

Inspection of Greenfield St Mary's CofE School

Manchester Road, Greenfield, Oldham, Lancashire OL3 7DW

Inspection dates: 11 and 12 June 2024

Overall effectiveness **Good**

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 valued highly at this school. They lie at the heart of the decisions that the school makes.

The school places high importance on making sure that pupils succeed academically. Pupils, including those with special educational needs and/or disabilities (SEND), meet the school's high aspirations. Many achieve well.

Pupils are thoughtful and caring towards other people. For example, pupils spoke about their understanding of neurodiversity and how such differences should be respected. They value the relationships that they have with each other and with members of staff. Pupils know that staff will support them if they have any worries. This helps pupils to feel happy and secure at school.

Throughout the school, pupils behave well. They are enthused by their learning. Children in the early years work and play together joyfully. Many pupils contribute well to the life of the school. They are proud of the responsibilities that they hold, such as being team captains and acting as buddies for other pupils. The school offers pupils various opportunities to develop their talents and interests, for example through the languages, football and gardening clubs.

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

The school has an ambitious and well-ordered curriculum. Most pupils learn well from it and, as a result, they build up a rich body of knowledge over time.

In the main, staff deliver the curriculum well. This helps most pupils to learn the intended curriculum content. Pupils with SEND are identified in a timely manner and many receive effective support. However, on occasion, the adaptations that teachers make to the design of their lessons do not help pupils with SEND to learn the curriculum as well as they could.

Typically, staff use assessment strategies appropriately to check how well pupils learn. Teachers identify and act on pupils' misunderstandings effectively and quickly.

The school has placed a high priority on reading. From the outset, children in the Reception Year gain the knowledge that they need to become confident, fluent readers. Children in the early years and pupils in key stage 1 who do not keep up with the pace of the programme are identified early and supported well to catch up.

Pupils said that they enjoy reading. They participate in reading events that encourage them to read a variety of texts. In the early years, children take home 'special bags' containing stories to share with their families each week. However, the school does not make sure that older pupils read the ambitious texts that are available. Therefore, some pupils do not gain a deep, rich knowledge of different books and authors by the time that they leave school at the end of Year 6.

Pupils are polite and considerate. For example, they dine, work and play together cooperatively and hold doors open for others. Pupils understand the importance of their education. During lessons, most pupils focus on the task at hand and listen attentively to staff. Pupils attend school regularly.

Pupils benefit from the many opportunities to learn beyond the academic curriculum, such as visits to museums, places of historical interest and cities. Year 6 pupils can participate in a residential trip to develop their independence and teamwork skills. The school helps pupils to be prepared for life in modern Britain through activities such as learning about people from different backgrounds, different ways to stay safe and financial management.

Governors are knowledgeable about the school and understand its priorities. They are rigorous in their approach to providing challenge and support. Governors carry out their statutory duties effectively. Staff were resoundingly positive about working at the school. Morale is high. They feel valued and appreciate the time and consideration given to ensure that any changes do not impact negatively on their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not adapt their delivery of the curriculum well enough to meet the needs of pupils with SEND. This means that there are a small number of pupils with SEND who are hindered from achieving as well as they could. The school should ensure that staff develop the expertise to provide effective support for pupils with SEND, to enable them to learn consistently well.
- On occasion, the school does not ensure that pupils read books from the broad range of texts that are available. This means that some pupils' knowledge of authors and texts is limited, and they do not gain a rich, deep understanding of different literature. The school should develop its oversight of the books that pupils read so that it can support pupils to widen their choices beyond familiar texts.

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

Unique reference number	105723
Local authority	Oldham
Inspection number	10321283
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair of governing body	Ruth Broadhurst
Headteacher	Suzanne Hall
Website	www.greenfieldstmary.oldham.sch.uk
Dates of previous inspection	26 and 27 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school club.
- The school does not make use of any alternative provision for pupils.
- This is a Church of England school. It is part of the Diocese of Manchester.
- The school's most recent section 48 inspection, for schools of a religious character, took place in June 2019. Its next section 48 inspection is due before June 2027.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in early reading, mathematics and history. They met with subject leaders and with staff. Inspectors visited lessons, looked at examples of pupils' work and spoke with groups of pupils about their learning.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They looked at documentation and reviewed pupils' work in these subjects.
- The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with representatives of the local authority and of the diocese.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils during meetings and lessons and at lunchtime. They reviewed the responses to Ofsted's online survey for pupils.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents and carers during the inspection.
- 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.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

Kevin Simpson

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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