

# Greenfields Upper Junior School for Girls

472 Coventry Road, Small Heath, Birmingham, West Midlands B10 0UG

**Inspection date**

30 July 2019

**Overall outcome**

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1)(b)(ii), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 3(e), 3(h), 3(i), 3(j)*

- The proposed school will be located on the site of Greenfields Primary School, an independent school with an Islamic ethos. The new school will admit girls into Years 5 and 6. It is planned to open in September 2019 and will share its facilities and resources with Greenfields Primary School. The board of directors responsible for the existing Greenfields Primary School will also be responsible for the new school.
- Pupils currently on roll at Greenfields Primary School who are moving into Years 5 and 6 will transfer to Greenfields Upper Junior School for Girls. Leaders have a similar plan for the boys currently on roll in Greenfields Primary School.
- Leaders have developed a curriculum that is based on the national curriculum. This curriculum is currently operating in the primary school. Leaders plan to use the same resources and the same teaching staff. The curriculum is appropriate.
- Teachers use a commercial product when teaching mathematics and work through text books systematically. In history, pupils study a range of topics in chronological order beginning with a study of Baghdad in 900AD and concluding with more recent topics such as the abolition of the slave trade.
- Through English, history and personal, social, health and economic (PSHE) education, pupils are taught about British values. They are taught about democracy and the rule of law and this is enhanced with visits to the local council offices and the Houses of Parliament.
- Behaviour is managed effectively in the primary school and leaders plan to adopt an identical approach in the new school. Leaders promote positive behaviour by rewarding good behaviour, courtesy and respect. Misbehaviour is dealt with effectively through an appropriate consequence system.
- Teachers assess pupils' work regularly. This is usually in the form of short tests. However, teachers do not use this information to identify gaps in knowledge and to help them plan subsequent lessons.

- The proposed school is likely to meet these parts of the independent school standards.

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(f), 3(g), 4*

- Leaders plan to use the schemes of work that they are currently using in the primary school in the new school. They also plan to deploy the same members of staff.
- The schemes of work cover a range of topics and in science the topics follow a coherent sequence. However, planning is generic and does not take into account pupils' needs and aptitudes. Typically, all pupils do the same work regardless of their ability. As a result, the most able are not challenged sufficiently and the pupils with low prior attainment are not given the support that they need. Moreover, pupils with special educational needs and/or disabilities (SEND) are not provided with the interventions and adjustments that they require.
- In mathematics, pupils work through a text book which leaders say is too easy for the most able pupils. Work in pupils' books shows that all pupils complete the same tasks regardless of their ability. The most able pupils typically get the vast majority of the questions correct and they are not given more challenging work to develop their mathematical knowledge and skills. Similarly, in science, all pupils complete the same tasks and the work in pupils' books suggests that teachers' expectations of what pupils are capable of are too low. As a result, pupils do not make good progress according to their ability and they are not as prepared for the opportunities, responsibilities and experiences of life in British society as they should be.
- There is a system in place to assess what pupils have learned. At the end of each topic, pupils are given a short test or quiz. Teachers do not use this information to identify gaps in knowledge and understanding, and they do not adapt subsequent lessons based on what this assessment information tells them.
- Teachers use text books as the basis for most lessons. Teachers rarely use additional resources to make lessons more exciting and interesting.
- It is unlikely that the proposed school will meet these parts of the independent school standards.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Leaders have carefully considered how to promote pupils' spiritual, moral, social and cultural development. Through the curriculum, pupils learn about how to be good citizens. They are taught the difference between right and wrong and through PSHE and religious education lessons they learn about different cultures and religions. Displays on corridor walls and the work in pupils' books indicate that pupils are developing an appreciation and respect for people who may be different from themselves.
- There is a school council in the primary school and leaders plan to introduce a similar structure in the new school. The school council teaches pupils about democracy and the importance of respecting the views of others.

- Pupils in the primary school are taught about the protected characteristics according to the Equality Act 2010. Leaders plan to adopt an identical approach in the new school.
- Pupils in the primary school are offered a range of off-site activities including a trip to the Jewellery Quarter in Birmingham as part of an art project, and a residential trip to Wales to experience rural life. Leaders plan to offer a similar range of activities in the new school.
- Pupils are provided with opportunities to acquire a general knowledge of and respect for public institutions and services in England. Leaders plan to host visits from the fire service and National Health Service, mirroring those that currently take place in the primary school.
- Leaders are aware of their responsibility to ensure that partisan political views are not promoted in school. Leaders vet all visiting speakers and ensure that all staff are aware of the requirement to offer a balanced presentation of opposing political views.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

### Part 3. Welfare, health and safety of pupils

*Paragraph 6, 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- Leaders have produced an appropriate safeguarding policy that reflects the most recent statutory guidance. The safeguarding policy is based on the policy currently used in the primary school.
- Leaders have plans to promote good discipline in the school. Leaders plan to adopt the same behaviour policy that is currently used successfully in the primary school. Leaders maintain a detailed record of behaviour incidents and the sanctions imposed on pupils.
- Leaders take their responsibility to promote positive relationships seriously. Leaders plan to use the same anti-bullying policy that is in operation in the primary school in the new school. The policy defines clearly what bullying is and it outlines the measures that staff will take when they respond to bullying.
- Leaders arrange for regular fire safety reviews of the site. There is clear signage around the building instructing pupils, staff and visitors on what to do in the case of fire. There are fire doors around the building that open swiftly and easily, and there is a clearly marked muster point in the staff car park.
- Leaders plan to adopt the risk assessment policy that is currently in place in the primary school. Leaders have conducted risk assessments for various parts of the school site, including the neighbouring playground area. Leaders are vigilant and take appropriate action to reduce risks that they identify.
- There is an effective first-aid policy in place in the primary school and leaders plan to use a similar policy in the new school. The policy is clearly written and explains how first aid will be administered. However, leaders have not ensured that there are appropriate, separate first-aid facilities for each of the three schools that will operate on the same site, and in the same building.
- Leaders have a plan to ensure that pupils will be appropriately supervised during

social times. Pupils in the new school are to use a play area that is currently used by pupils in the primary school. The play area is located a short walk from the main school site. Pupils will be supervised as they walk to and from the play area and while they are there.

- Leaders maintain appropriate admissions and attendance registers for pupils in the primary school. The admissions register contains emergency contact information for each pupil as well as details of their previous school. A register is taken twice daily, and staff use the Department for Education attendance codes appropriately. Leaders plan to use the same system in the new school.
- The proposed school is likely to meet these parts of the independent school standards.

#### *Paragraph 7, 7(a), 7(b)*

- Leaders have appointed a designated safeguarding leader (DSL) for the new school. However, this post is part time and there will not be a DSL on site during the afternoons. Leaders do not have plans to extend the post to full time. This is unacceptable and presents a serious safeguarding risk.
- It is unlikely that the proposed school will meet these parts of the independent school standards.

### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(6)*

- Leaders plan to use the same procedures for recruiting staff in the new school as they currently use in the existing school. The system they use is robust. The recruitment procedures, if applied in the same way, will ensure that those appointed to work in the school are suitable to work with children.
- The staff who will work in the new school are the same staff that are currently employed in the existing primary school. Leaders have ensured that all of the required checks have been carried out. These checks are recorded on a single central record that is maintained electronically.
- The existing primary school does not employ supply staff and leaders do not have plans to employ supply staff in the new school. Leaders understand their responsibility to ensure that the necessary pre-employment checks are carried out by agencies if supply staff are to be contracted.
- The proposed school is likely to meet all of the requirements of the independent school standards for this part.

### Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a), 23(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The proposed school will cater for girls in Years 5 and 6. When the school opens it will

occupy the same site and building as the exiting Greenfield Primary School. Leaders have plans to open a third school catering for boys in Years 5 and 6. This will also be on the same site and in the same building.

- The proposed school and the existing school are located in a building that sits behind a row of shops. Only part of the building is used as a school. Also located within the building is a mosque and a snooker hall. Leaders have ensured that the school site is secure and is not accessible by those using the other facilities in the building.
- The school site contains two small rooms that have been designated as classrooms for the exclusive use of pupils in the proposed new school. The rest of the school's facilities will be shared with the primary school, and the boys' school should it open.
- Despite the lack of exterior windows, leaders have created a bright learning environment that is well maintained and clean. The acoustics inside the classrooms and corridors are good.
- Pupils have access to drinking water from fountains located on the corridors. The toilet facilities are maintained to a good standard and provide an adequate supply of hot and cold water.
- The outside space is well maintained. Leaders have installed benches and planted shrubs and plants in one corner of the space to encourage pupils to relax and socialise.
- The proposed school is likely to meet these parts of the independent school standards.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)*

- There is currently only one room for the short-term care of sick and injured pupils. If the proposed school does open in September, it will share a site with at least one other school and possibly two. Each school should have its own medical facility and at present this is not the case. Although leaders are aware of the need for additional medical facilities, and have identified a potential room, they have not developed plans to adapt the room accordingly. The room is small and is currently used to store resources, computer equipment and a photocopier. Moreover, it does not have a washing facility.
- It is unlikely that the proposed school will meet these parts of the independent school standards.

## Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(j), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)*

- The website for the proposed school provides relevant contact information, including the school's address and details of the board of directors. The website also contains a clear vision statement.
- The website has links to a range of policies including the school's admissions policy, safeguarding policy and complaints policy. It also provides information about the school's curriculum. School policies are also available upon request from the school.

- The website for the existing school contains a link to the school's most recent Ofsted report. Leaders plan to do the same for the proposed school once it has received an inspection report.
- Leaders shared their plans for reporting pupils' progress to the inspector. Leaders provided examples of the reports that they currently use in the existing primary school. The reports are detailed and give parents and carers a good idea of how well their child is doing. Leaders plan to adopt a similar model in the proposed new school.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

#### Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- Leaders have drawn up a complaints procedure that meets all of the requirements of the independent school standards. They have implemented successfully a complaints procedure in the existing primary school and they intend to use the same system in the new school.
- The complaints procedure explains how complaints will be handled and includes clear timescales. The procedure allows for complaints to be handled informally in the first instance. There is also provision for complaints to be handled formally when necessary and for them to be heard by a panel if required.
- The complaints procedure explains how information relating to each complaint will be stored. Information will be stored securely and confidentially and will be available for inspection on the school premises by the proprietor and the headteacher. The complaints policy is readily accessible and is easy for parents to understand.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

#### Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The independent school standards relating to the quality of education are unlikely to be met in full. The board of directors plans to adopt the same curriculum, resources and staff as the existing primary school. As the quality of education is not acceptable in the existing school, it is unlikely to be acceptable in the new school. Those responsible for the leadership and management of the school are not demonstrating the good skills and knowledge appropriate to their role so that the independent school standards are met consistently.
- Leaders have not ensured that there is suitable accommodation for the medical examination and treatment of pupils. The board of directors is proposing that three schools will operate on the same site and within the same building. Leaders are aware that this will require three separate medical rooms. However, they have not taken appropriate action to ensure there will be suitable accommodation ready for when the school opens in September 2019. Those responsible for the leadership and management of the school are not fulfilling their responsibilities effectively so that the

independent school standards are met consistently.

- The board of directors has appointed a DSL on a part-time basis. The DSL will not be available on site beyond midday. This presents a serious safeguarding risk and therefore leaders are unlikely to actively promote the well-being of pupils.
- The proposed school is unlikely to meet this part of the independent school standards.

#### Schedule 10 of the Equality Act 2010

- Leaders have developed an appropriate accessibility plan and therefore the school is likely to meet the requirements of Schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.



## Proposed school details

Unique reference number	147320
DfE registration number	330/6066
Inspection number	10113942

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Primary
School status	Independent school
Proprietor	Greenfields Primary School Ltd
Chair	Mr Saadat Rasool
Headteacher	Dr Perwaiz Alam
Annual fees (day pupils)	£2,800
Telephone number	0121 772 4567
Website	<a href="http://www.greenfieldsprimary.school/girls">www.greenfieldsprimary.school/girls</a>
Email address	<a href="mailto:headteacher@greenfieldsprimary.school">headteacher@greenfieldsprimary.school</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	149
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	32.75
Total hours of teaching provided per week	28.20

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6–11	9–11	9–11
Number of pupils on the school roll	149	24	24

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Girls
Number of full-time pupils of compulsory school age	149	24
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15.75	5
Number of part-time teaching staff	20	4
Number of staff in the welfare provision	Not applicable	Not applicable

## Information about this proposed school

- Greenfields Upper Junior School for Girls is proposed to open in September 2019. The proposed school is an Islamic faith school.
- The proposed school will be located in a converted industrial building in the Small Heath area of Birmingham. The school building sits behind a row of commercial premises and is accessed from a residential road to the rear.
- The proposed school will occupy the same building as the existing Greenfields Primary School. In addition to the proposed girls' school, the directors are proposing a separate boys' school. This would also be located on the same site.
- The three schools will have the same proprietor, Greenfields Primary School Limited. They will also have the same headteacher and the same board of directors. Moreover, they will share all facilities, with the exception of two classrooms that have been allocated for the sole use of pupils in Greenfields Upper Junior School for Girls.

## Information about this inspection

- This was the school's first pre-registration inspection commissioned by the Department for Education under section 99 of the Education and Skills Act 2008 to determine whether the proposed school is likely to meet the independent school standards if it is registered. The inspection was conducted with two working days' notice.
- The inspector met with the headteacher, members of the leadership team and one of the directors to discuss their plans for opening the school.
- The inspector toured the school site with the headteacher and visited a nearby play area that will be used for recreation and physical education.
- The inspector reviewed a wide range of school documentation, including the school's curriculum plans and arrangements for keeping pupils safe.
- The inspector scrutinised pupils' work in a range of subjects. This activity was undertaken jointly with school leaders.

## Inspection team

Niall Gallagher, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school is unlikely to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;
  - 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own

aims as provided to parents or national norms, or to both, is in place.

### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

### **Part 5. Premises of and accommodation at schools**

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
  - 24(1)(a) accommodation for the medical examination and treatment of pupils;
  - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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