

Greenfield Primary School and Early Years Centre

Inspection report

Unique Reference Number	106178
Local Authority	Tameside
Inspection number	319419
Inspection dates	24–25 September 2008
Reporting inspector	Linda Murphy

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	297
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs C Metcalfe
Headteacher	Mrs Nasira Frost
Date of previous school inspection	25 June 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Queen Street Hyde Cheshire SK14 1QD
Telephone number	0161 3681898

Age group	3–11
Inspection dates	24–25 September 2008
Inspection number	319419

Fax number

0161 3679223

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Introduction

The inspection was carried out by three Additional Inspectors.

In June 2007, when the school was last inspected, it was judged to require significant improvement and given a notice to improve. It was asked to raise standards, improve the quality of teaching, use assessment effectively and ensure that the work of the senior leadership team impacted positively on improvement. The school was visited in March 2008, when it was judged to be making satisfactory progress on the aspects requiring improvement.

Description of the school

This large primary school serves an urban area that has some significant disadvantage. The proportion of pupils eligible for free school meals is more than twice the national average. Most pupils are Bangladeshi, a very high proportion of whom are at an early stage of learning English as an additional language. More pupils join and leave the school during the year than is found nationally. The proportion of pupils with learning difficulties and/or disabilities is below average. Provision for the Early Years Foundation Stage (EYFS) is through a Nursery and two Reception classes. The school is not located within the community it serves.

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 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a good school. Good progress has been made since the last inspection and pupils achieve well at all stages, including the EYFS.

The school responded well to initial support from the local authority. As a result, the trend of underachievement has been reversed and the school has a good capacity to continue its success. The school's provisional results in the national tests in 2008 show a marked improvement since 2007 when they were significantly lower than found nationally. Standards are below average in English and mathematics and just below average in science. In mathematics, standards are lower in problem solving than in numeracy. This is because pupils are faster at learning multiplication tables and understanding the four rules of number than they are at applying their knowledge.

The school is well led and managed. The headteacher and other senior leaders, including governors, work well as a team. They ensure that improvements in the quality of teaching and learning are embedded. The good quality teaching is mostly well tailored to pupils' needs and is speeding up pupils' learning. Nonetheless, tasks set for the most able pupils are not always sufficiently challenging.

Pupils' good personal development impacts well on their achievement. The school's motto of 'pride in learning and respect for all' is manifest in its day-to-day life. As a result, a calm ethos pervades which is very conducive to teaching and learning. Pupils feel safe and well cared for and are proud of their school. They are well aware of their social and moral responsibilities, work diligently and behave very well in this harmonious atmosphere. One pupil summed up life at school by saying, 'I'm happy all day long because I have lots of friends and we help each other in lessons.'

The satisfactory curriculum is evolving to broaden pupils' horizons further. It is too early to see the full impact of new initiatives recently introduced. The school cares for its pupils well. Good strides have been made in guiding pupils' academic achievement. Arrangements for assessing pupils' knowledge and understanding are very secure and the senior leaders hold staff to account for the progress pupils make. Setting high level work for higher attainers is an aspect that is not sufficiently embedded. At times, this group consolidates their learning rather than it being extended. Pupils are at an early stage of setting their own targets for success and taking some responsibility in gauging how well they are doing.

Parents are very happy with what the school provides. One parent summed up the view of many in saying, 'I am glad I chose Greenfield for my children.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's skills and knowledge are low on entry to the Nursery. Most speak no English and many have poor communication skills in their first language. Children achieve well, although by the end of the Reception year their attainment is well below expected levels for their age. Bilingual support helps greatly to encourage children's confidence and understanding. Good leadership sets high expectations of what children can achieve and ensures that the curriculum

is responsive to children's needs and interests. A combination of good quality care and very effective teaching means that children learn at a good pace and that their personal development is prioritised. As a result, over recent years the gap between the children's attainment at the end of the Reception year and that nationally is beginning to narrow. Children very much enjoy their activities and make the most of opportunities to play in the fresh air. All EYFS children share the activities in the spacious outdoor area. This equips children well in their personal development and gives them growing confidence for transition between the Nursery and Reception. Although teachers' planning is of good quality and easy to use, a weakness is that activities outside do not always cater for children's different levels of skill.

What the school should do to improve further

- Ensure that higher attaining pupils are challenged and achieve to the best of their abilities.
- Ensure that pupils become more proficient at applying numeracy to solving mathematical problems.
- Involve pupils more in the assessment of their own learning.

Achievement and standards

Grade: 2

By the end of Year 2 and Year 6, an increasing proportion of pupils attain levels expected for their age, although few attain highly. Pupils' progress has quickened and they achieve well. Even so, they attain standards that are below average. This upward trend of improvement shows that pupils' grasp of basic skills is developing well despite the fact that, for example, only half of the present Year 6 pupils have spent all their time at this school. Pupils acquire English at a good rate, which underpins their success in reading, writing, science and numeracy. Pupils' skills at calculation are stronger than those in solving mathematical problems. This is because the school has a consistent way of teaching methods of calculation so pupils' skills develop step by step. It is the application of these skills that pupils find more difficult together with the need for technical language and the subtleties in language often required to solve mathematical problems. Pupils with additional learning needs make good progress because of the extra support they receive.

Personal development and well-being

Grade: 2

Pupils make good progress in the development of their personal skills. The oldest pupils have a mature attitude to others and to all aspects of school life. This is most evident in their good spiritual, moral, social and cultural development. Pupils of different race and culture collaborate well in work and play and contribute very successfully to the strong school community. They regard their school and teachers highly and show much respect. These very positive attitudes extend to the wider world. Pupils speak knowledgeably about British society and countries overseas. Pupils are aware of healthy lifestyles and what they need to do to stay fit and healthy. They understand well how to keep safe and look after themselves. Bullying is not a problem and pupils are sure that any would be dealt with effectively. Pupils behave very well. Enjoyment is very evident in most lessons and happy faces are seen everywhere in school. Although attendance is below the national average, it has improved over the last two years and the upward trend continues. Pupils' eagerness to learn and improve themselves helps them develop skills to contribute profitably to their future well-being. Pupils have yet to have the opportunities

to build on their increasing independence to have a say in, and gain, a good understanding of how they can judge their own success.

Quality of provision

Teaching and learning

Grade: 2

One parent, expressing the views of many, said: 'My child loves to learn in this school.' Pupils are very eager to learn and improve themselves. In the best lessons, teachers employ this enthusiasm to move learning on at a good pace. Very good behaviour and positive relationships underpin pupils' learning. Tasks are usually matched to the needs of different groups and individual pupils. On occasion, however, higher attaining pupils have insufficient challenge. They consolidate their understanding but are not always set new learning sufficiently quickly. Teaching assistants fully engage with the pupils assigned to them. This supports individuals and small groups of pupils well, including pupils with learning difficulties and/or disabilities. A range of teaching styles add interest and enjoyment to learning. Pupils are given many opportunities to collaborate, which accelerates their learning and promotes their use of English well.

Curriculum and other activities

Grade: 3

The curriculum is sufficiently broad and mostly matches the needs of pupils. However, curricular planning does not always take sufficient account of the needs of higher attainers. It promotes enjoyment and satisfaction in pupils' learning. The school builds well on pupils' heritage and places a very clear emphasis on developing their understanding of a wide range of cultures and of how individuals can contribute to communities, nationally and internationally, by valuing diversity and understanding others. The curriculum contributes well to pupils' personal development and their self-esteem. Pupils are enthusiastic about the increased opportunities available at lunchtime. An agreed way to teach calculation ensures consistency in pupils' learning in numeracy, although the opportunities for problem solving are not so well planned.

Care, guidance and support

Grade: 2

Pupils feel safe and secure in this very caring environment. Arrangements for safeguarding children meet requirements and health and safety matters are dealt with effectively. Learning mentors ensure good arrangements to promote pupils' attendance. Nonetheless, a significant number take extended trips overseas. This disrupts their education and adversely affects the school's results in the national tests. Pupils with learning difficulties and/or disabilities receive very effective support. Individual education plans are of very good quality and provide very effective guidance to teaching and learning. Assessment is good and mostly used well to guide and check pupils' progress. Personal targets and marking of work tells pupils what they need to learn next. This aids pupils' progress well. Even so, information about higher attainers is not used to challenge them fully.

Leadership and management

Grade: 2

The key to the school's improvement is the clear educational direction set by the headteacher together with good support from other senior leaders. The structure of the senior leadership team is very effective. Responsibilities are distributed well and teamwork is strong. Subject leaders know what they must do to raise standards. The school has been very successful in addressing the areas for development highlighted at the last inspection. It has successfully taken decisive action to raise standards. Targets are challenging and mostly met, although this is not always the case for those able to attain highly. Self-evaluation, somewhat too modest, steers further developments. As a result, priorities are well founded. Governors undertake their duties well. They are supportive yet also challenge the school to do even better. The school community is united and pupils and adults of different heritage get on very well together. The school works sensitively with the area it serves and is building up links. The physical distance between the school's location and its families make this challenging at times. A recently appointed community worker has made a good start in forging stronger links with local families.

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?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 learners' needs?	2
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?	2

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	2
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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the friendly way you greeted the inspectors when we visited your school. When the school was last inspected it had a lot of work to do to improve. Now Greenfield is a good school because everyone, including you, has worked hard to make things much better.

You get off to a good start in the Nursery and Reception. Across the school, you are taught well and learn at a good rate. You behave very well and have good attitudes to work and play. Everyone gets on well together and the adults in school really care for you. As a result, you are improving at speaking English, reading, writing and science. In mathematics you are best at number work. We have asked the school to help you use your growing skills in numeracy to solve mathematical problems. You can help by trying even harder at tackling such work.

The headteacher and other staff want the school to be the best it can be. So we have asked them to make sure that those of you who learn quickly have plenty of challenge in your work. You know all about your targets and are ready to have a say in setting targets yourself. You can help by letting your teachers know if work is too easy, or too hard.

Your parents are happy they chose this school for you. Please thank your parents for letting us know what they think about the school.

We wish you every success.