

# Inspection of Greenfield Primary School

Gwendoline Drive, Countesthorpe, Leicester, Leicestershire LE8 5SG

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Inspection dates: 16 and 17 April 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are proud of their school, which sits at the heart of the local community. The school has created an atmosphere where everyone is valued and nurtured. Pupils are polite and respectful. They warmly welcome new starters, saying, 'They would soon meet lots of nice children who would be their friend.'

The school has high aspirations for all pupils, both academically and socially. This is reflected in its vision to 'inspire with the joy of lifelong learning'. Pupils enjoy their learning and are inspired to try new things. These include a wealth of wider opportunities from playing the steel pans to Djembe, sewing and gymnastics.

Relationships between adults and pupils are warm and caring. Pupils behave well and live up to the expectations of being 'ready, respectful and safe'. At breaktimes, they enjoy playing with their friends across the year groups. Pupils are happy, and they feel safe. They focus on their learning in classrooms. This starts with children in the early years, who listen well and show high levels of self-control.

The school provides opportunities for pupils to develop leadership roles, such as being librarians, well-being leaders and school councillors. Older pupils act as role models to younger pupils, leading activities during social times.

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

The school has created a curriculum that is carefully considered and mapped out. The school regularly reviews the teaching of the curriculum. This information is used to work with staff so that the delivery of the curriculum can be refined. This is effective and valued by staff. Staff are confident, and they feel well supported. In most subjects, the curriculum identifies the crucial knowledge and vocabulary that pupils need to learn. This is shared and modelled well by staff in lessons. In a very small number of subjects, the school is still determining the precise knowledge and vocabulary that pupils need to learn. Pupils do not recall as much of their learning in these subjects.

Reading is a strength in the school. Pupils enjoy listening to stories and reading from a wide range of books. The school has established an effective phonics programme that children learn from the early years. In the pre-school, children develop their love of books through practical activities. For example, they loved making fruit smoothies based on 'The Very Hungry Caterpillar' story. Pupils learn the sounds and the letters that they represent in a logical order. They use their phonic knowledge to read new and unfamiliar words accurately. Pupils read from books that contain the sounds that they already know. This helps them to read with confidence and fluency. Any pupils who need extra support with their reading are quickly identified and the help they receive allows them to catch up quickly.

The school is highly inclusive. Pupils with special educational needs and/or disabilities (SEND) are well supported to learn alongside their peers. The school

makes appropriate adaptations so that pupils with SEND can access the full curriculum. The school works well with a range of external specialists and parents and carers to help pupils with SEND achieve well.

Children in the early years get off to a flying start. They quickly learn to follow the well-established routines. They benefit from an exciting and well-organised learning environment. Children follow familiar routines calmly, making the most of the inspiring activities that are provided to promote their curiosity. Children are happy, confident learners.

Pupils enjoy coming to school and attendance is high. In classrooms, pupils engage and concentrate well. Even the youngest children treat each other with kindness and maturity because they learn to respect each other's differences.

The school ensures that pupils have rich experiences that extend beyond the academic curriculum. Pupils enjoy trips and welcoming visitors into school. They talk positively about their photography projects, 'safe space' club and art projects. Pupils love to vote in assemblies and debate topical issues. They learn about the importance of keeping healthy and staying safe. Pupils embrace and celebrate the uniqueness of others. However, while pupils show great respect for difference and diversity, their knowledge of different faiths and religions is limited.

Governance is a strength at the school. They share the same ambitious vision of the school. There is a shared understanding of how to best check, challenge and celebrate the work of the school. Staff are proud to work at the school. They value the care and consideration given to their workload and well-being. There is a real 'family feel' at this school. Pupils and staff alike thrive here.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a very small number of subjects, the precise knowledge and vocabulary that pupils will learn is not as clear as it is in other subjects. This means that some pupils find it difficult to recall their key learning in these subjects. The school should ensure that the precise knowledge is identified in these subjects so that pupils are able to retain and recall key concepts.
- Although pupils learn about and show respect for difference and diversity, some pupils do not have an accurate understanding of different religions and cultures. This limits how well pupils are prepared for life in modern Britain. The school should ensure that the curriculum fully enables pupils to embed their learning about different communities, faiths and beliefs so that they are fully prepared for life in modern Britain.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	132226
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10324123
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	676
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Martin Smith
<b>Headteacher</b>	Colin Bowpitt (Executive headteacher)
<b>Website</b>	<a href="http://www.greenfieldprimary.net">www.greenfieldprimary.net</a>
<b>Date of previous inspection</b>	11 July 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school runs a before- and after-school club for pupils.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 carried out deep dives in reading, mathematics, history, art, music and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and staff, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the religious education curriculum and the personal, social and health education curriculum with leaders.
- The lead inspector met with members of the governing body, including the chair of the governing body. She also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff survey. Inspectors met with small groups of pupils to gather their views. Inspectors spoke with parents during the inspection.

### **Inspection team**

Kirsty Norbury, lead inspector	His Majesty's Inspector
Ben Waldram	Ofsted Inspector
Gayle Bacon	Ofsted Inspector
Caroline Barton	Ofsted Inspector

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