

Inspection of Greenfields Academy

Great North Road, Grantham, Lincolnshire NG31 7US

Inspection dates: 14–15 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils' safety, welfare and learning lie at the heart of the 'Greenfields Academy way'. Pupils know what is expected of them and their behaviour is good. They behave well in lessons and move around the school calmly. Pupils are positive about their learning and take care over their work. Pupils say that behaviour has improved and they enjoy school.

Although the primary stage is only into its second year, younger pupils are settled and making positive steps in their learning. Staff expect all pupils to achieve their best.

Pupils respect each other and staff. Those who find it hard to manage their feelings get effective support. They say help is always on hand if they need it. Pupils say school is a safe place and they know who to go to if they have any worries or problems. Any incidents of bullying are dealt with by staff.

Pupils celebrate their achievements with staff during the day and in assembly when certificates are presented. Pupils have opportunities to take part in exciting activities. They go on trips out of school and residential visits. Pupils have a wide range of clubs to choose from. These enrich pupils' learning and widen their experiences.

What does the school do well and what does it need to do better?

Leaders and staff understand what pupils should learn in most subjects. Their plans for learning focus on building pupils' knowledge over time. Teachers check what pupils already know and remember. They use this information to plan what to teach next. This ensures that pupils work towards the long-term goals of their education, health and care (EHC) plans.

Most teachers use their good subject knowledge to stretch and challenge pupils. Support staff play their part effectively so that, when pupils need more help, it is quickly on hand. Pupils achieve well in most subjects.

Some subjects, such as music, are less well planned. Plans do not set out what pupils should learn and when. They do not provide enough opportunities for pupils to revise what they have already learned. Senior leaders know which aspects of the provision they need to improve. They have not yet fully made clear the roles of subject leaders in planning and checking the impact of their work.

Leaders promote pupils' reading in different ways, including storytelling. Pupils told an inspector they had really enjoyed their class book 'Holes' last term. Pupils' writing shows how teachers expect them to think carefully about the characters in this and other stories. Teachers develop the reading skills of younger pupils well. They provide lots of support for pupils to learn new sounds. Many pupils who were once reluctant are making great strides with their reading.

Staff encourage all pupils, including those who are disadvantaged, to be independent. They support pupils to move around the school and make choices on their own. Staff's expectations of pupils are high and pupils rise to the challenges set.

Staff support pupils' personal development well and help prepare them for adult life. Pupils have a range of experiences, both in and out of school. Staff support Year 11 pupils to visit colleges, fill out application forms and attend interviews. Pupils have recently taken part in activities to help those who are homeless. They regularly raise money for charity through cake-making and other activities.

Leaders and other staff support older pupils to gain appropriate qualifications in different subjects before they leave the school. Leaders make sure that pupils and their families are offered good advice as they consider careers and courses for their next steps.

Staff are very positive and passionate about their work. The trust provides very good support. Leaders and governors are considerate of teachers' workload. They put into action ways to reduce unnecessary tasks.

Most parents and carers are positive about the school and are supportive of the staff's work. A typical comment made by parents was, 'I really couldn't thank them enough for the amazing life-changing work they do every day.'

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are central to all decisions and actions taken by leaders. Staff are vigilant about pupils' welfare. They identify pupils who may be at risk and act quickly in response. Leaders work with a range of agencies to ensure that families get the help they need. Most parents are positive about this support.

All staff receive regular training to keep up to date with their safeguarding responsibilities. Staff make sure that they teach pupils to keep themselves safe. This includes when pupils use the internet and within their local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the knowledge they want pupils to learn is structured and sequenced as well as it could be in some subjects. As a result, pupils have some gaps in their knowledge and understanding. Leaders should plan carefully the content they want pupils to learn and the order in which it will be taught, in all subjects, to enable pupils to know and remember more.
- Leaders have not fully developed subject leadership in some subjects. Subject leaders sometimes do not check carefully enough the impact of their work to

bring about improvements. Leaders should make sure that subject leaders check that staff plan and implement the curriculum effectively in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139316
Local authority	Lincolnshire
Inspection number	10121181
Type of school	Special
School category	Academy special converter
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	Board of trustees
Chair of governing body	Pamela Powell
Headteacher	Chris Armond
Website	greenfields-cit.co.uk
Date of previous inspection	5–6 February 2015 under section 5 of the Education Act 2005

Information about this school

- The school joined the Community Inclusive Trust in November 2018 as Greenfields Academy, following its identification as a school for concern raised by the local authority and Department for Education. The age range was extended to include primary pupils, increasing the number of pupils on the school roll.
- Greenfields Academy is a special school catering for pupils aged five to 16 years who have social, emotional and mental health difficulties. Many pupils have additional needs which include those associated with language and communication. All pupils have an EHC plan.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, senior leaders, subject leaders and other staff. An inspector spoke with the chief executive officer and director of learning of the trust and a member of the local governing body. Discussions explored a wide range of aspects of the school, including safeguarding arrangements.

- To consider the quality of education, we looked in detail at four subjects. These were reading, mathematics, English and physical education. We met with teachers, curriculum leaders and pupils. We looked at pupils' work, met with teachers and visited lessons with school leaders.
- We scrutinised a range of documents. These included those relating to safeguarding, behaviour, attendance and the curriculum, as well as plans for improvement.
- We spoke with parents and took account of the responses to Ofsted's online questionnaire, Parent View.

Inspection team

Lynda Morgan, lead inspector

Ofsted Inspector

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