

# Greenfields Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	108609
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	288140
<b>Inspection dates</b>	7–8 June 2007
<b>Reporting inspector</b>	Graeme Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Harry Corlett
<b>Headteacher</b>	Mrs Lynda Phillips
<b>Date of previous school inspection</b>	1 November 2002
<b>School address</b>	Taylor Avenue Wideopen Newcastle upon Tyne Tyne and Wear NE13 6NB
<b>Telephone number</b>	0191 2007919
<b>Fax number</b>	0191 2366116

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Greenfields is a larger than average primary school with a Nursery unit. It serves a locality where socio-economic characteristics are average to below average. Almost all pupils are from a White British heritage. The proportion of pupils eligible for free school meals is a little above average. A broadly average proportion have learning difficulties and/or disabilities, although relatively few pupils have statements of special educational need. The headteacher took up her post in January 2007 after a period of instability in the leadership of the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Greenfields provides a satisfactory education for its pupils. The headteacher has revitalised the school and very successfully promotes a philosophy that every child does matter and each should do as well as they can. Most parents are delighted with the school, and many said that their children enjoy school and are safe and well cared for. One parent's comment sums up their views, 'My children are happy coming to school now and I can leave them knowing they are safe and getting the best education'.

Teaching is satisfactory, with some that is of good quality. The headteacher gives the school a clear direction for raising standards and has taken decisive action to improve the quality of teaching. Teachers are enthusiastic about the value of sharing expectations with pupils and how well they are learning. This, coupled with marking that gives pupils pointers on how to improve and targets to raise their aspirations, is promoting higher achievement throughout the school. Furthermore, the school now analyses each pupil's progress carefully and gives prompt and effective support whenever the need arises. This leads to those with learning difficulties and/or disabilities achieving well, and those who had not been making sufficient progress now doing much better and reaching the levels they should. Visits and visitors, and effective links with the local authority and with schools nearby and in Europe enrich the curriculum for all pupils. Planned activities for children in the Foundation Stage successfully exploit the many opportunities available in the indoor and outdoor facilities.

Children's skills are below those expected of most three-year-olds when they begin school in the nursery. They make good progress through the Foundation Stage, so that, as a result of good provision, standards are broadly average by the time the children are five. Standards in Year 2 fell in 2005 to below average. The situation has been tackled well and, in 2006, progress was satisfactory and attainment a little above average by the end of Year 2. Teachers' assessments this year show the present Year 2 pupils also make satisfactory progress and attain broadly average standards. The school's results in the 2006 Year 6 national tests fell from previous years and were below average overall because too many pupils did not achieve as well as they should have done throughout Key Stage 2. New leadership has led to huge improvement since January. This has ensured that improved systems for sharing expectations in lessons, helping pupils know how well they are doing, and managing pupils' behaviour in classrooms have been embedded. Standards have improved considerably in 2007 and are higher than they were in the 2006 tests. Although achievement has not improved as much in mathematics as it has in the other core subjects, pupils in Year 6 are on track to meet the school's challenging targets.

The school successfully prepares pupils to be good citizens through good spiritual, moral, social and cultural development. The pupils are polite and considerate, and their behaviour overall is satisfactory. Pupils know how to stay safe and have a good awareness of health and fitness. They enjoy school and their broadly average basic skills prepare them satisfactorily for their future.

The headteacher brings considerable strengths of dedication and command of the present situation. Although monitoring and review procedures are yet to be fully developed, in their plan for improvement the headteacher and governors rightly share a top priority of raising standards and achievement. Nevertheless, the effective leadership of the headteacher, good governance, and a strong team spirit and commitment from staff have enabled satisfactory

progress to be made since the last inspection. The school gives satisfactory value for money and has a sound capacity to improve.

### **What the school should do to improve further**

- Raise standards and achievement in all core subjects, especially in mathematics.
- Extend arrangements for monitoring and review to make evaluation of the school's work rigorous and up to date.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. Children make good progress in the Foundation Stage. When they join the nursery, their skills are below those expected of children of their age, but they quickly develop confidence, skills and knowledge and many are on course to reach the learning goals expected of them by the time they enter Year 1. This stands them in good stead for the next stage of their education. Results of teachers' assessments at the end of Year 2, show that standards fell sharply in 2005 and then improved markedly in 2006. They were a little above average in reading and mathematics, and were average in writing. Boys did particularly well. Teaching has sustained pupils' satisfactory progress to reach broadly average standards again this year.

The results of the 2006 Year 6 tests were below average in all subjects, and a decline in English continued from the previous year. The school did not reach its targets for the year in English and mathematics. Results at the nationally expected Level 4 were much below average, although an above average proportion of pupils did gain the higher level in mathematics. Girls did better than boys. Given their backgrounds and starting points, most pupils did not make sufficient progress throughout Key Stage 2.

A concerted approach from the new leadership team to improve aspects of teaching has led to a marked up-turn in pupils' learning and progress. As a result, standards are rising and are close to nationally expected levels. After analysing information from assessments, direct intervention to support those pupils not making sufficient progress has effectively addressed underachievement. Year 3 pupils have made particularly good progress in reading from the beginning of the year. Throughout Years 3 to 6, most pupils have made expected progress this year, but more so in their written work than in mathematics. The school accurately identifies 'applying mathematics' as an area for particular attention. Most Year 6 pupils are now on course to reach their targets. Intensive support for pupils with learning difficulties and/or disabilities helps them make good progress.

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

### **Grade: 2**

Pupils' personal development is good overall. They feel safe and secure as a result of the good care and support which the school provides. Pupils' spiritual, moral, social and cultural development is good. Pupils behave satisfactorily in class where they display positive attitudes to their learning. They conduct themselves considerately and politely as they move around the school. Their attendance is average. Pupils enjoy the activities the school offers and like making

friends there. They speak enthusiastically about links with foreign schools and local visits, for example, to The Centre of Life. They especially enjoy the sense of accomplishment that comes from having their hard work recognised; for example, when the headteacher writes about it to them personally at home. Pupils feel secure in school and they are confident approaching school staff if problems arise. They have a good understanding of healthy eating and lifestyles and know how to promote fitness. Many take part enthusiastically in physical activities at playtimes and after school. Pupils make a good contribution to their school and wider community. Through the active school council, they feel that their views are taken into account when decisions are made. They act as playground pals and buddies and participate in local community projects; such as, recycling and tree planting. Pupils also take part in charitable work, including fundraising activities and entertaining older people. Their broadly average basic skills and experience of team-working prepares them satisfactorily for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Significant developments to improve teaching have taken place this year. In a large measure, they are responsible for some of the clearly good progress seen in pupils' work over the past few months, especially in Years 3 and 6. Pupils always know what they will learn in their lessons and how they can assess their own progress. Common strengths lie in the warm, encouraging relationships teachers and teaching assistants have with their pupils. These relationships underpin recent improvements in managing pupils' behaviour, and in the detailed manner in which interesting learning activities are planned and managed. Teachers interest and challenge pupils by matching activities to their abilities. When teachers use practical activities and exciting presentations, pupils make good progress in their learning. In these lessons, the pace is brisk and expectations are high. For example, Year 3 pupils successfully learned how to apply different computational methods to solving mathematics problems because of the teacher's clear explanations and continuous encouragement. However, on some occasions, too much time is spent in discussion before practical work and this causes loss of concentration, which inhibits learning. Recent improvements in marking successfully check understanding and show pupils how to improve, although the pointers they are given are often general rather than sufficiently specific.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good in the Foundation Stage and in Years 1 to 6. Careful attention is taken to ensure that statutory requirements are met. Provision in literacy and numeracy is enhanced through the way pupils are grouped for lessons and through additional support in Key Stage 2. At present, these strategies help higher attaining pupils make good progress and pupils with learning difficulties and/or disabilities achieve well. Specific resources enhance opportunities for gifted and talented pupils and foster learning by pupils with learning difficulties and/or disabilities. A comprehensive personal, social, health and citizenship programme leads to pupils' good personal development and assemblies of excellent quality contribute greatly to their spiritual development. Opportunities to learn French; a good, wide range of visits to museums, a residential outdoor centre, and a local science centre; the work of specialist visitors such as an African Dance teacher; links with local churches and a school in Slovakia and an appealing range of out-of-school activities all enrich pupils' lives and their social and cultural development.

Pupils' opportunities to use information and communication technology are substantially greater now than at the time of the previous inspection. One innovation is for their work in poetry and music to be available for parents to download as a 'podcast'.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good. Clear and well-established procedures assure the safeguarding of children. Risk assessments are well-prepared and health and safety matters, including Internet safety, are carefully addressed. Appointment procedures meet government guidelines and all staff have received up-to-date training about child protection. Support staff work very effectively with pupils and their parents, and with outside staff such as speech therapists, to foster pupils' learning. The school tracks and analyses all pupils' attainment assiduously, and acts promptly and very successfully to support those not making as much progress as they should. In addition, assessments are used to set pupils' targets which aim to improve personal as well as literacy and numeracy skills. Parents are very supportive of the school and inspection evidence confirms that their confidence is not misplaced. Their most common concern is about the misbehaviour of a minority of pupils. The positive impact of the headteacher's high priority on behaviour improvement has led to consistent approaches in lessons, which improve learning, and promote good behaviour in corridors and halls. Pupils feel the new approaches have substantially reduced bullying.

## **Leadership and management**

### **Grade: 3**

Throughout the school, leadership and management are satisfactory. The headteacher gives the school a clear direction towards raising standards. She has had a strong and positive influence on building a good team spirit among the new leadership group who, with the headteacher, show a firm determination to raise achievement and standards. In turn, all staff play a crucial part in ensuring all pupils thrive. Governance is good. Governors ensure that the school is administered well and seeks best value from its resources. They too are especially committed to raising standards and are usefully extending their association with the school's new leadership and management team. However, self-evaluation is not up to date and is yet to be based on a sufficiently rigorous review of the school's work. Governors and the leadership team know that arrangements to monitor and gauge the effectiveness of all aspects of school life are at a very early stage of development, and are earnest in their intention to improve them. Importantly though, the school improvement plan rightly focuses on raising standards. The leadership team's effectiveness can be seen in the way they are addressing issues that have emerged since the last inspection. They now systematically analyse information about pupils' performance, and successfully use it to give support to raise achievement. By improving aspects of teaching, and making behaviour management consistent throughout the school, the leadership team already shows clear signs of improving learning. Intensive support in Year 6 has raised attainment since last year and, with more attention to sharing expectations with pupils in lessons, progress is improving and standards are rising.

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## Annex A

## 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>
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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>	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

11 June 2007

Dear Pupils

Inspection of Greenfields Community Primary School, Newcastle upon Tyne, NE13 6NB

Mrs Elton, Mr Sleightholme and I really enjoyed our visit to your school last week. Thank you for helping us when we came into your classrooms and your assembly to see you at work. You were very polite and really helpful. We enjoyed talking to you and we were impressed with those of you whom we met. It was great to see how much you enjoy coming to school and how you contribute to school life. I know the headteacher and the staff are all very proud of you.

Your school has a warm and welcoming atmosphere and is very well organised. We are pleased you feel safe and happy because all the adults in the school look after you very well. Many of your lessons are good and we were impressed with the way you work hard and enjoy taking part. We like the way your teachers share what you are going to do in lessons. We also like the different ways they help you know how well you are doing and what you have to do to improve. We have asked the school to help you improve your work in English, mathematics and science even further. We have also asked the governors and staff to review the work of the school regularly, and look for even more successful ways to help you learn and become mature young people.

Some of you will leave at the end of this year to join a new school. You have a lot of opportunities at Greenfields Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector