An art lesson planned around the work of a famous sculptor led to children making informed preferences about his different sculptures.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. A group of Year 6 pupils were unanimous in feeling that the school was preparing them well for the next step in their education. This was typical of conversations with other pupils and children in the school.
- Leaders have monitored the opinions and views of pupils carefully and their records show that a higher proportion of pupils are very satisfied with their experiences at school than when the school did a similar exercise last year.
- Pupils are unanimous in feeling safe at school. They know how to stay safe online

because the school is vigilant in promoting this area of pupil welfare, involving not just pupils but also their families.

- A feature of good practice is the way older children support younger children. For example, at break, pupils of different ages work on pieces of artwork which are then displayed in and outside school. This helps to promote good role models as well as a sense of responsibility in older pupils.
- Leaders take great care in integrating pupils who arrive mid-year from overseas. These pupils are supported well. Their confidence and self-esteem are boosted quickly as a result.

Behaviour

- The behaviour of pupils is good.
- Bullying is extremely rare because there is a very good understanding from pupils about key values. For example, Year 2 pupils could speak confidently about the meaning of 'compassion', one of the five core values that the school successfully espouses.
- Pupils generally listen well, for example in the daily assembly. They follow the instructions of staff promptly and show good manners habitually. They are compliant in class and many show independence and resilience, for example when taking on specific roles in group reading sessions and then sticking to their task.
- The school has been successful in maintaining attendance rates for pupils. The social inclusion team plays a key role in establishing good relationships with parents so that they are fully aware of the importance of good attendance.

Outcomes for pupils

Requires improvement

- Outcomes for pupils have not yet improved consistently across the school for all groups since the last inspection. Writing at key stage 1 has improved significantly. However, progress is still slow for disadvantaged pupils and the most able pupils in other parts of the school.
- In 2016, standards at the end of key stage 2 were below the national average for pupils achieving the expected standard in reading, writing and mathematics. Evidence from the school's own information, and from looking at pupils' work, shows that more pupils are working at the standards expected for their age. Nonetheless, the proportion working at greater depth remains relatively small in all three subjects.
- In some classes, expectations are too low so the most able pupils do not achieve as they should. On other occasions, time in lessons is not used effectively to meet individual or group needs and this slows progress.
- The progress of disadvantaged pupils is not quick enough to allow them to catch up to other pupils. Across the school these pupils consistently achieve less well than the other pupils at the school.
- Pupils who have special educational needs and/or disabilities are faring better because of well-planned programmes which allow them to catch up with other pupils in the school.

- Attainment rates are improving for some pupils this year. Teachers are checking on progress rates regularly and the evidence from lesson observations and pupils' work is showing that the best teaching is helping to accelerate these rates. This is not consistent across the school and work in pupils' books reflects this.
- By the end of key stage 1, attainment has been average. There has been a notable improvement in writing, where 'cold' and 'hot' pieces of writing show clearly the progress that has been made. Here, the 'cold' piece shows pupils' writing without the teaching input, whereas the 'hot' piece shows how the work has improved following guidance and support.
- The proportion of pupils passing the Year 1 phonics check is now above that found nationally because of improved teaching.

Early years provision

Good

- In 2016, the proportion of pupils achieving a good level of development increased significantly and was in line with national expectations. This represents good progress from low starting points. This improvement has been sustained this year, judging by checks on children's learning journeys and observations in Nursery and Reception classes. Pupils are therefore well prepared for Year 1.
- Leadership is effective. Staff work cohesively as a team to plan exciting and interesting learning activities. They know their children well. The environment is full of rich and stimulating areas of learning.
- The learning planned for the children outside is particularly impressive. There, children learn on their own or with their peers, developing concepts which have been modelled well in class. For example, children were excited about making a 'magic potion' in a role-play area, talking of 'ingredients' and 'adding more', thus demonstrating how language is being enriched through these experiences.
- Teaching is consistently good. Staff are skilled in using a variety of teaching methods, enabling children to understand important concepts, for example doubling in mathematics. Here there was a direct link to some of the independent activities in the outdoor area, helping children to deepen their learning.
- Assessments of children's learning are checked regularly and this allows staff to ensure that children are given appropriate activities to cover all areas of the curriculum. Attractive and detailed learning journeys, which record the children's development across the year, assist with this process.
- Leaders have been successful at engaging parents early on in their life at school. For example, much excitement is caused through the 'mystery reader' initiative, which involves parents staying in class to assist with reading. Parents speak highly of the early years provision and report feeling welcome and involved.
- Phonics and early reading are taught well. Progress is swift because of very good subject knowledge and quick, pacy sessions which have high expectations. Displays and resources in the rooms are language-rich and children develop a good vocabulary as a result.
- The Nursery and Reception classes provide a safe, caring environment for children. Adults have the necessary training to ensure that they are up to date with their

responsibilities to keep children safe. Children are well prepared socially and academically and are therefore ready for Year 1.

School details

Unique reference number	106178
Local authority	Tameside
Inspection number	10032172

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	Mrs Mary Crompton
Headteacher	Mrs Nasira Frost
Telephone number	0161 368 1898
Website	www.greenfieldprimaryhyde.co.uk
Email address	head@greenfield.tameside.sch.uk
Date of previous inspection	20–21 May 2015

Information about this school

- Greenfield Primary School and Early Years Centre is an average-sized primary school.
- The majority of pupils are of Bangladeshi heritage.
- There is a morning and afternoon Nursery provision and one Reception setting. Six classes are single-age and three are mixed-age, one in key stage 1 and two in key stage 2.
- The proportion of pupils eligible for free school meals is broadly average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school met the government's floor standards, which set the minimum standards for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching in all classes, looked at pupils' work in their books, checked on their behaviour in and out of lessons, and heard them read. Some of these activities were done jointly with senior staff at the school.
- Inspectors held meetings with the school's headteacher, deputy headteacher and middle leaders. Meetings also took place with representatives of the governing body, a group of parents, three groups of pupils, including the school council, and a representative from the local authority.
- Documents were reviewed, including minutes of governing body meetings, school development plans, documents relating to the management of staff, and information relating to pupils' attainment and progress, safeguarding and behaviour and welfare.
- Responses to Parent View, the Ofsted online questionnaire, were considered, as well as written comments sent in by parents.
- Inspectors considered the 23 responses to the staff questionnaire.

Inspection team

Jeremy Barnes, lead inspector	Ofsted Inspector
Gill Pritchard	Her Majesty's Inspector
Michelle Beard	Ofsted Inspector

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