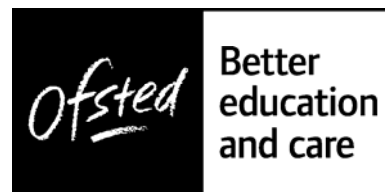


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Mr Andrew Morris
The Headteacher
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25 May 2006

Dear Mr Morris

SPECIAL MEASURES: MONITORING INSPECTION OF GREENFIELDS PRIMARY SCHOOL

Introduction

Following my visit with Christine Huard, Additional Inspector, to your school on 10 and 11 May 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in November 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

Evidence

Inspectors observed the school's work, scrutinised documents, and met with members of the senior leadership team, subject coordinators, members of the governing body including the chair, a representative from the local authority (LA) and groups of pupils, including members of the school council.

Context

There have been no changes to key staff in the school. The LA has attempted to recruit an additional experienced governor but without success.

Achievement and standards

The pupils' standards on entry to the school are broadly average. Progress in the Foundation Stage is good, as a result of good teaching so that by the time pupils enter Key Stage 1 they are a little above standards expected nationally. The proportion of pupils who are lower and higher attaining is smaller than for most schools.

Standards of pupils are in line with the national average by the end of Key Stage 1. Based on teachers' assessments up to 2005, pupils have not done as well as they should have done, given their starting points. This is because of the variable quality of teaching in this key stage. Progress seen in lessons and the school's own tracking systems is satisfactory overall.

When pupils leave the school, their standards are above average. They make good progress at Key Stage 2 where teaching is consistently good. Test results improved in 2005 compared to the two previous years and progress based on their prior attainment is much improved. The proportion of pupils reaching the expected levels has increased significantly in English and mathematics and remained high in science. The percentage of pupils who achieved higher levels at the end of Key Stage 1 and who achieve higher levels at Key Stage 2 is too low, especially in mathematics. Lower attaining pupils achieve well compared to their prior attainment.

Personal development and well-being

Personal development continues to be a strength in the school. Pupils clearly enjoy school and come to learn. They are well mannered, polite and have good relationships with adults. Their attitudes in lessons are good. Pupils are responsive and keen to participate and their behaviour in lessons and around school is consistently good.

Pupils have a good understanding of the importance of a healthy lifestyle which is effectively promoted thorough the 'healthy tuck shop', nutritious school meals and regular opportunities for exercise. Staff stress the importance of safety, for example during cookery lessons. Pupils are making a positive contribution to the community as school helpers and members of the school council.

Quality of provision

The quality of teaching is good in the Foundation Stage and at Key Stage 2, but there is inconsistency in the quality of teaching at Key Stage 1 where it ranges from good to inadequate. The teaching of mathematics has improved since the last inspection but some of it at Key Stage 1 is still not good enough.

The school's consistent approach to the planning of lessons has led to a significant improvement in teaching. Where planning is effective it takes account of different groups of pupils by setting specific learning objectives for each group. Work is appropriately set according to the level of need and teachers ensure they work with every group at least once a week. Higher attaining pupils have benefited from work that they now find more challenging, whilst lower attaining pupils continue to do well as a consequence of the additional support they receive.

A particularly strong feature of teaching is the effective use of questioning by teachers. Pupils are given opportunities to show whether they have understood the work. Relationships between teachers and pupils are consistently good, as are relationships between pupils. Pupils' attitudes to learning and behaviour in lessons are very good.

Where teaching is inadequate, the management of behaviour is not so well handled. The organisation and structure of the lesson delivered is not consistent with the good planning.

The marking code has led to more consistent marking. At its best, marking recognises what pupils have achieved and what they need to do to improve. The moderation of marking between Years 2 and 3 is good but needs further development between the end of the Foundation Stage and beginning of Key Stage 1 where there are still some discrepancies.

Provision in the curriculum has improved since the last inspection. The planning for higher attainers and weekly planning overall is better.

Pupils know their targets which are either in their books or on display in the classroom. The introduction of 'learning walls' has ensured that pupils know their own targets which are more clearly matched to pupils' learning needs. Guidance for pupils' academic development is much stronger since the last inspection.

The school can identify the progress individual pupils are making and target support where it is most needed. Gifted and talented pupils are identified and work is adapted for them.

Progress on the area for improvement identified by the inspection in November 2005:

- ensure teachers set work that is challenging enough for the more able pupils – good
- improve the teaching of mathematics – satisfactory.

Leadership and management

The leadership of the senior management team and core subject leaders is good. School leaders are more aware of how well the school is doing and where further improvements are needed in teaching at Key Stage 1. Subject coordinators have used data successfully to identify weaknesses within their subject and targeted resources appropriately. Monitoring of the performance of pupils has significantly improved. The headteacher has successfully devolved more responsibility within the leadership team. This has led to a greater awareness of what improvements need to be made. Action has been taken to strengthen teaching but, despite some improvement, there is still inconsistency in the quality of teaching at Key Stage 1.

The leadership of the governing body has improved. The governors remain very supportive of the school and have a greater awareness of their role as a critical friend. They are confident at identifying the strengths of the school and have a better idea of what is still needed to be done, but have further progress to make on this. They have attended relevant training provided by the LA which has enabled them to analyse performance data more effectively and ask searching questions of the school. Despite efforts by the LA to strengthen the governing body with an additional appointment this has not happened. The LA is now concentrating on further training for the governing body.

Progress on the area for improvement identified by the inspection in November 2005:

- take a more rigorous approach to identifying weaknesses in performance and taking actions to address them – satisfactory
- The LA should consider using its powers to strengthen the governing body – satisfactory.

External support

The local authority has a good knowledge of the strengths and weaknesses of the school and its recent review of progress reflects accurately how far the school has come. It is confident that the school has the capacity to come out of special measures by its target date of November 2006. The LA statement of action has set out an appropriate programme of support for the school. The LA has given regular support particularly to the headteacher and governing body and has made extensive efforts without success to appoint an additional governor. It is now rightly concentrating its efforts on further training for the existing governing body to better equip them to provide additional challenge to the school.

Main Judgements

Progress since being subject to special measures – satisfactory.

Quality of LA's statement of action – satisfactory.

Newly qualified teachers may be appointed.

Priorities for further improvement

- Address the inconsistency in quality of teaching in Key Stage 1 in order to raise standards.
- Strengthen the governing body further by an ongoing programme of training so that it can fulfil its role to challenge the school more.

I am copying this letter to the Secretary of State, the chair of governors and the Chief Education Officer for Shropshire.

Yours sincerely

Mark Sims
H M Inspector