



Greenfield Primary School

Inspection Report

Unique Reference Number 132226
Local Authority Leicestershire
Inspection number 293991
Inspection dates 15–16 January 2007
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	Gwendoline Drive
School category	Community		Countesthorpe
Age range of pupils	4–11		Leicester LE8 5SG
Gender of pupils	Mixed	Telephone number	0116 2773584
Number on roll (school)	476	Fax number	0116 2781365
Appropriate authority	The governing body	Chair	Barbara Keen
		Headteacher	Linda Osborn
Date of previous school inspection	30 September 2002		

Age group 4–11	Inspection dates 15–16 January 2007	Inspection number 293991
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Greenfield is a much larger than average primary school. Almost all pupils are White British and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average although the proportion of pupils with a statement of educational need is average. When children start school in the Foundation Stage (Reception) attainment on entry is average. The school has undergone a four-year extensive building programme which was completed in July 2004. There have been significant changes of staff since the time of 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: 3

The school provides a satisfactory quality of education with some good features. Parents are supportive and are pleased their children enjoy school. Although care, guidance and support are satisfactory overall, good pastoral care and a good range of interesting additional activities support pupils' good personal development. Pupils agree school is a good place to be.

School improvement has been slowed by the extensive building programme and the changes in staffing. Now there is a wonderful new building and staffing has stabilised. The headteacher provides clear direction. She is ably supported by the senior management team and governors, and the overall quality of leadership and management is satisfactory. Realistic self-evaluation accurately identifies strengths and weaknesses in provision. Past underachievement has been acknowledged and a new assessment system has been established. Staff are starting to be more accountable for the progress of their pupils. As tracking and target-setting have become more rigorous, achievement has improved and it is now satisfactory. All staff are working enthusiastically to improve provision, and the capacity to improve further is satisfactory.

Children make a good start in the Foundation Stage. An exciting learning environment and good teaching mean children's achievement is good. By the time they enter Year 1, most are working at levels expected for their age. Boys, however, do not attain as well as girls. This difference in attainment is also evident in Years 1 and 2 and the school is implementing strategies, such as an emphasis on practical activities, to improve boys' attainment. By Year 6, pupils attain broadly average standards in English and science but below average standards in mathematics. This is due to weaknesses in pupils' numeracy skills, particularly in solving problems. Although their standards are improving, notably in English, more able pupils are capable of doing better and activities do not always challenge their thinking.

The curriculum is satisfactory, with good opportunities for pupils to enjoy the wide variety of extra activities offered. Planning is improving and activities are becoming better matched to the range of pupils' abilities. Teaching and learning are satisfactory and the amount of good teaching is increasing. Strengths include the use of interactive whiteboards to motivate pupils and to demonstrate new learning to them. Support staff are used well, ensuring pupils with learning difficulties and/or disabilities are fully included in lessons and make good progress.

Pupils keep a healthy lifestyle, taking regular exercise and knowing how to keep themselves safe. Behaviour is good. Pupils think the break-time 'buddy system' has improved behaviour considerably. One pupil said, 'It's now quite good actually - we haven't had any bullies for a long time!'

What the school should do to improve further

- Raise standards in mathematics by improving pupils' numeracy and problem-solving skills.

- Increase the level of challenge for more able pupils in English, mathematics and science.
- Implement strategies to ensure that boys in the Foundation Stage and Years 1 and 2 achieve as well as they can.
- Use assessment information to monitor pupils' progress rigorously and ensure that staff are accountable for the progress of their pupils.

Achievement and standards

Grade: 3

As the use of assessment information is improving so is pupils' progress. Achievement is satisfactory overall but good in the Foundation Stage. Lively, imaginative teaching provides these young children with a good start to their education. By the time they enter Year 1, the majority of them are working at the level expected for their age. In the past, however, children have under-achieved and few attained the expected levels. This low attainment negatively influenced standards in Years 1 and 2. Now there is improvement and, by the end of Year 2, standards are broadly average. Boys, however, do not attain as well as girls and too few pupils attain Level 3.

Progress in Years 3 to 6 is now satisfactory. It is good in Year 6 because of good teaching that is sharply focused on pupils' needs. Standards are improving and, by the end of Year 6, standards are broadly average in English and science, with more pupils than ever attaining Level 5 in English in the 2006 National Curriculum tests. However, mathematics standards are below average, with weaknesses in pupils' numeracy and problem-solving skills. Throughout the school, it is evident that more able pupils are capable of much more in all three subjects. Pupils with learning difficulties and/or disabilities make good progress because of the good targeted support that they receive.

Personal development and well-being

Grade: 2

Pupils have good attitudes to learning. They like their teachers and this is reflected in their good attendance. They appreciate the way staff work hard to make lessons active and fun, and consequently behaviour is good. Spiritual, moral, social and cultural development is good. Pupils are attentive, respectful and considerate to others. There is a strong ethos of fairness and mutual respect. They know the school is strict in dealing with the rare incidents of bullying that occur. Pupils have a good understanding of the arts and local culture, but their understanding of what it means to live in multi-racial Britain is limited. The school council and extensive charity work enable pupils to make a positive contribution to the community. Although their personal qualities are good, weaknesses in basic skills, mainly in numeracy, means pupils are only satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Pupils' satisfactory progress is the result of satisfactory teaching over time. Nevertheless, good teaching was seen throughout the school during the inspection. Teaching is good in the Foundation Stage which ensures a good start to children's education. In all classes, good relationships and good use of praise promote pupils' self-esteem and their willingness to learn. Good use is made of the interactive whiteboards and teachers explain things well. 'Teachers will always explain things to you, so you know exactly what you have to do,' said one pupil. Support staff are used effectively to help pupils with learning difficulties and/or disabilities, so they are included well in lessons.

Planning is improving, as better use of assessment information is ensuring that activities are more closely matched to pupils' needs. Even so, there are times when expectations are insufficiently high and the pace of learning is not always quick enough, particularly in mathematics. Teachers in the Foundation Stage and Years 1 and 2 are aware of the need to improve boys' attainment. Good strategies have been implemented, such as a focus on practical activities, but as yet these are not having sufficient effect.

Curriculum and other activities

Grade: 3

Although the curriculum has a number of strong features, it is not consistently successful in ensuring that all groups of pupils make good progress. In the Foundation Stage, an imaginative range of activities encourages children to work independently and develop good attitudes towards learning. A well-planned personal, social and health education programme gives pupils a good understanding of staying healthy and safe. Pupils enjoy taking exercise through the good range of sporting activities. Increasingly good links between subjects are making learning more meaningful. 'We were writing today about King Arthur and Accalom in battle, and we really enjoyed that,' explained one pupil. 'Yes we did!' enthusiastically agreed another. The good range of enrichment activities, interesting visitors, very good facilities for after-school clubs and regular residential visits all effectively support pupils' personal development and add significantly to their enjoyment of school.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with strengths in pastoral care. Health and safety procedures are fully in place and a rigorous approach is taken to risk assessments and child protection procedures. As a result of these procedures and the strong ethos of respect, pupils feel safe and make good progress in their personal development. Pupils say that they are listened to. The headteacher summed this up well. 'Our children say what they think, but then, we ask them lots!' Pupils with learning

difficulties or disabilities are carefully identified and good support is provided for them, if necessary by outside agencies.

Academic guidance is now satisfactory. In the past, the tracking of pupils' progress has been insufficiently rigorous, resulting in under-achievement. A good system has been recently introduced which allows the leadership to check carefully if progress is sufficient. Pupils now have explicit guidance or targets for improving their work, which they appreciate. 'You know what you are doing and targets remind you to do things, such as read your writing again to check that it makes sense!'

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, supported by all staff and governors, has a good understanding of the strengths and weaknesses of the school's work. The leadership team know that there has been underachievement in the past and have introduced more rigorous systems to evaluate progress more robustly and hold staff accountable for how well their class achieves.

Monitoring and evaluation, although thorough, have not been fully effective in ensuring that teaching and learning are consistently good. Staffing changes have meant that policies and agreed ways of working have not been established. However, as staffing has stabilised and the senior management team have been able to work alongside staff in classrooms, the quality of teaching is improving. Regular monitoring is enabling the leadership to identify where aspects of teaching, such as marking pupils' work, could be better and where extra support is needed. Middle managers are also becoming more involved in analysing strengths and areas for improvement in their areas of responsibility. Governors are supportive and they understand that the monitoring they do and the challenge they provide need to become more rigorous.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
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

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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

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

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?	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	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 your very warm welcome when we visited you and for talking to us about your work and what you do. We very much enjoyed our two days in your school. We think that your school is satisfactory and your headteacher, teachers and governors know what needs to be done to make your school better.

We liked these things most of all:

- Children get off to a good start in the Foundation Stage and achieve well.
- Those of you who find learning more difficult try really hard and make good progress.
- By the time you leave school in Year 6, most of you are quite good at English and science.
- You behave well and enjoy school, particularly all the opportunities you have for after-school clubs and visits to different places.
- You understand clearly the importance of keeping yourselves safe, living healthily and taking regular exercise.
- All the staff take good care of you and you think the buddy system at playtime is a good idea.

These are the things we have asked your school to work on now:

- Help some of you to do better, particularly boys in the Foundation Stage and in Years 1 and 2, and provide harder work for those of you who can do it.
- Help you all to improve your skills in numeracy, particularly in solving problems.
- Check regularly to make sure that that you are all learning as well as possible.

We hope you will help your teachers as they make your school an even better place to be.