



# Greenfields Primary School

## Inspection Report

**Unique Reference Number** 123446  
**LEA** Shropshire  
**Inspection number** 281479  
**Inspection dates** 2 November 2005 to 3 November 2005  
**Reporting inspector** David Driscoll RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Hemsworth Way
<b>School category</b>	Community		Shrewsbury
<b>Age range of pupils</b>	3 to 11		Shropshire SY1 2AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01743 236397
<b>Number on roll</b>	325	<b>Fax number</b>	01743 240866
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Nelson
<b>Date of previous inspection</b>	27 September 1999	<b>Headteacher</b>	Mr Andrew Morris

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 2 November 2005 - 3 November 2005	<b>Inspection number</b> 281479
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Greenfields Primary School is a larger than average primary school, with very few pupils from a minority ethnic background. It is situated in the Bagley ward on the outskirts of Shrewsbury, serving a mixture of private, housing association and council-owned property.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 4

Greenfields Primary is failing to provide a satisfactory education for its pupils. Whilst pupils are well cared for and safe in the school, they do not make enough progress in their academic studies because the teaching is not good enough, especially for the more able pupils and in mathematics. In most other respects, pupils develop well. Their behaviour is good and they learn how to become the responsible citizens of tomorrow. Pupils in the Foundation Stage make good progress and join Year 1 with above average standards.

Standards at the end of Year 2 have fallen considerably at the since the school was last inspected and there are now clear signs of underachievement in important areas. The actions taken by the school's managers, including governors, have been too little, too late, to prevent many pupils from underachieving. The school's managers have too rosy a view of its performance, because they fail to analyse its strengths and weaknesses rigorously. Although the pastoral side of pupils' education is fostered effectively, managers cannot point to a convincing track record of improving the school's academic performance. The school is no longer providing value for money.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What the school should do to improve further

- ensure teachers set work that is challenging enough for the more able pupils
- improve the teaching of mathematics
- take a more rigorous approach to identifying weaknesses in performance and taking actions to address them
- the LEA should consider using its powers to strengthen the governing body.

## Achievement and standards

### Grade: 4

Pupils make good progress in the nursery and reception classes, so they join Year 1 with standards above those expected. However, their progress in Years 1 and 2 is not good enough, so by the end of Year 2 standards are only average, except in mathematics, where standards are below average. The biggest weakness lies in the performance of more able pupils who do not reach the standards of which they are capable.

There have been clear signs of underachievement in Years 3 to 6 in recent years, but results improved in 2005 to the point where most pupils made satisfactory progress and left the school with average standards. Nevertheless, more able pupils underachieved and did not obtain the results of which they were capable. The pupils currently in Years 3 to 6 are making satisfactory progress in general, but there are still

indicators of more able pupils not doing well enough, while pupils in Year 3 have not made up the ground lost when they were in Years 1 and 2. In contrast, the work the school has done on helping less able pupils has paid off in the good progress now being made, especially by those with learning difficulties.

## **Personal development and well-being**

### **Grade: 2**

The school successfully promotes pupils' personal development. Pupils show positive attitudes and enjoy coming to school. Their behaviour is good, and often very good. Attendance is average. This is lower than previously because of the number of holidays taken during term time.

In the youngest classes, personal, social and emotional development are well promoted and the children respond well. Older pupils enthusiastically accept opportunities to take responsibility. Pupils actively influence what happens in school by being involved in the well established school council. Activities such as organising and costing goods for stalls at the annual fairs help to promote pupils' future economic well-being.

Pupils' spiritual, moral, social and cultural development is good. Termly targets for social development are valuably shared with parents. The 'golden rules' help learners to understand right from wrong. Through visits and visitors, pupils gain a good understanding of the multicultural world in which they are growing up.

Healthy living is successfully promoted with the school on course to receive a 'healthy school' award. Pupils enjoy regular exercise through play and sport, partly through the very good range of extra-curricular sporting activities. The promotion of healthy eating is well supported by thoughtfully planned, nutritious lunches

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching is inadequate because teachers do not pay enough attention to meeting the needs of more able pupils. Lesson plans show that only one teacher plans more difficult work for able pupils. Most pupils do exactly the same tasks, such as all spelling the same words or doing the same sums. This lack of planning means that work is often too easy for the more able pupils, so they do not make enough progress. This is particularly noticeable in classes where there is more than one year group, especially where Years 1 and 2 are combined. The teaching of mathematics is also weak, especially in Years 1 and 2, with too much variation in the quality between classes.

In contrast, most teachers plan work carefully for pupils with learning difficulties, so such pupils make better than expected progress when they are working in small groups with teaching assistants. These pupils produce a good amount of work, but others, particularly in Years 1 and 2, do not do enough, with pupils of all abilities doing exactly the same amount on many occasions.

Pupils experience consistently good teaching in the nursery and reception classes. Pupils are provided with a broad range of activities that capture their imagination and build progressively on their previous experiences. Throughout the school, teachers have good relationships with their pupils, so pupils enjoy their lessons and respect their teachers' authority.

## **Curriculum and other activities**

### **Grade: 3**

There are many aspects of the curriculum that the school can be proud of. Among these is the large range of after-school activities provided for older pupils, although there are far fewer for younger children. The school tradition of encouraging pupils to engage in sporting and musical events is another strength. The wide range of visits and visitors plays an important part in broadening the pupils' spiritual and cultural experiences. The good programme for personal, social and health education ensures that pupils develop good habits of working and living in harmony with one another. School projects are often very exciting and interesting, such as the work on World War II.

The school makes good provision for pupils with learning difficulties and older pupils who are struggling to reach expected standards have 'booster' activities. However, there has been insufficient attention paid to ensuring that pupils of all abilities are suitably challenged. The medium-term planning of the curriculum shows that this is a common weakness across the school.

## **Care, guidance and support**

### **Grade: 2**

The school has a caring, community ethos in which each child is valued. The school complies with all legal requirements to protect the pupils. Pupils comment on how they feel safe and secure at school. The school ensures good health and safety and, during the inspection, pupils were given good guidance on safety on bonfire night.

The effective support provided for new children ensures that they make a good start to their school lives. Pupils with learning difficulties are well supported, partly through the effective team of teaching assistants. There are good procedures to identify potential bullying and anxious children know they can receive counselling.

The guidance and support for pupils' academic development could be better. Systems for tracking pupils' progress and setting targets are in place, but there is too little rigour in the setting of more challenging individual targets in order to improve standards.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate because weaknesses in the school's performance are not identified clearly enough. This has prevented the school's

leadership from taking effective and timely action to improve key areas. Standards in mathematics, for example, had been falling in Years 1 and 2 for some years, but no plans were put in place to improve matters until this year. Similarly, a decline in attendance was not checked because nobody noticed that registers were being marked incorrectly, so did not trigger an automatic response.

Where the school does take action to improve, it is often successful, but the school has not always focussed on the most important weaknesses. The focus on improving the progress made by pupils with learning difficulties, for example, has improved their standards and the overall results this year. However, the weaknesses in the school's performance were a result of underachievement of more able pupils, not the less able, who were making satisfactory progress anyway.

Senior managers, including governors, have not been sufficiently critical of the school's performance and have too rosy a view of standards in particular. Governors are not challenging the headteacher enough. They rely too heavily on his views, without questioning what is being done to improve.

There are, however, strengths in middle management. The Key Stage 1 coordinator has only been in post for a short time, but has a very clear idea of the weaknesses in provision and how to overcome them. The Foundation Stage manager is rigorous in ensuring a consistently good standard of education for pupils in her care.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Greenfields Primary School Hemsworth way Shrewsbury SY1 2AH

3 November 2005

Dear Children

As you know, some inspectors visited your school recently to check on how well it was doing.

Thank you very much for saying hello to us, and a special thank you to all those who told us about their life at school. We think you are very polite to grown ups and well behaved. Your teachers help you to learn how to live with others, so you will be good adults when you grow up.

Unfortunately, the teachers are not as good at making sure you learn enough in lessons. The cleverest of you are not learning enough, and many others are not doing enough maths. We have asked the school to make sure the work is hard enough for the cleverest pupils and that you learn more in maths lessons.

Over the years, the standards of work and the test results have not improved as well as they should. So we have said that the people who are in charge of the school should get help to make this happen.

Thank you again for helping us with our work.

Yours faithfully

Mr Driscoll (Lead Inspector)