

# Greenfield St Marys CofE School

## Inspection report

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<b>Unique Reference Number</b>	105723
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	324258
<b>Inspection date</b>	10 June 2009
<b>Reporting inspector</b>	Kathryn Dodd

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	206
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs V Williams
<b>Headteacher</b>	Mrs Helen Rowland
<b>Date of previous school inspection</b>	6 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Manchester Road Greenfield Oldham Lancashire OL3 7DW
<b>Telephone number</b>	01457 872264
<b>Fax number</b>	01457 829271

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and pupils' progress, especially of the more able pupils in Years 1 and 2, and of children in the Early Years Foundation Stage (Reception class). Current achievement and standards in mathematics across the school were evaluated in detail. The team also examined the overall quality of the curriculum and how the school has improved since the previous inspection, particularly the quality of governance. The effectiveness of the school's efforts to promote community cohesion was also explored. Evidence was collected from the school's self-evaluation, nationally published assessment data, the school's records of pupils' progress and standards, observations of lessons and the school's plans for further improvement. Discussions with pupils, staff and governors were held and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

## Description of the school

Almost all the pupils at this average sized school are from White British backgrounds. Although a very small proportion of pupils are from minority ethnic backgrounds, none of these are at an early stage of learning to speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally. The proportion of pupils entitled to free school meals is much lower than average. The school makes provision for the Early Years Foundation Stage in the Reception class. A private provider manages the care of children before and after school on the same site. This provision was inspected separately and will receive a separate written report. The school holds a range of awards including: Investors in People, Activemark, Eco Schools, and 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: 1

This is an outstanding school, providing excellent value for money. Pupils thrive in the very happy, warm and caring setting, so that they achieve exceptionally well, both academically and in their personal development. Pupils feel a keen sense of belonging to their vibrant school and to the local community. They are particularly eager and proud to contribute positively to it. Pupils' behaviour is consistently exemplary. A high level of mutual respect and courtesy with adults and between pupils pervades. This reflects the outstanding care and warmth that radiates from all staff who continually encourage pupils to achieve their best. Rigorous attention is given to making sure that the school's safeguarding arrangements are firmly in place. Parents are overwhelmingly supportive. They are confident that this is a, 'fantastic school' which, 'encourages learning through discovery for every child, whatever their ability or talents'. They say that this reflects the total commitment and dedication of staff to their children's achievements and welfare.

Pupils of all ages and ethnic backgrounds, including children in the Early Years Foundation Stage and those with learning difficulties and/or disabilities, make outstanding progress. Results of national tests at the end of Year 6 are impressive. Standards in English, mathematics and science, have been consistently well above average for several years. These very high standards stem from the teachers' consistently high expectations. Consequently, the school exceeds its challenging targets. In 2008, although the standards reported from teacher assessments at the end of Year 2 were above average in reading and writing, in mathematics they were average. This was because a lower proportion of pupils reached the higher levels of attainment than expected nationally. Swift and decisive action to address this, particularly to promote pupils' problem-solving skills, is paying dividends. The proportion of pupils reaching the higher levels has already improved, although it does not yet exceed the nationally expected levels as in other subjects. The school is committed to further extend pupils' mathematical skills and provide more opportunities to challenge the more able younger pupils.

Teaching and learning are outstanding. Teachers' infectious enthusiasm, meticulous planning of work and clear organisation, along with very purposeful and practical activities, provide regular opportunities for pupils to discuss their learning together. Skilful questioning challenges pupils' thinking. These qualities all combine to make learning lively, fun and really stimulating. Pupils say that they have to work hard and are all very keen to do their best. Teachers give pupils regular opportunities to assess how well they are getting on and to check what they still have to do to achieve their individual learning goals. The careful and sensitive deployment of skilled teaching assistants makes a consistently strong contribution to pupils' outstanding achievement, as when supporting pupils with learning difficulties and/or disabilities, for instance. The curriculum is outstanding. Pupils' outstanding enjoyment mirrors a very strong commitment of everyone to broadening and enriching everyday learning through many exciting and memorable experiences. Attendance is consistently well above average because pupils do not want to miss anything. Pupils' outstanding academic achievement reflects an impressively innovative and creative curriculum, making meaningful links in learning across the different subjects. Making sure that pupils are equipped particularly well with the life skills they need to be successful beyond their primary education has an equally high priority. This is seen in the confidence, maturity and ease with which pupils discuss their learning sensibly together, work collaboratively, and communicate with staff and visitors.

The very strong, strategic and enthusiastic leadership of the headteacher is a key factor in the school's success and improvement. Providing a fully inclusive, safe, purposeful and stimulating education, within a particularly caring and Christian environment, so pupils reach their full potential, is kept in firm view. Governors, who have strengthened considerably since the previous inspection, along with staff, share in this vision and strive to meet it with equal determination. Their professionalism, commitment and dedication are highly evident. Rigorous evaluation of the school's performance stems from the meticulous analysis of pupils' achievements, led by the deputy headteacher. Regular widespread consultation with parents and pupils also helps school leaders to quickly pinpoint the priorities for improvement and, as a result, achievement is boosted successfully where there is most need. Actions are planned in fine detail and their impact is monitored and reflected upon at every step. Although modest in its self-evaluation, this is a school that knows itself well. There is no complacency, rather a continual search to extend opportunities that help pupils to achieve even more. Community cohesion is promoted highly successfully, so that pupils' knowledge about culturally, socially and economically diverse communities nearby and further afield is impressive. Since the previous inspection, the school has gone from strength to strength, successfully building on its track record of achieving very high standards. Its capacity to continue to improve further therefore is outstanding.

### **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 1**

When children join the Reception class, their skills are broadly typical for their age. The very warm and caring relationships between adults and children, along with the bright, lively and particularly well resourced learning environment, both indoors and outside, ensure that children quickly develop a real thirst for learning. Children make outstanding progress and, by the time they start Year 1, many are working beyond the level expected nationally for this age. Children's personal, social and emotional development is outstanding. Adults make the most of opportunities to encourage children to talk about their learning, to develop their independence, take on small responsibilities and to understand routines and boundaries. As a result they become eager young learners who behave extremely well. Teachers and support staff work very closely together to assess children's progress. They record carefully their daily achievements and plan the future based on this knowledge. Consequently, learning builds very effectively on what children can already do. Leadership and management are outstanding. Incisive analysis of children's progress pinpoints swiftly and precisely where provision can be adapted further to help children to achieve even more.

#### **What the school should do to improve further**

- Further extend pupils' mathematical skills in Years 1 and 2, so that the proportion of pupils reaching the higher levels of attainment continues to rise.

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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 very warm welcome you gave us when we inspected your school. We thoroughly enjoyed being part of your wonderful school community. You were very eager to talk to us and answered our questions politely and maturely. Your behaviour was excellent and you showed superb attitudes to your learning. It was good to hear that you feel so very safe in school. All the adults take very good care of you. They give you lots of encouragement to grow in confidence and to learn the skills you will need as adults in the future. I particularly enjoyed hearing just how much you know about the personal skills needed for successful team working and how, by forming various teams in Year 6, such as planners, market researchers and finance managers you aim to be successful in your business project. We were also very impressed with just how well you all get along together, not just as really good friends but when discussing your learning so very sensibly together in lessons. It was good to hear you say that you enjoy school so very much because all the activities you do are such great fun – even the SAT's revision!

Your parents told us how pleased they are with your school, too. Your school is outstanding. By Year 6, the standards you reach are much higher than expected for your age and the rate at which you all learn is also very fast indeed. Your very high standards, excellent progress and brilliant attitudes to learning are the reasons why you are so well prepared for going to secondary school. Even though the adults who work at your school know that you do really well in your learning, they still search for ways to improve your school, so that it continues to get better all the time. This is why we have asked the school to make sure that:

- more pupils reach the higher standards in mathematics by the end of Year 2.

You can help by making sure that you always check what you still have to do to reach your learning targets and by continuing to try your best in everything that you do.

I hope that you all enjoy your summer fair and 'camp out' and that the Enterprise Team are successful in making a healthy profit from the sale of T-shirts and badges!