

Inspection of Greenfields Primary School

472 Coventry Road, Birmingham, West Midlands B10 9SN

Inspection dates: 11–13 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Inadequate

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Children are happy and safe at Greenfields Primary. They enjoy coming to school. They access a broad curriculum that is a mix of religious and non-religious subjects. The school values of 'knowledge, virtue, aspiration' are built into all aspects of the school's work.

Recently, leaders have changed the structure of the school. Boys and girls are now taught together for almost all subjects. They socialise freely together at breaktimes and lunchtimes.

Teachers specialise in teaching a small number of subjects. They plan interesting lessons that help pupils to build on what they already know. As a result, pupils are making stronger progress in many subjects. The youngest pupils learn to read well and older pupils develop a love of reading. Occasionally, activities do not fully challenge the most able pupils.

Leaders and staff set high expectations for everyone. These link to the school's '10 golden rules'. Consequently, most pupils behave well most of the time. Staff are nurturing and provide extra help to any pupils who need it. Pupils are confident that staff will deal with any worries that they have. Incidents of bullying are rare.

Pupils enjoy going on trips. They would like more opportunities to attend clubs and to try new activities.

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

There have been lots of changes at the school since the previous inspection. Many of these have happened in the last few months. The board of directors and new leadership team have reorganised the school. Staff have clear roles and responsibilities.

Lessons are now co-educational, with the exception of Koranic studies and physical education (PE) lessons for the oldest pupils. All pupils experience the same curriculum and access the same facilities. Leaders have high ambitions for boys and girls to achieve well in all subjects. For example, some boys and girls are well on their way to achieving Hafiz (memorisation of the Koran) by the end of Year 6. Leaders continue to review how the curriculum is delivered. Current arrangements take into consideration the views of pupils. For example, some older pupils say they would feel uncomfortable doing contact sports and gymnastics in mixed-sex classes.

Directors have appointed many new subject leaders, and specialist teachers teach most lessons. Teaching assistants provide effective support and continuity for all classes.

In most subjects, leaders have thought carefully about the things they want pupils to learn and the order in which they should learn them. As a result, pupils know more and remember more. For example, in science, pupils can recall a lot about

what they learned earlier in the year. In a small number of subjects, such as history and computing, plans are not yet fully in place.

Reading has a high priority across the school. Pupils begin school in Year 1 and they start learning to read straight away. By the end of Year 2, most are reading well. Older pupils help younger pupils to develop their reading fluency by reading with them. Teachers focus on developing pupils' vocabulary and comprehension skills. Pupils learn relevant subject-specific vocabulary. For example, Year 1 pupils used the words 'waterproof' and 'transparent' to describe materials. The focus on developing vocabulary can also be seen in Arabic lessons. This approach helps the many pupils who speak English as an additional language to improve their English skills. Pupils enjoy storytime when their teacher reads to them. Older pupils talk knowledgeably about their favourite authors.

Outcomes in mathematics have improved since the previous inspection, especially for pupils in Years 5 and 6. Pupils have opportunities to practise what they have learned. They can also apply their knowledge to solve mathematical problems. As one pupil said, 'We practise over and over until it sticks in our heads.'

Pupils with special educational needs and/or disabilities (SEND) are well supported. The SEND coordinator works closely with staff to provide any additional input a pupil may need. Pupils with SEND make strong progress from their individual starting points.

Teachers adapt their lessons to meet the needs and abilities of the pupils. This helps most pupils to learn well. However, on occasions, the most able pupils find the work in lessons too easy. As a result, they do not always achieve as much as they could.

The school takes its responsibilities in teaching pupils how to keep safe seriously. Leaders support pupils' personal development, by actively promoting diversity, acceptance, tolerance and respect. Pupils learn about protected characteristics through both Islamic studies and the personal, social, health and economic curriculum. Pupils have opportunities to take on responsibilities, such as being elected to the school council. The school provides opportunities for pupils to go on an increasing number of trips to help bring the curriculum to life. Although there have been clubs in the past, there are currently few opportunities for pupils to develop their interests and talents while they are in school.

Staff are supportive of leaders and each other. They work well together. Leaders are enthusiastic and keen to take forward developments. They support all staff through regular professional development activities. Some staff are working towards additional professional qualifications.

Directors and leaders ensure that the school consistently meets all the independent school standards. They make regular checks to ensure that the building is safe for pupils. For example, following a recent fire risk assessment, an extra fire exit was established. All classrooms are pleasant and welcoming. A wide range of displays

support learning and celebrate pupils' work. Leaders have plans in place to further improve accessibility to the building.

The great majority of parents and carers are supportive of the school. They are pleased with the progress that their children are making. A minority of parents feel that communication could be improved. They would like more information about how well their children are doing and what they are learning about. The school does provide all the required information to parents. However, leaders recognise that they could do more to keep parents informed.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding policy is published on the school's website. It takes into account current government requirements. All staff have completed relevant training to help keep pupils safe from harm. Staff teach pupils about how to keep themselves safe. Pupils learn, for example, about the dangers of knife crime, radicalisation and extremism. Leaders work with external agencies, such as the police, to teach pupils about 'stranger danger' and road safety. While leaders make sure that appropriate checks are made on staff before they start working at the school, some administrative issues had to be resolved during the inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a few subjects, such as history and computing, the curriculum is not as well developed as in other subjects. As a result, pupils sometimes do not have the same opportunities to develop their skills and knowledge. Leaders need to take steps to further refine and embed the recent curriculum developments to ensure that pupils make strong progress across a wide variety of subjects.
- In a minority of lessons, there is not enough challenge for the most able pupils. As a result, some pupils do not make the progress of which they are capable. Leaders need to ensure that teachers routinely deliver lessons that consider the needs of all pupils.
- Some parents feel that they do not know enough about what is happening in the school. As a result, they do not feel able to support their children effectively. Leaders need to improve communication so that parents feel better informed about what their children are learning, how their children are progressing and the life of the school in general.
- There are currently limited opportunities for pupils to enhance their broader development while they are in school. Leaders need to instigate their plans to provide pupils with access to a range of clubs and other opportunities during the school day to further develop pupils' interests and talents.

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](#).

School details

Unique reference number	133603
DfE registration number	330/6103
Local authority	Birmingham
Inspection number	10112497
Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Number of part-time pupils	0
Proprietor	Greenfields Primary School Ltd
Chair	Saadat Rasool
Headteacher	Saadat Rasool (Acting Headteacher)
Annual fees (day pupils)	£2,880
Telephone number	0121 772 4567
Website	greenfieldsprimary.school
Email address	headteacher@greenfieldsprimary.school
Date of previous inspection	9–11 January 2018

Information about this school

- Greenfields Primary School has an Islamic ethos. It is a day school for boys and girls. The school opened as Salafi Independent School in September 2002. The school changed its name in May 2017.
- Since the previous inspection, the school has undergone some significant changes. There is a new leadership team in place and several new members of staff have joined the school. The chair of the board of directors has been the acting headteacher since September 2019.

- At the time of the previous inspection, pupils in Years 5 and 6 were segregated by sex. This is no longer the case. Since January 2020, boys and girls are taught together, with the exception of Koranic studies and older pupils in PE.
- Pupils start school in Year 1. There is no early years provision.
- The school does not use any alternative provision.
- The school has links with the Redstone Academy in Moseley, Birmingham.
- The school's previous standard inspection took place between 9 and 11 January 2018.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

During the inspection we checked whether the school now meets the independent school standards that it was judged to have failed at a previous inspection.

The outcome of this part of the inspection is: The school does meet all of the independent school standards that were checked during this inspection. Further information about this part of the inspection is available in the annex of this report.

This check on progress was the school's first progress monitoring inspection since the school was judged inadequate at the standard inspection in January 2018. Following the standard inspection in January 2018, the Department for Education (DfE) required the school to submit a statutory action plan to address the unmet standards. The action plan was evaluated by Ofsted in December 2018. The DfE accepted the school's action plan in February 2019.

- We met with the acting headteacher, deputy headteacher, curriculum leaders and staff to discuss the school's work.
- The lead inspector met with two members of the board of directors. This included the chair of the board of directors.
- We looked at a range of evidence relating to safeguarding, including information about staff training, the pre-employment checks leaders make on staff, and health and safety documentation.
- We undertook deep dives in the following subjects: reading, mathematics, science and Arabic. We talked to curriculum leaders about how these subjects are

planned and taught, visited lessons, talked to teachers, looked at pupils' work and talked to pupils about their learning in these subjects.

- Each inspector met with groups of pupils to talk about their experiences of school. We also observed and talked informally to pupils at breaktime and lunchtime.
- We scrutinised a range of documents, including the attendance and admissions registers, the school's information on pupils' external assessments, curriculum plans, behaviour logs, and procedures for recording incidents of bullying. We toured the premises of the school.
- We took into consideration 46 responses to Ofsted's online questionnaire, Parent View. These included 24 free-text responses. We also spoke to some parents before school on the third day of the inspection.
- Seven responses to Ofsted's staff questionnaire were considered as part of the inspection. These were completed on paper rather than electronically.

Inspection team

Catherine Crooks, lead inspector

Her Majesty's Inspector

Julie Griffiths

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school now meets the following requirements of the 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 subparagraph (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.
- 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(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;

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.

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