



Greenfield St Mary's CofE School

Inspection Report

Unique Reference Number 105723
LEA Oldham
Inspection number 277394
Inspection dates 6 February 2006 to 7 February 2006
Reporting inspector Mr Terry McDermott CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Manchester Road
School category	Voluntary aided		Greenfield
Age range of pupils	4 to 11		Oldham, Lancashire OL3 7DW
Gender of pupils	Mixed	Telephone number	01457 872264
Number on roll	174	Fax number	01457 829271
Appropriate authority	The governing body	Chair of governors	Mrs V Williams
Date of previous inspection	17 January 2000	Headteacher	Mrs Helen Rowland

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average school, which serves an area of relative social advantage in Saddleworth to the east of Oldham. All pupils are from white British backgrounds. The percentage of pupils eligible for free school meals is low, as is the percentage with learning difficulties and/or disabilities. Attendance is above average. The headship has changed since the last inspection. The substantive headteacher is on maternity leave though returned to school during the inspection. An acting headteacher is currently in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It gives good value for money.

Achievement and standards are good overall. From above average starting points pupils make outstanding progress in the Foundation Stage because provision is excellent. By the time they leave the school in Year 6, their standards are exceptionally and consistently high. Pupils make good progress because the good quality of teaching ensures that they learn well.

Leadership and management of the school are good. The substantive headteacher is a good role model, and leads an effective team. Procedures for assessing the progress pupils make, and for monitoring the quality of teaching and learning are good. Parents are happy with the school. Their views are taken into account, and they are kept well informed of developments. Governance is satisfactory; the new team, though inexperienced, is committed to school improvement.

The quality of teaching and learning is good. Teachers plan interesting lessons which sustain the concentration of pupils. This ensures that pupils learn well. However, there is inconsistency in the way teachers mark pupils' work which results in pupils not always knowing what they need to do to improve. Assessment, and the tracking of pupils' progress is secure, but the information gained is not used consistently well for curriculum developments and the detailed planning of teaching.

Pupils' personal development is outstanding. This is as a result of the school's inclusive and caring approach. Every child is treated as an important individual. Pupils behave exceptionally well in lessons, and are very positive learners. Since the last inspection, standards have been maintained at a high level, the issues noted in the report have been dealt with, and improvement has been good.

The school knows its strengths and is maintaining them. It knows the areas it needs to develop and is working steadily to address them. The school is well placed to improve further. Value for money is good.

What the school should do to improve further

Improve the quality of teaching and learning by:

- using the information gathered from the tracking of pupils' progress more consistently to inform curriculum development and the planning of teaching
- making marking across the school more consistent in telling pupils what they need to do to get better.

Achievement and standards

Grade: 2

The school accurately judges achievement as good and standards as exceptionally and consistently high. Pupils enter the school with above average attainment, though there are variations year on year. Provision in the Foundation Stage is outstanding and pupils

make excellent progress. They continue to make very good progress so that by the end of Key Stage 1 in 2005, pupils' results were significantly above average in reading and writing. In mathematics, results were not quite as high, though still above average. Good progress is maintained throughout Key Stage 2, and by the end of Year 6 in 2005 pupils' results were significantly above average. The percentage of pupils reaching the higher Level 5 was more than double the national average in science and mathematics, and three times the national average in English. In the national tests in 2005, boys did better than girls.

Work seen during the inspection shows that achievement is good over time. Pupils are making good progress in all years and those in Years 2 and 6 are meeting challenging targets. Pupils' progress is carefully tracked by teachers and where pupils underachieve, they are quickly helped to get back on track. Pupils with learning difficulties and/or disabilities make good progress as a result of the very good quality of support which they receive.

Personal development and well-being

Grade: 1

The school accurately judges personal development and well-being as outstanding. Pupils feel safe and secure, and report that they enjoy school. When asked what they did not like about the school, one group of six pupils thought hard but answered with a long period of silence.

Relationships with staff are very good and behaviour in lessons is exemplary. All pupils have very good attitudes to learning and engage quickly and enthusiastically in lessons. Many benefit from the good range of extra-curricular activities that are available. Attendance is above average, and no pupils have been excluded from school for over six years. Pupils take their responsibilities seriously. For example, many children are active members of the Eco-committee, which encourages pupils to respect their surroundings and to be proud of their school.

Spiritual, moral, social and cultural development is good. The school benefits from its links with the church, and the ethos of co-operation which pervades the school. Community links are strong, pupils show their awareness of the needs of others by holding fund raising events throughout the year. The school works very closely with parents, keeping them well informed about their children's progress. One parent commented that it takes her half an hour to read the monthly emailed newsletter. The elected school council is effective in enabling pupils to contribute to decision making. The school promotes healthy life styles well, and pupils take full advantage of the exercise and balanced diet options available to them.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school's judgement that the quality of teaching and learning is good and this leads to good progress. Lesson planning is very good and systematically builds on what pupils have already learned. The work pupils are given closely matches their needs. The most able pupils are challenged appropriately and the few pupils with learning difficulties and/or disabilities make good progress thanks to the effective, focused teaching and support they receive. Pupils have outstandingly positive behaviour and attitudes and enjoy their learning. The quality of teaching and learning in the Foundation Stage is outstanding with pupils enjoying an impressive curriculum delivered with great expertise and imagination by the staff.

In the best lessons teachers use a variety of well thought out strategies to motivate and engage pupils. One pupil reported that he 'liked all the different ways he could learn things'. Interactive whiteboards are used to deliver information in stimulating and exciting ways that improves progress. Teachers are skilled in questioning, provide many and varied opportunities for speaking and listening and ensure that all pupils make a contribution. These lessons have pace, high expectations and make effective use of praise and reward. In a few lessons observed, pace and time management were less effective and restrict pupils' overall achievement.

Curriculum and other activities

Grade: 2

Inspectors agree with the school's judgement that the curriculum is good and meets statutory requirements. The provision for the small number of pupils with learning difficulties and/or disabilities is good. The school has contributed significantly to the future economic well-being of its pupils by maintaining a strong focus on basic skills. At the same time the school is beginning to develop an exciting and stimulating curriculum which encourages independent learning, enquiry, resourcefulness and invention. There are many opportunities for pupils to contribute as individuals or in groups, including participation in sporting activities; the impressive choir; raising funds for the school and for local and national charities. Pupils enjoy weekly information and communication technology (ICT) lessons and have increasing opportunities to use computers and interactive whiteboards in other subjects. The school has addressed the issues raised in this area from the previous inspection.

Care, guidance and support

Grade: 2

The school accurately judges care guidance and support for pupils as good. This inclusive school provides a warm, welcoming and secure environment and values all its pupils equally. Pupils are confident and clear about what to do if they are upset or troubled, and the Buddy system run by pupils helps to ensure that all pupils enjoy the

playground experience. Parents and carers are very pleased with the way the school cares for their children. Effective programmes of personal, social and health education and physical exercise promote an understanding of health and how to achieve it. There are thorough arrangements for child protection and health and safety, including regular risk assessments. Teaching assistants work closely with teachers and give good support for children with learning difficulties and/or disabilities. The school's provision for gifted and talented pupils is also good. Procedures for assessing pupils' work are good, but inconsistencies in marking mean that some pupils do not have clear knowledge of their standards and how they might improve them.

Leadership and management

Grade: 2

Inspectors agree with the school's judgement that leadership and management are good. The headteacher has a clear vision for the school based on improving achievement through a whole-school focus on effective teaching and learning. However, the school has yet to find a way to reduce the inconsistency in teaching, and thus learning, caused by the unavoidable absences of several key staff.

The leadership group ensures that the school runs smoothly, with a sense of purpose, and is an attractive, orderly and welcoming place. Team working, shared responsibility and enthusiasm are palpable.

Regular and well founded monitoring of classroom practice ensures that self evaluations are accurate and reliable. There is a robust assessment system for tracking pupils' progress in some of the foundation subjects, such as history and art, and this is being extended into other subjects. It is not yet fully embedded in practice. The information derived from these assessments is not yet fully exploited either for curriculum development, or in the planning of teaching.

Parents have complete confidence in the school and are kept well informed of the progress their children make and of other developments within the school. Governance is satisfactory. Though relatively inexperienced, governors are very supportive and have a growing ability to offer challenge. Good use is made of available resources and constant efforts are made to develop a stimulating learning environment.

Issues identified for improvement at the last inspection have been remedied and the school is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us so much when we inspected your school recently. We really enjoyed talking to you about your school. We were very impressed with how well you behave, and listen to your teachers in lessons. I liked having my dinner with you, and was impressed with how sensible you were with so few adults in the dining room. You were really happy and friendly, and also so responsible.

Like you, we think that Greenfield St. Mary's is a good school. We really liked the way that Mrs Rowland and all the other adults look after you. We particularly liked what goes on in the Reception class, which lets all the children there get a really good start in school.

We were very impressed with the standard of the work that you all do, and we think that you could do even better if the teachers told you more clearly what you needed to do next, to improve further. So look out for this in your books.

I'm sure you will keep trying to do the best you can, and I would like to wish you good luck and every success in the future.