

# Inspection of Greenfields Junior School

Green Lane, Hartley Wintney, Hook, Hampshire RG27 8DQ

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Inspection dates: 14 and 15 June 2022

**Overall effectiveness** **Good**

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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?**

Greenfields is a vibrant and welcoming school, where pupils are flourishing. Pupils are very happy and proud to belong to this community, alongside their friends.

Leaders use the acronym 'respect' to share their hopes and ambitions for every pupil: respect, equality, self-belief, perseverance, excellence, creativity and teamwork. Pupils live out these values in all they do.

Leaders and teachers have high expectations of what pupils will achieve and how they will behave. Pupils work very hard to rise to the challenge. Pupils enjoy their learning because lessons are engaging and fun. They especially enjoy socialising in the beautiful grounds, with impressive facilities to choose from.

The school is highly inclusive. All pupils are well supported to participate fully in all aspects of school life. Pupils benefit from a range of curriculum enrichments that are available. For example, they appreciate clubs such as dance, football, chess and languages.

Pupils learn to be kind and caring towards each other. Bullying is not something that pupils worry about. If any issues arise, they know that staff will listen and deal with any concerns quickly. Pupils feel safe and very well cared for because strong relationships underpin the positive school culture.

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

Recently, leaders have successfully overseen a radical overhaul of the curriculum, raising expectations and aspirations for everyone. They are not where they want to be yet but have exactly the right work in hand to get there soon. For example, leaders' precise focus on professional development is already showing clear impact as early career teachers benefit from bespoke modelling and precise feedback from leaders to improve teaching. However, leaders understand there are refinements needed to some curriculum areas, such as art and design and geography. Leaders need to clarify the essential knowledge pupils need to know, remember and apply.

Pupils achieve well in English and mathematics because the curriculum is well designed and taught. Teachers are also adept at checking pupils' responses as they go along. However, leaders know that they need to establish the most effective methods of assessing what pupils know and remember, in some foundation subjects, before moving on in learning.

Leaders want all pupils to experience success. This includes those who are disadvantaged or who have special educational needs and/or disabilities (SEND). Pupils with SEND have their needs identified through a staged approach to help tailor the best support they need to learn well. Leaders ensure that each individual's

needs are understood by staff. They involve parents and other professionals at the right time to do their best for these pupils.

Improving reading is a top priority. Opportunities to encourage reading are very well considered. These include inspiring texts used in assemblies, book corners and an attractive library at the heart of the school. This well-stocked resource is a great support for pupils who may not have many books at home or who want to widen their repertoire. Pupils love reading, and most achieve well, because there is a focus on reading for pleasure. They enjoy an exciting range of high-quality texts in their lessons that are helping them understand themselves, their community and widen their vocabulary.

Tailored support is given to any pupils who require additional help with their reading so that they make secure progress to catch up. Over time, pupils grow into fluent readers, with more secure comprehension skills, and become more successful writers as a result.

Pupils respond well to the praise they receive for making the right choices and behaving well. Teachers develop clear routines right from the start so that lessons are focused and purposeful. Pupils recognise the importance of treating others with respect and being respected themselves. They are polite and courteous in lessons and at social times. There is a small number of pupils with SEND whose behaviour can sometimes disrupt lessons. However, teachers take effective action to minimise the impact and get learning back on track.

There is a strong focus on pupils' personal development, and it is a strength of the school. The values are woven through the well-planned lessons. Pupils learn about healthy relationships, how to protect their physical and mental health and how to keep themselves safe. They possess a profound sense of responsibility to others, for example by serving as young governors. The pandemic has paused some of the enrichment activities, but staff are already beginning to offer a wider programme and have clear plans for the future.

Governors work very effectively to provide support, guidance and challenge to leaders. Governors are completely in tune with the school's strengths and priorities because they work so closely with ambitious leaders in genuine partnership. Staff are proud to work at the school and feel motivated and valued. They are confident that their workload and well-being matters to leaders, who lead by example. Staff really appreciate this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to recognise the potential signs of harm in pupils. They report their concerns promptly and leaders diligently ensure that these are followed up quickly. Leaders get to know their pupils and families very well. They understand their diverse community and whether there are local risks. The school works

effectively with other professionals, including reducing harm to pupils and ensuring that they get the help they need. Information about child protection is recorded in detail and overseen meticulously to ensure that no concerns are missed. Checks on adults appointed to work in the school are carried out thoroughly and safeguarding work is monitored by governors.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some foundation subjects, teachers do not consistently know the essential knowledge that pupils should learn. This means that pupils are not always taught the key knowledge they need to make strong progress. Leaders need to refine the curriculum so that it identifies the precise knowledge that pupils must know and remember in foundation subjects.
- In some foundation subjects, teachers do not assess pupils accurately enough, and move them on to the next step in their learning before they are ready. This means that some pupils miss the opportunity to consolidate and embed their learning. Teachers should check that the most important knowledge has been understood by pupils before teaching new content.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	116071
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10227050
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	283
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rupinder Whybrow
<b>Headteacher</b>	Sue Tadman
<b>Website</b>	<a href="http://www.greenoaks.org.uk">www.greenoaks.org.uk</a>
<b>Date of previous inspection</b>	7 March 2017

## Information about this school

- The school federated in 2018 with Oakwood Infant School, to create Green Oaks Federation, under one governing body and one executive headteacher.
- As part of the federation development, a restructuring took place to create leadership roles such as an executive headteacher, an executive deputy headteacher and leaders of education, all of whom work across both schools.
- The school does not currently use any alternative provision.
- The school hosts a breakfast and after school club that is run by an external provider (SCL) that is separately registered.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, executive deputy headteacher, a leader of education and inclusion leads. The lead inspector met with five governors, including the chair of the governing body. The lead inspector also spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, science and art and design. For each deep dive, inspectors discussed curriculum plans with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation including the school's recruitment checks and records of concerns about child protection. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff and pupils about safety and child protection.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View, and parents' written comments. An inspector also talked with parents on the morning of the first day of the inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.
- Information about pupils' behaviour, attendance and incidents of bullying was reviewed.

## **Inspection team**

Gareth Flemington, lead inspector	Her Majesty's Inspector
Paul Shaughnessy	Ofsted Inspector
Kate Fripp	Her Majesty's Inspector

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