

# Greenfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	134862
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	301175
<b>Inspection dates</b>	8–9 May 2007
<b>Reporting inspector</b>	Laurie Lewin

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	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Samantha Mant
<b>Headteacher</b>	Julia Skinner
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Novers Lane Novers Park Bristol BS4 1QW
<b>Telephone number</b>	0117 377 2191
<b>Fax number</b>	0117 3772191

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a new school formed from the amalgamation of an infant and junior school at the beginning of the current academic year. Most of the staff are from the two schools that existed previously. It is large school and caters for pupils in the immediate area, who mostly come from White British backgrounds, with a few pupils from a mixture of other ethnic backgrounds. There are no pupils who speak English as an additional language who are in need of extra support in learning English. There are very high levels of social deprivation and crime in the area in which the school is located. At 43%, the proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with learning difficulties and disabilities is also above average, as is the proportion of pupils with statements of special educational need. The school has a resource base for pupils with social, emotional and behavioural difficulties (Oak Class). There are ten places shared by pupils who are placed in the unit by the local authority and pupils who are on the school roll. Pupils from the base join mainstream classes when possible. The school has its own funded nursery facility. When children start school, many of them show very poor attainment in relation to the levels expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The headteacher has done a particularly good job in smoothly and efficiently leading the staff in setting up this new school so that the pupils receive a sound quality of education. Her skilful organisation means that the staff are well down the track in forming themselves into a strong team. Over their first academic year together they have achieved a great deal. For example, they have ensured that strong pastoral care is in place to help pupils settle securely into this new situation. Parents spoken to are pleased with how things have gone. The school has done a good job of communicating with parents during the set-up phase. For instance, through the constant presence of the School Family Link Worker in the playground, parents have a means of rapidly acquiring help or seeking information when the need occurs.

Strong provision in the Nursery and Reception classes is helping children to progress well, often from very low starting points when they begin school. Despite this good progress, attainment is still well below the expected levels by the end of the Foundation Stage. Pupils make sound progress and achieve satisfactorily across the rest of the school as a result of satisfactory teaching and sound curriculum provision. However, standards remain low in speaking and listening and literacy and numeracy. Whilst much good teaching is evident, the school rightly sees that the main key to boosting pupils' achievement and attainment further is to make certain that teaching is good across the whole school. At present, not all teachers make full enough use of assessment information to ensure that tasks always match the needs of all individuals precisely.

The care, support and guidance provision for pupils is satisfactory. Although pastoral care is a strength, the school is still in the process of fine tuning systems to ensure clear academic guidance is always provided for pupils. Pupils' personal development, including their spiritual, moral, social and cultural awareness, is satisfactory. Although pupils often behave well, there are occasions when they struggle with concentration and maintaining a positive attitude. Staff are becoming increasingly skilled in dealing with this, and the school's resource base for helping pupils with social, emotional and behavioural difficulties (Oak Class) is highly successful in getting pupils to learn and develop greater interest and motivation.

Leadership and management of the school are satisfactory. The governors and staff have an accurate view of strengths and weaknesses. Members of the newly formed senior leadership team are primed and keen to get on with their work. However, they recognise the need for training to help them become fully effective in monitoring and evaluating the quality of work and standards in the school and in providing full support for their colleagues. The school currently has a sound capacity to move ahead in the future.

A small proportion of schools where 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.

### What the school should do to improve further

- Raise standards in literacy, numeracy and speaking and listening by ensuring that teachers always make full use of assessment information so that tasks in their lessons always match precisely the needs of all individuals.

- Develop the roles of the senior leadership team so that they can accurately monitor and evaluate the quality of teaching and standards and provide full support for their colleagues in improving pupils' achievement.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall during the school's first academic year. However, the school's performance tracking system clearly shows that the progress of pupils in different classes has been uneven. While good and occasionally very good progress has been made by children in the Foundation Stage and by pupils in Years 2 and 6, in other year groups, pupils have sometimes not shown enough progress in speaking and listening and literacy and numeracy work. Often, this slower progress is associated with pupils having weak basic learning skills such as being able to concentrate, listen and organise themselves. This year, pupils are on course to attain standards that are well below average by the end of Year 2, and below average by the end of Year 6. Through the sound support they receive, pupils with learning difficulties or disabilities make satisfactory progress. Those attending the Oak Class who have particular social, emotional and behavioural difficulties progress well.

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

### **Grade: 3**

Pupils have a sound understanding of how to maintain fit and healthy lifestyles. For example, the work carried out to learn about 'what a healthy lunchbox contains' gives them a sound understanding about healthy eating. Pupils say they feel safe in school and many of them show much appreciation for the work of the staff in caring for them. Many of them enjoy school. For example, one Year 6 pupil exclaimed, 'The sleepover we had in school, with the activities we did... was the best thing ever in my whole life!' Pupils feel confident that any difficulties get speedily resolved and they feel they can trust the adults to help them. Much has been done in the last year to boost pupils' attitudes and aspirations through staff successfully creating friendly and encouraging situations in the classrooms. Nonetheless, there remains a significant minority of pupils who retain negative attitudes towards school and who occasionally show challenging behaviour. Through such activities as working with secondary school students and through the work of the school council, pupils gain a sound understanding of the value of contributing to the community. Pupils gain a good feel for handling small budgets through special projects and mathematics shopping activities. However, there remains much scope for improving their numeracy and literacy skills to help ensure they are properly equipped to cope with life in the working world in the future. Although pupils have sound spiritual, moral, social and cultural awareness, they have a limited knowledge and understanding about how people from other cultures live. Attendance is satisfactory and the school is working hard to improve it.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils feel that teachers and teaching assistants do a good job. Teachers make clear plans for all of the work carried out and are good at ensuring pupils know what the purpose of the work is. Teachers and teaching assistants have good relationships with the pupils and use this as an

effective basis for encouraging all individuals. In some lessons, notably in Years 2 and 6, teachers are very successful in pinpointing the needs of the pupils through their careful use of all assessment information, and use the information well to plan activities that accelerate the progress of all individuals. However, the school's performance tracking information for some year groups shows that not all teachers are using assessment information with enough precision to match work to the needs of pupils, and this has resulted in dips in progress. Teachers and teaching assistants support pupils with learning difficulties and disabilities effectively to help them make sound progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum for the Foundation Stage has been well thought out and organised so that children gain a wide range of practical activities to help all individuals become proficient learners. Across the school, pupils' learning is enriched by a satisfactory range of extra-curricular activities, visits and visitors to the school. Pupils' personal development is suitably catered for within all of the work planned. The school is working hard to design a curriculum that matches as precisely as possible with the needs of all pupils. Staff have rightly recognised the need to adapt areas of the curriculum planning, where necessary, to cater more precisely for the needs of all individuals – for example, to cater for pupils who have not yet acquired the right kind of approaches to learning and who struggle to concentrate for prolonged whole-class teaching sessions.

## **Care, guidance and support**

### **Grade: 3**

The school is vigilant in ensuring pupils' safety and all procedures are fully in place, including those to ensure child protection. Strong pastoral provision is consistently applied by all staff, with pupils' care being given top priority at all times. The work of the school-family link worker and of the staff in Oak Class is especially valuable in ensuring that any vulnerable pupils are well looked after. All the right procedures are in place to cater for pupils with learning difficulties and disabilities. However, the school realises that the individual education plans for these pupils are not always as precise as they could be in terms of identifying pupils' progress targets. The school has also correctly identified that the use of assessment information is not always sufficiently adept to ensure pupils have the best possible academic guidance.

## **Leadership and management**

### **Grade: 3**

Sound leadership and management have enabled the pupils to achieve satisfactorily. The headteacher has led the staff and governors well through the school's first year. She has ensured that the main priority of settling the pupils and staff has been smoothly and efficiently carried through. The school successfully focused on establishing strong pastoral care, clear and detailed performance tracking and very effective communication during the first year of operation. In particular, rigorous monitoring and analysis of assessment information has ensured that pupils' performances are accurately evaluated. The new team of governors works effectively. Staff and governors work well together and have a clear overview of the school's strengths and weaknesses. As part of establishing itself, the school still has areas 'under construction'. For example, some policies still need to be finalised and a full development plan needs to be

constructed. The school has built up good links with partner organisations and uses these well to enhance pupils' learning. There is much energy and enthusiasm amongst the staff, and notably so amongst the five newly qualified teachers, who have all settled very effectively into the staff team. In order to strengthen leadership and management, the school rightly identifies the need to develop the roles of its new senior leadership team. Members of the team are keen to receive the necessary training to enable them to accurately monitor the quality of teaching and provision across the school and to provide full support for their colleagues in improving pupils' attainment and achievement.

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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	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
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>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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	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**

10 May 2007

Dear Children

Inspection of Greenfield Primary School, Novers Lane, Knowle West, Bristol BS4 1QW

- I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school's inspection. The school is doing a satisfactory job. The headteacher, staff and governors have done a good job in getting things set up for you in your first year as a new school. Here are some of the things we noticed:
- Your achievement as you move through the school is satisfactory. Children in the Foundation Stage make good progress.
- Your overall personal development is satisfactory and you feel safe and secure at school.
- You have a sound curriculum and teachers are working hard to make work and activities even better for you in the future.
- Your teachers do a sound job of teaching you. You told us that you get on well with them and all of the support staff. You told us 'teachers try hard to make the lessons interesting and fun'.
- The school does a good job of making sure you are safe and that there is always someone available to help with any problems.

To make your school even better we think your teachers are right to keep focusing on improving your speaking and listening, writing and maths. Also, some of your teachers who have senior positions in the school are right to look at ways they can improve their skills so that they can help all of the teachers make things even better for you.

Thank you again for being so helpful and friendly when we came to see you.

Laurie Lewin Lead Inspector