

Inspection of Greenfield E-ACT Primary Academy

Novers Lane, Knowle West, Bristol BS4 1QW

Inspection dates:	15 and 16 October 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Fiona Chapman. This school is part of E-ACT academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tom Campbell, and overseen by a board of trustees, chaired by Lord Jim Knight.

What is it like to attend this school?

Greenfield E-ACT Primary Academy provides a haven where all pupils can blossom. Relationships between staff and pupils are warm and respectful. Because the school is highly inclusive, all pupils feel they belong.

Leaders are relentless in their drive to ensure every pupil is successful. The 'no-excuses' culture sets high standards for learning and behaviour. Pupils rise to this challenge, including those with special educational needs and/or disabilities (SEND). Consequently, all pupils achieve well.

Pupils' behaviour is exemplary because staff establish routines from day one. Pupils are eager, independent learners. If they find a task difficult, they persevere. For example, pupils try to work things out for themselves before asking for help. This is because they have access to resources that help them learn effectively.

Pupils are safe in school. They know how to report any worries or concerns. Pupils know what healthy relationships are. They understand and show the qualities of being a good friend.

The school is a beacon of support for the community. Pupils are at the heart of all decision-making by the school and the trust. Families value the nurture and care their children receive.

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

The school has created a broad, ambitious and well-structured curriculum. It is well planned and sequenced across all subjects. Logically organised content builds on prior knowledge to prepare pupils for future learning. For example, children in early years build their core strength and coordination through indoor and outdoor play. This supports later learning in physical education (PE) in key stage 1, where pupils need to jump, balance and roll.

The curriculum is well taught. Teachers introduce new learning clearly and check pupils' understanding. Across the school, teachers ask effective questions and tackle any misconceptions. Retrieval strategies help pupils remember learning from the previous lesson. However, some pupils struggle to recall what they have learned the term or year before. This makes it tricky for them to connect previous and new knowledge. For instance, in mathematics, pupils cannot remember the properties of 2D shapes. This makes it more difficult to learn about 3D shapes.

Children make remarkable progress in the early years. Staff design activities that help children practise their learning, such as 'fishing for sounds' to reinforce their phonics skills. Communication and language development are priorities. This is because many children start school with limited speech and language skills. In the Nursery, adults introduce children to stories and songs that capture their interest. This prepares children very well for learning phonics.

Reading is a cornerstone of the curriculum. Staff use their high level of expertise to teach phonics. Assessment of pupils' phonics skills is accurate and so pupils read books well matched to the sounds they know. Staff promptly spot pupils who are falling behind and give precise support. This helps pupils catch up quickly, including those with SEND. The school's approach to early reading builds pupils' confidence and competence. Older pupils read a wide range of diverse texts. They love hearing adults reading aloud. This sparks their curiosity about new authors and genres.

Robust procedures are used to identify the needs of pupils with SEND. The school understands the best ways to meet their needs. Teaching staff adapt lessons to ensure pupils with SEND can learn alongside their peers. As a result, pupils with SEND make good progress through the curriculum and achieve well.

The school is unwavering in its approach to ensuring good attendance. It works closely with families and external agencies. Strategies such as breakfast club provide a secure, calm start to the day. An exciting curriculum and clubs such as skateboarding inspire pupils to attend school.

The school values underpin the personal development curriculum. For example, the Year 5 social action group, 'Game Changers', shows consideration for others by fundraising for a local youth charity. Pupils have a well-developed understanding of fundamental British values. They recognise that some people in other places do not have the same freedoms they enjoy. Pupils relate this to their work in history about the Windrush generation. During assemblies, pupils discuss important issues such as what makes a good team. This helps them to cooperate well in class and on the playground.

The belief that all pupils will succeed drives the school's work. Leaders, including those in the trust, are determined that pupils will receive the very best education. They regularly review the school's work to check this is achieved. Staff speak highly of the training and development opportunities they receive. They appreciate the care leaders show for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are not acquiring the knowledge they need in a few subjects. This is because clear links are not made between new knowledge and that which has been learned previously. As a result, pupils do not routinely remember and connect prior learning as effectively as they might. The school should ensure that teaching helps pupils to connect knowledge and build a secure understanding of what they learn.

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	138709
Local authority	Bristol City of
Inspection number	10344643
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	Board of trustees
Chair of trust	Lord Jim Knight
CEO of the trust	Tom Campbell
Headteacher	Fiona Chapman
Website	https://greenfieldacademy.e-act.org.uk
Dates of previous inspection	13 and 14 November 2019, under section 8 of the Education Act 2005

Information about this school

- There have been several headteachers since the last inspection. The current headteacher was appointed in January 2023.
- The school does not use any alternative provision.
- The school runs a breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff, a member of the executive leadership team, the CEO and the chair of the trust board.
- Inspectors carried out deep dives in early reading, mathematics, PE and modern foreign languages. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. The inspectors also listened to some pupils read. Inspectors looked at pupils’ work in some other subjects, including science, religious education and geography.
- To evaluate the effectiveness of safeguarding, 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 spoke to parents at the start and end of the school day. Inspectors also considered the responses to Ofsted Parent View and the staff survey.

Inspection team

Faye Heming, lead inspector	Ofsted Inspector
David New	Ofsted Inspector
Richard Vaughan	Ofsted Inspector

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