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Chris Armond
Executive headteacher
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Dear Mr Armond

No formal designation inspection of Greenfields Academy

Following my visit with Stephanie Innes-Taylor, Her Majesty's Inspector, and Jason Brooks, Ofsted Inspector, to your school on 2 and 3 November 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss your school.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for no formal designation (NFD) inspections. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements and was concerned about leadership and management and pupils' well-being at the school as concerns had been raised with Ofsted.

We do not give graded judgements on NFD inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a section 5 inspection and will be brought forward. If we have serious concerns, we will deem the NFD inspection as a section 5 inspection immediately.

Evidence

We scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We met with you and other senior leaders and I met with members of the local governing board and officers from the Community Inclusive Trust (CIT). We spoke with groups of pupils and members of the teaching and support staff teams. We visited lessons in all classes and observed pupils during social times.

We reviewed the responses to Ofsted's online survey, Parent View, and responses from a recent survey of parental opinion carried out by the school.

We reviewed a wide range of documents. These included school policies, risk assessments, attendance, behaviour, and exclusion records, first-aid and health and safety records, pupils' individual education, health and care (EHC) plans and their personal learning plans. I also reviewed a range of child protection records, including referrals to the designated officer for safeguarding. I reviewed minutes of governors' meetings and records of checks carried out by the multi-academy trust.

Having considered the evidence, I am of the opinion that at this time:

Safeguarding is effective.

The leadership and management of the school is effective. Leaders and staff take positive actions to support pupils' well-being.

Context

The school caters for pupils with social, emotional and mental health (SEMH) needs. Some also have additional special educational needs and/or disabilities. There are currently 76 pupils on roll, with an age range of seven to 16 years. All pupils who attend the school have an EHC plan. The proportion of pupils receiving free school meals is higher than the national average. There are currently no pupils at the school who speak English as an additional language.

Since the last inspection, leaders have restructured the leadership team to increase the capacity for curriculum leadership. A new chair of governors has been appointed since the last inspection.

Main Findings

The arrangements for safeguarding are effective. All staff and governors receive regular training and updates. Leaders hold staff briefings at the beginning and end of each day to discuss any issues relating to pupils' welfare. Leaders, staff and governors understand that safeguarding is of paramount importance, saying: 'It's part of everyday life here.'

There is an established system for reporting and recording any safeguarding or welfare concerns. All staff are aware that they must raise any concerns immediately. Records show that leaders act swiftly to address concerns as they arise. However, sometimes, the follow-up actions are not recorded in as much detail as they might be. The notes do not always reflect the full range of actions taken to address a concern.

Pupils are taught how to keep themselves safe online through the personal, social and health education curriculum. All pupils with whom we spoke said that they feel safe at

school. The majority of parents who responded to surveys said that their children are safe.

Trust leaders and members of the local governing board carry out regular checks on the school's safeguarding policies and procedures. They provide effective support to leaders when dealing with more serious safeguarding cases.

As a result of their SEMH needs, a high proportion of pupils at the school require support to manage their behaviour. At times, this involves physical intervention by members of staff. Records show that these incidents are reported thoroughly. Leaders have recently introduced a new 'behaviour and well-being strategy' to refocus how pupils' behaviour is managed. This also includes a 'well-being session' and breakfast at the beginning of each day. All staff have received training in this new approach. There are early signs that this is having a positive impact on reducing the number of incidents of physical intervention, and on promoting pupils' well-being. Staff and pupils spoke enthusiastically about the daily well-being sessions. They say these sessions help to set a positive tone for the day.

Pupils' behaviour in lessons, and at social times, was seen to be calm and relaxed. Pupils respond well to familiar routines applied consistently by staff. This enables them to focus on their learning. Individuals who need adult support, or a short period of 'timeout', are managed discreetly and with minimum fuss. Pupils told us that they appreciate and trust the staff who care for them. They said that they enjoy lessons, especially outdoor activities and sport. In all classes, we observed positive relationships between staff and pupils and a positive climate for learning.

Additional support

Officers from the multi-academy trust know the context and needs of the school well. They provide effective support and challenge to leaders. They carry out checks on the effectiveness of safeguarding. They respond quickly when concerns arise.

Priorities for further improvement

- Leaders should ensure that they support staff to implement and embed the new behaviour and well-being strategy and monitor its impact on pupils' behaviour.
- Leaders should ensure that records of safeguarding and behaviour concerns contain sufficient detail so that there is a clear picture of all actions taken in response to a concern.

I am copying this letter to the chair of the governing body, the chair of the board of trustees, and the chief executive officer of the CIT, the regional schools commissioner and the director of children's services for Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Christine Watkins
Her Majesty's Inspector