



# Greenfields Primary School

Inspection Report - Amended

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**Unique Reference Number** 123446  
**Local Authority** Shropshire  
**Inspection number** 295770  
**Inspection dates** 19–20 September 2006  
**Reporting inspector** Mark Sims HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary	<b>School address</b>	Hemsworth Way
<b>School category</b>	Community		Shrewsbury
<b>Age range of pupils</b>	3–11		SY1 2AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01743 236397
<b>Number on roll (school)</b>	297	<b>Fax number</b>	01743 240866
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Paul Nelson
		<b>Headteacher</b>	A I Morris
<b>Date of previous school inspection</b>	2 November 2005		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	19–20 September 2006	295770

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Greenfields is a larger than average primary school located on the outskirts of Shrewsbury. Most pupils are from White British backgrounds. A very small minority are from mixed or minority ethnic heritages. Very few pupils are learning to speak English as an additional language. The number of pupils with learning difficulties and disabilities is slightly lower than the national average. The proportion of pupils eligible for free school meals is well below the national average. When it was last inspected in November 2005 the school was judged to require special measures.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

This is a good school. The managers and staff have worked hard to address the issues from the previous inspection and can be proud of their achievements. The school has made significant improvements and has the capacity to go further.

By the time pupils leave school they are working at levels above that expected for their age, having entered the school at about the national average. The reason they make good progress is that most of the teaching is at least good and at its best it is outstanding. The most recent Key Stage 1 assessments are higher than the previous year. Pupils have done well at Key Stage 2 when their achievement is set against their assessments of four years ago. Improvement in writing has not been as great as for other subjects. Children make good progress in the Foundation Stage where the provision is very good.

The high achievement of pupils in lessons confirms that pupils are taught well. Pupils themselves have contributed to their achievement by their behaviour in lessons, their help for each other and response when they are set more challenging work. One of the school's great successes is the way lessons are planned to take account of the whole range of abilities. The higher attaining pupils say that they find the work hard but they enjoy this. Pupils who have learning difficulties and disabilities are supported well and the teaching assistants play a significant part in pupils' learning. Teaching is not consistently good and whilst there is no inadequate teaching a small proportion is satisfactory. The curriculum is good and it is outstanding in the Foundation Stage because of the way it is planned and assessed.

The school looks after its children well and ensures they stay healthy and fit. It makes sure it meets all legal requirements and the calm peaceful environment supports pupils' learning. Much improved systems are in place to track the academic progress of the school's pupils. The school knows if everyone is making as much progress as they are capable of and places extra support for pupils where it is needed.

The school's leaders and managers are a strong team. The head has enabled more shared responsibility to take place and senior managers have thrived on this. The governors are well informed and are receiving appropriate training. They still have more to do to challenge the school to raise standards further. The local authority has supported the school to improve its performance. Communication from the school according to parents is much better than it used to be and is now good.

### What the school should do to improve further

- Ensure that all teaching is at least good throughout the school by sharing more widely the good practice that already exists
- Raise standards of writing by providing opportunities for writing across the curriculum

- Implement the outcomes of governor training in order to challenge the school to raise standards further

## **Achievement and standards**

### **Grade: 2**

When children join the school in the Foundation Stage their standards are below average. By the time they join Key Stage 1 they are broadly in line with the expected level, although the proportion of higher achieving pupils is smaller than that in most schools. Standards remain in line with expectations at the end of Key Stage 1 but by the time pupils leave the school they are above average. Pupils make good progress in Key Stage 2 because of very effective teaching.

In the most recent Key Stage 1 assessments results have improved. The proportion of pupils achieving the higher level has increased significantly in reading and mathematics but has remained stable in writing. The school has rightly recognised writing as an issue for improvement this year. The recent test results at the end of Key Stage 2 have seen an increase in the number of higher attaining pupils, particularly in English. Pupils have done very well compared to their previous attainment.

Achievement in lessons seen was good. Pupils responded to good teaching which met the needs of pupils with learning difficulties and disabilities as well as the higher attainers. The improvement in tracking systems has enabled the school to demonstrate the progress of all pupils and provide support for individuals making slower than expected progress.

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

### **Grade: 2**

Personal development and well-being are good. Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy learning and have fun joining in the extra activities which are organised for them. They say they love 'a challenge' which they get in many lessons and pupils like the extra responsibilities and jobs which they take on sensibly, for example as monitors. School council members contribute fully to the making of decisions which affect the whole school community. Older pupils are supportive towards the younger children.

Pupils of all ages attend school regularly and the younger pupils settle into routines quickly because of the very good relationships with teachers. Behaviour is consistently good. Pupils feel safe in school and chat to visitors very openly about what makes them feel secure. New pupils are warmly welcomed and soon make friends. Pupils enjoy keeping fit by joining in a wide range of sporting activities and understand what makes a healthy meal. They are proud of their school and rightly see it as having a calm and positive influence on them.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching is good. Within this there is considerable variation from outstanding to satisfactory.

The most effective teaching was very well planned to meet the needs of all groups of learners. The pace of lessons ensured no time was lost and pupils were kept fully engaged. Pupils were encouraged to work independently and develop their own strategies to solve problems in numeracy. Relationships between teachers and pupils in these lessons were exemplary. Pupils reported that their favourite lessons are 'fun' but also 'challenging ... they really stretch you'. Teaching assistants were deployed strategically to work with lower and higher attaining pupils.

Where lessons were satisfactory they lacked pace. Too much time was spent on the carpet explaining concepts to pupils which limited the opportunity for pupils to think for themselves and restricted time for writing. At times teachers spent too long working with one group at the expense of the work rate of the rest of the class.

Teachers plan appropriate work for different groups of pupils and extension activities ensure higher attaining pupils are challenged. Good marking of books praises pupils when they have done well and directs them on to how they can improve their work.

### Curriculum and other activities

#### Grade: 2

The curriculum provided by the school is good. In the Foundation Stage, outstanding planning and assessment leads to good progress and good personal development for all children. Improved planning in literacy and numeracy means that older pupils of all abilities enjoy challenging activities in lessons and consequently they make good progress. The school knows that more work needs to be done to raise the quality of pupils' writing across the curriculum. Plans are in place to provide more focused writing work with the support of the local authority.

Appropriate curriculum time is given to subjects other than English, mathematics and science and pupils particularly enjoy working on historical projects such as the Greeks. Pupils are taught the importance of safety and health and express informed views about safe practices when playing. The school offers a good range of lunchtime and after school enrichment activities. There are particular strengths in music, drama and sport. There are also groups for pupils interested in information and communication technology (ICT), art, science, and gardening. Specialist tutors for sports, music and modern foreign languages are brought in by the school to enhance the curriculum expertise on offer to pupils. These activities, together with visits to local places of worship and other sites of interest, help to ensure good personal, social, cultural and spiritual development for pupils.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good. Pupils reported that they feel safe and are well looked after. Whilst they said there were some incidents of rough play and inappropriate behaviour, they had confidence in reporting these to teachers who took them seriously and dealt with them effectively. According to one pupil, 'They are sent to the head and after that don't do it again.' Arrangements are in place to ensure proper safeguarding of pupils to meet new requirements. Risk assessments are carried out rigorously to ensure pupils are safe. Parents said they are more fully informed by the school of what and how well their children are doing, and how to support them at home.

Pupils have general classroom targets and specific goals for tests. Pupils with learning difficulties and disabilities are supported well in the classroom and in smaller groups working with teaching assistants. Their progress is carefully monitored. The school makes more effective use of tracking of all pupils' progress. The information is used well to identify performance against targets set. Teaching assistants are generally deployed well although there is occasionally an over dependence on their support to manage classroom behaviour.

## Leadership and management

### Grade: 2

Strong leadership by the headteacher and senior managers has led to rapid improvements in the school. The team has reacted quickly to address identified weaknesses. The issues raised at the time of the previous inspection have been effectively tackled. In particular the focus on mathematics has been successful in raising standards, which are now consistently good. Higher achieving pupils are now provided for well. Senior staff are fully involved in monitoring and evaluating provision and in self review which has improved. They have developed into a strong, unified team. Assessments made of individual and whole school performance are accurate and data is used very well to raise standards.

Governance is satisfactory. Headteacher reports and school visits keep governors well informed. They recognise the school's strengths and areas to develop. A good programme of training is in place to strengthen their work, for example in self-evaluation and the role of the critical friend. They know they have further work to do to fulfil their role to challenge as well as support the school. Links with parents are good. Views from parent council meetings are considered in school evaluations and planning. Parents said that communication is better and more open and they hold the school in high regard. Resources are used well and the school makes good use of its budget. It gives good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<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	2
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

We all enjoyed meeting you during our recent visit to your school. Thank you for your warm welcome and for taking the time to speak to us about your views of the school. You will know that the school was inspected only last year and we thought you would like to know what we have said this time.

You go to a good school. All of your leaders, teachers and other staff have worked hard to make improvements and they have been successful in achieving this. You have told us how much you enjoy your lessons and these have helped you to do much better in your work. You have done well in your tests by rising to the challenge of having harder work to do. You behave well in school and look after each other, especially the younger ones and other new arrivals. You told us about the wide range of sports, clubs and activities you take part in and that you feel, safe, are well looked after and are confident in reporting anything to your teachers if you need to. We have asked the school to consider some things they can do to make the school even better. These are to make sure all your lessons are always of the same high standard and give you more opportunities to improve your writing. We have also asked your governors to help your school to get even better results.

Thank you again for helping us with our work.