

Greenfields Junior School

Inspection report

Unique Reference Number	116071
Local Authority	Hampshire
Inspection number	312168
Inspection date	1 May 2008
Reporting inspector	Keith Sadler

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	206
Appropriate authority	The governing body
Chair	Ms Diana Harvey
Headteacher	Mrs Linda Platt
Date of previous school inspection	28 June 2004
School address	Green Lane Hartley Wintney Hook RG27 8DQ
Telephone number	01252 843822
Fax number	01252 849921

Age group	7-11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school. He investigated how well pupils are doing in mathematics, particularly the higher attaining pupils; how the school's focus on learning has supported more consistent high quality lessons; and how well subject leaders and governors contribute to the school's provision and standards. Evidence was gathered from the analysis of pupils' progress, scrutiny of samples of their mathematics work, observation of lessons, discussions with the headteacher, deputy head and assistant head, a group of governors, the subject leaders for mathematics, English and special needs co-ordinator, and also the school council.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is of average size. Almost all the pupils are from White British backgrounds. A small number of pupils are eligible for free school meals. No pupils are at an early stage of learning English. The proportion with learning difficulties is similar to the national average. Most of these pupils have either specific learning difficulties or speech, language and communication difficulties. The school has a new headteacher who has been in post for one year. The school has gained the Enhanced Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Greenfields Junior is a good school. Pupils make good progress from their above average entry points and achieve well. The school is supported by almost all the parents, many of whom are fully justified in making positive comments about its nurturing atmosphere and high levels of care. Parents are unanimous in saying that their children enjoy school and are safe.

Standards have been significantly above average for the past four years. Results in the national tests in 2007 show that standards in English were the strongest, with a high proportion of pupils attaining the higher Level 5. The staff carry out a careful analysis of pupils' performance and this shows that progress in mathematics, particularly for the most able pupils, was not as good as in English or science. Staff identified a slowing of progress in Year 4 and, as a result, good action has been taken to overcome this. This has included ensuring that teachers' planning has improved, that there is more challenge in the work set and teachers' expectations of what pupils can achieve is extended. These modifications are having a positive impact though the school recognises that they need to be embedded, particularly in the lower school, in order to accelerate progress in mathematics. A few parents commented that the school does not support and extend the most able as well as it might. This is not now the case. Senior staff are mindful that the proportions gaining the higher levels should be increased and ensure that there is strong challenge for these pupils. In consequence, the proportion of pupils in Year 6 who are on course to attain the higher level in mathematics has increased. This is because adjustments have been made to setting arrangements, providing more closely tailored support for these pupils. In these Year 6 'workshop' sessions, the quality of teaching is outstanding. The teacher probes pupils' understanding with high quality questioning demanding, for example, that the pupils explain the strategies that they use when constructing straight line graphs using algebra. These pupils thrive and thoroughly enjoy the challenge of the lessons.

Many parents made positive comments about the quality of leadership and management of the new headteacher. Her leadership is excellent. She has successfully built on the many strengths identified in the previous inspection and has re-invigorated the staff. She has introduced more rigour and structure into the self-evaluation processes that enables the school to have an accurate view of its provision and standards. She has done this in a sensitive and inclusive manner. As a result, staff morale is high, teamwork across all of the adults in the school is strong, and the good quality senior leadership group has brought about many improvements. For example, the role of the subject leader has been strengthened considerably. Much training has been provided and staff have responded well. Annual action plans are now in place for each subject and subject leaders are generally effective in their evaluations of the school's provision and pupils' progress in their areas of responsibility. These outcomes are reported to the governors and contribute to the good quality school improvement plan. As a result, there is clear direction and focus on improvement at all levels of management. This, coupled with their recent track record, demonstrates a good capacity for further improvement. Governors make a positive contribution. The quality of governance has improved since the previous inspection. Governors ensure that statutory responsibilities are met, and know the school well. They support the school and fulfil their role in holding it to account effectively.

There has also been good action to strengthen the quality of learning. At the time of the previous inspection the quality of teaching was good though there was a weakness in teachers' marking. This was variable and did not always help pupils to know what they needed to do to improve, particularly in mathematics. This is not now the case. The quality of teaching and

learning is now good and is more consistent than previously. Improvements have involved ensuring that teachers develop their understanding of the use of data and making use of this to make sure that future learning is pitched at the right level. New tracking arrangements, particularly in English and mathematics are of good quality, though are not yet embedded in and science. Pupils are developing into secure and confident learners as a result of the school's improvement focus. Teachers invariably share the objectives of lessons, make clear what the pupils have to do to meet these and then, particularly in the best lessons, refer back to them during the lesson. Some excellent practice is emerging. For example, pupils assess their own work and that of other pupils. In addition, they are clear about their long-term targets and how to improve to reach them. However, this is not yet consistent throughout the school.

Pupils' personal development is outstanding. This is because of the high quality of care and support that is provided. It is aided by the wide range of music opportunities which provide a strong basis for the pupils' good spiritual, moral, social and cultural development. A very small number of parents expressed concerns about behaviour. There is no evidence of misbehaviour, however, and behaviour in lessons and around the school is excellent. Pupils agree that that poor behaviour is rare and is dealt with swiftly either by adults or the pupils themselves. As one school council member proudly announced, 'We make sure that everyone is happy in our school'. Relationships are excellent. Classrooms are calm and purposeful. All necessary procedures for child protection and safeguarding pupils are securely in place. There are good arrangements in place to support vulnerable pupils. Their needs are identified early and suitable programmes of support are put into place. Pupils thoroughly enjoy school and learning. They have a well-developed understanding of what is right and wrong and how to stay safe. Their understanding of the need to adopt a healthy lifestyle is outstanding. They appreciate the importance of a healthy diet and robust aerobic exercise. They say that they thoroughly enjoy the 'Swifts' after school clubs that provide sports activities each day. A large majority of pupils attend at least one of these sessions each week. The many opportunities for them to take responsibility are grasped by pupils. They raise money for local and national charities and particularly enjoy the new team arrangements. Their good numeracy, literacy and personal skills prepare them well for secondary education.

What the school should do to improve further

- Embed the arrangements for tracking pupils' progress and making use of data particularly in science.
- Continue the process of accelerating pupils' progress particularly in mathematics.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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

14 May 2008

Dear Pupils

Inspection of Greenfields Junior School, Hook, RG27 8DQ

I really enjoyed visiting your school. Thank you very much for the friendly way you welcomed me and for your help in finding out about the school.

Both you and your parents told me that you thoroughly enjoy school and that you feel safe and well cared for. I am not surprised. Yours is a good school and everybody who works there tries hard to help you to do well. Your teachers work hard to make sure that lessons are interesting and exciting. Your headteacher has done an excellent job to make sure that everyone helps you all to work and play together in such a friendly way and to make the school successful. I was very impressed with your excellent behaviour and your positive attitudes to each other.

You work hard in lessons so that you learn lots of new things. Your progress is good and you attain above average standards in English, mathematics and science.

One of the many things that the school councillors told me that made your school special was that you enjoy making sure that everyone is happy and learn well. I agree. Your teachers have also been helping by making sure that you know your targets well. I have asked Mrs Platt and your teachers to make sure that they keep a careful track of your progress in maths and science as well as they do in English. I have also asked that they make sure that you do as well in mathematics as you do in English and science. You can help by working hard to meet your targets.

Thank you once again for being so helpful to me.

With very best wishes for your future.

Keith Sadler

Lead Inspector