



Greenfield Primary School

Inspection Report - Amended

Unique Reference Number 103799
Local Authority Dudley
Inspection number 286765
Inspection dates 27–28 September 2006
Reporting inspector Lois Furness

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

Type of school	Primary	School address	Hill Street
School category	Community		Stourbridge
Age range of pupils	4–11		DY8 1AL
Gender of pupils	Mixed	Telephone number	01384 818585
Number on roll (school)	267	Fax number	01384 818586
Appropriate authority	The governing body	Chair	Jeremy Wood
		Headteacher	Jeannette Mackinney
Date of previous school inspection	11 January 2006		

Age group 4–11	Inspection dates 27–28 September 2006	Inspection number 286765
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Greenfield Primary School is a larger than average school. Nearly all pupils are from White British backgrounds, although six other ethnic backgrounds are represented. The proportion of pupils with learning difficulties is average. A new headteacher and deputy headteacher have been appointed since the previous inspection.

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 has a good capacity to improve as shown by its improvement since the previous inspection. However, the key influential factor is the outstanding leadership of the headteacher. Since her appointment she has put into place very secure self-evaluation systems which allow her to know exactly what needs to be done to improve provision. When weaknesses are identified, then the action taken to remedy is really effective, for example in improving writing standards. A good leadership team shares the headteacher's vision for improvement. Governors are supportive and enthusiastic, but as yet, they do not rigorously monitor and evaluate the school's work.

Another outstanding aspect is pupils' personal development and well-being. The school motto, strongly supported by parents and pupils, of 'Everyone can grow in a Greenfield' is what really happens. Consequently, attendance is good, pupils love learning and feel safe, secure and respected. Relationships are excellent and pupils are confident they will be listened to if they have a problem. Greeting the teacher with a smile is evident practice throughout the school. This readiness to learn starts in the good Foundation Stage Unit. Outstanding teaching very quickly ensures that all children become very well motivated learners. Independence is strongly promoted and this remains a high priority throughout the school. Through the school council, pupils are very involved in decision making and older pupils are very good in sharing their secure understanding of a healthy lifestyle with the younger ones by awarding stickers, for example, when the younger ones choose a healthy meal option. 'Work-time', a planned time when pupils make informed and sensible choices about the learning they want to pursue, is something pupils greatly value. Innovative features such as this, make the curriculum outstanding and contribute considerably to pupils' enjoyment of school and their personal development. Good emphasis is given to pupils' academic development, and by Year 6 standards are well above average in English, mathematics and science. In the Foundation Stage, most children reach the expected standards for their age but this is improving because of the good provision. Achievement is good overall. However, although the majority of teaching is good, there are inconsistencies in progress related to the sometimes variable quality of teaching. When teaching is satisfactory, teachers do not have sufficiently high expectations of what pupils should do and assessment information is not used well enough to plan activities that accurately match all pupils' needs. The school has identified these weaknesses and a good support programme is in place which is already influencing teaching quality. Pupils are prepared well for the next stage of education.

What the school should do to improve further

- Ensure any inconsistencies in teaching are rectified, making all teaching good or better so that pupils make good progress.
- Help governors develop their monitoring and evaluation roles more rigorously.

Achievement and standards

Grade: 2

Overall, pupils' achievement is good. Children's attainment on entry to the Foundation Stage is average and by the time they enter Year 1 the majority attain levels that at least match those expected, which is satisfactory. However, this is improving because the outstanding teaching in the Foundation Stage is helping more children to exceed the levels expected than has happened in the past. By Year 2, standards are above average overall but too few pupils attain the higher level, particularly in writing. By Year 6, standards in English, mathematics and science are well above average. The school has had considerable success with an initiative to improve the standards of more able pupils in Key Stage 2, resulting in many more attaining a higher level in all three subjects in 2006 national tests. Writing standards were weaker than reading and therefore targeted for improvement. The work is proving successful and standards are rising well. However, a weakness remains in that few Year 6 pupils have a fluent cursive style of handwriting. Although progress is good overall, it is uneven as a result of variations in the quality of teaching throughout the school. Pupils with learning difficulties and disabilities make good progress because of good targeted support.

Personal development and well-being

Grade: 1

The outstanding personal development and well-being of the pupils begins in the Foundation Stage, where children very quickly develop very positive attitudes towards learning. Excellent behaviour and very well motivated learners are evident throughout the school. Pupils feel very safe and are very confident that if they need help it will be given. Strategies such as the 'Buddy bus stop' work well and as one pupil said, 'I thought I'd try it. One minute I was by myself, but seconds later I was surrounded by people trying to help me!'

Pupils are proud of their school. 'I like the things they do for us', said one school councillor. Pupils' spiritual, moral, social and cultural development is good. Their ability to work together and their sense of responsibility are outstanding. Pupils have a good understanding of other beliefs and cultures.

Pupils have a healthy lifestyle, take regular exercise and know the importance of keeping themselves safe. They know their views are important to the leadership of the school, and there is an active school council. All pupils contribute significantly to the wider community, raising money for different charities. Their very good levels of basic skills and their involvement in managing changes to the school prepare the pupils very well for life when they leave.

Quality of provision

Teaching and learning

Grade: 2

Good teaching enables pupils to learn successfully and acquire well above average standards by Year 6. However, pupils' progress varies because in a few year groups teachers' expectations of what pupils are able to do are not high enough. Teachers know the pupils well and excellent relationships mean that pupils are keen to ask or answer questions. Very good use is made of interactive whiteboards to explain new ideas and teachers mainly plan interesting work that motivates and engages pupils' interest. However, occasionally activities do not meet the needs of all pupils. Teaching assistants make a valuable contribution to the pupils' learning, including those with learning difficulties and disabilities, because they are well informed and usefully deployed.

Teaching in the Foundation Stage is now outstanding. The teacher's very good knowledge of how young children learn ensures children are provided with a very good balance of adult- and child-led activities that is now moving them on faster.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. In the Foundation Stage the curriculum is exciting and maximises opportunities for indoor and outdoor learning. In Key Stage 1 and 2 there is full coverage of the National Curriculum which is very well enriched by a wide range of after school clubs, visits and visitors. The programme of work for pupils' personal development is outstanding and such excellent innovations as the once a week provision of 'Work-time' enables all pupils to take greater responsibility for what they do. They are very enthusiastic about the opportunity to select their own subject matter for learning. This supports them very well in developing as mature and sensible learners. They recognise, with such comments as 'We can't just do as we like, we have to sit down and plan carefully before we start', that they have to take responsibility for their activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Very thorough systems and procedures are in place to protect and safeguard all pupils, particularly those who may be vulnerable or at risk. Pupils are very confident that they can learn in a safe and caring environment and feel very well supported by their teachers and other staff. The early identification and support for pupils with learning difficulties and disabilities have improved since the previous inspection and are of a high standard. Links with external support agencies are good and further enhance the care provision in school. Parents are very happy with the school's work and many comment that the procedures for when children first start school in the Foundation Stage are 'fantastic!' They are particularly appreciative

of the home visits made by the Foundation Stage staff. The systems for academic monitoring and support for learning are thorough and ensure that the majority of pupils make good progress. However, although information is used very well to set mathematics and writing targets, it is not used as efficiently to set reading targets.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides outstanding leadership. She has an excellent grasp of the strengths and development areas of the school. Parents are very appreciative of her work and the pupils appreciate her drive to fully involve them in the running of 'their' school.

The headteacher, supported by other senior managers, has formed a good leadership team that is always looking to improve. The well above average standards by Year 6 and pupils' outstanding personal development are evidence of their successful management. The school's evaluation of its performance is extremely accurate. Data about pupils are analysed carefully and rigorous monitoring and evaluation ensure that shortcomings in the school's provision are identified. Recent improvements in English are evidence of this. Teachers have many opportunities to extend their knowledge and skills through training. In addition, there is clear guidance for those needing support but more needs to be done.

The work of the governing body is satisfactory. It is supportive and makes sure that statutory requirements are met. However, its monitoring of the school is not yet rigorous enough because many governors are inexperienced. They are working hard to extend their expertise through training provided by the local authority.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so helpful when we visited your school. We really enjoyed ourselves and your eagerness to talk to us made it so easy for us to find out what it is like to be a pupil at Greenfield Primary School. We think you have a good school with some outstanding strengths.

The things that we really like about your school are:

- By Year 6 you attain high standards in English, mathematics and science.
- Your headteacher knows exactly what needs to be done to make sure that you all continue to learn as well as you can.
- Very importantly, your headteacher listens to what you have to say, and you know that she takes your comments very seriously.
- The youngest children have a wonderful start in the Foundation Stage where they very quickly learn to love coming to school.
- We agree with you and your school motto that 'Everyone grows in a Greenfield'. Your excellent behaviour and the way you care for each other help to make this motto come true.
- You are very lucky to have such an interesting and exciting curriculum. We particularly like 'Work-time' when you very sensibly make choices about what you want to learn.

What we have asked the school to do now:

- Your achievement is good and we think it would be even better if some teachers expected more of you and if the work they gave you made you all think as hard as you can.
- The governors are very interested in the things you do but we think that they need to improve the way they check that the school's work is as good as it should be.

We hope you continue to work hard and enjoy your time in your good school.