

Inspection of Greenfields Primary School and Nursery

Highfield Road, Kettering, Northamptonshire NN15 6HY

Inspection dates: 28–29 January 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Everybody at this school believes that all pupils can achieve well. Staff, pupils, parents and carers work together to make sure that they do. Children get off to a swift start to their learning in the early years. They are exceptionally well prepared for their next steps.

Pupils are very proud of their school. They explain that 'there are so many opportunities here!' Pupils understand that what they learn will help them to aim for different jobs. All staff are committed to broadening pupils' horizons and pupils absorb this sense of ambition.

Staff know exactly what pupils have understood and when they need to practise something more. They make sure that all pupils, including those with special educational needs and/or disabilities (SEND), can learn alongside their peers. Pupils are highly committed to what they are learning. They want to challenge themselves. They are courteous and curious. A strong pastoral team provides highly effective support for pupils and families. Pupils report that bullying is rare. They say that the school welcomes everyone.

Pupils feel very safe in school. Parents agree. Parents feel lucky that their children are so well supported and feel that the school offers a very high quality of education.

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

Leaders and staff have established a vision which is both highly inclusive and highly ambitious. Staff know exactly what pupils need to be able to know and do to achieve. They focus their efforts with precision to make a difference.

Many children start at the school with low levels of knowledge and skills in language and communication. Therefore, leaders prioritise speech and language support. There is a sharp focus on the teaching of phonics. Children are completely absorbed by this. They develop a love of reading together and thoroughly enjoy retelling stories, including their own. Children compare stories with what they have read before.

Leaders make sure that all staff are well supported so that they become experts in the teaching of reading. Staff are committed to this. Pupils make rapid gains and become fluent readers. They tackle increasingly complex texts with success. They know that as they read more widely they will encounter new words. Pupils can clearly explain how their prior learning helps them to work out what the author means.

The curriculum is planned with precision so that pupils build on what they know. Every Friday, parents are invited to come into school for 'Flipping Greenfields'. Teachers explain to pupils what they will be learning during the following week.

They remind them of what they have learned before. Teachers provide parents with resources to help pupils practise their skills. Leaders make sure that all pupils, including those who are disadvantaged, have the chance to review previous work. This helps pupils to retain what they have learned as a basis for acquiring new knowledge.

Staff spot misconceptions quickly. Teachers and teaching assistants work closely together so that pupils practise, become fluent and keep up. Staff swiftly identify pupils who have SEND. Leaders check that the support pupils get is making a difference.

Pupils become confident and articulate individuals. They know, and can explain, how what they have learned before helps them. For example, pupils use their knowledge of the First World War and the Treaty of Versailles to evaluate possible causes of the Second World War. The curriculum is broad and rich in detail. Leaders of all subjects have high expectations of what pupils will be able to do by the time they leave the school. This motivates pupils to 'aim beyond the stars'.

There is a well-planned programme of enrichment activities in all subject areas. 'Apprentice weeks' introduce pupils to different careers. Pupils organise their ideas through debating with others. Sports captains are proud to lead their house teams in inter-house competitions. Leaders encourage pupils to discover new talents, and make sure that disadvantaged pupils are fully able to take part. Staff are committed to all pupils attending residential experiences, from Year 2 camping to upper key stage 2 outdoor and adventurous experiences.

Pupils are keen to improve the world around them. They organise games on the playground to keep active. They identify how they could make their community better. For example, pupils organised exercise classes for parents. Pupils have led a road safety improvement scheme. This has resulted in road markings being improved. Pupils feel that they are now safer when walking to school.

Leaders make sure that everyone understands the importance of pupils being in school every day. They help all pupils to be ready to learn and be well prepared for the future.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the challenges that pupils may face within the local area. They make sure that pupils understand how to stay safe when they are out and about. Pupils learn how to stay safe online. Leaders act on any concerns promptly. They are tenacious in making sure that external agencies act. Leaders repeatedly challenge decisions if they remain concerned about a child's safety.

Pupils know that staff will listen to them. The 'blue butterfly' badges encourage them to share any worries. Pupils say that any poor or unkind behaviour is dealt with straight away.

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	140191
Local authority	Northamptonshire
Inspection number	10121226
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	Board of trustees
Chair of trust	David Ross
Headteacher	Sandra Appleby
Website	www.greenfields-pri.co.uk/
Date of previous inspection	23 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school has not undergone any significant changes since the previous inspection.

Information about this inspection

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

- We met with leaders, governors, and the regional director and chief executive officer of the David Ross Education Trust.
- We did deep dives into reading, mathematics, science and physical education (PE). We met with subject leaders, visited lessons, and met with pupils and staff.
- We met with parents and considered the views of Ofsted's online surveys for parents, staff and pupils. We spoke with groups of pupils and staff.
- We considered the school's safeguarding records. We spoke with school staff, pupils and parents about the work that the school does to keep children safe.

Inspection team

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Her Majesty's Inspector

Ofsted Inspector

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