

# Greenfields Primary School

## Inspection report

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Unique Reference Number	123446
Local Authority	Shropshire
Inspection number	327911
Inspection dates	4–5 November 2008
Reporting inspector	Andrew Cook HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	297
Appropriate authority	The governing body
Chair	Mr Paul Nelson
Headteacher	Mr Andrew I Morris
Date of previous school inspection	19–20 September 2006
School address	Hemsworth Way Shrewsbury SY1 2AH
Telephone number	01743 236397
Fax number	01743 240866
Email address	office@greenfields.shropshire.sch.uk

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. The inspectors visited 15 lessons and held meetings with governors, staff, groups of pupils and the school improvement partner. They observed the school's work and looked at a range of evidence, including the tracking system used to monitor the children's progress, the work children were doing in their books and the questionnaires completed by 84 parents and most staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of leadership and management's work to improve the progress boys make in literacy, especially writing
- how effectively teaching in Key Stage 1 is accelerating children's progress
- the children's behaviour
- the role of teaching assistants
- the progress of children in the Early Years Foundation Stage (EYFS).

## Information about the school

The school has a Nursery class and Reception class which form the EYFS. Children in the Nursery attend for up to two and a half days a week. Children joining the Nursery have broadly the skills and abilities that are expected of children of this age.

## Further information about the school

	School's figures	School's figures compared with other schools
School size (the number of children on roll)	297	Above average
Free school meals	6.0%	Below average
Proportions of pupils with learning difficulties and/or disabilities	19.7%	Average
Proportion of pupils from minority ethnic groups	2.0%	Well below average
Proportion of pupils who speak English as an additional language	1.2%	Well below average
Proportion of pupils with a statement of special educational needs	1.3%	Average

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

1

Capacity for sustained improvement

1

### Main findings

The children's achievement is outstanding. They make good progress and their attainment by the end of Year 6 is high. Children with learning difficulties and those with a statement of special educational needs make outstanding progress. Outstanding support and care ensure that the children always feel safe in school. Their behaviour is exemplary. Highly effective self-evaluation and a determination to reach ambitious goals have been key factors in the school's swift improvement. The school has shown outstanding capacity to improve and sustain outcomes in achievement and well-being. Assessment information is used exceptionally well. Teaching and learning are good and improving because the school knows what is needed to raise their quality. Opportunities for children to learn about different communities are satisfactory but limited.

### What does the school need to do to improve further?

- Raise the quality of teaching and learning to outstanding by improving the consistency with which all teachers:
  - focus their planning on learning outcomes
  - build on children's responses throughout the lesson to accelerate their progress
  - evaluate with each other and/or senior staff the progress children make in their lessons.
- Implement an effective strategy to broaden the children's experience and understanding of a range of different communities beyond the school in order to foster cultural development.

How well does the school meet the needs of individuals and different groups of pupils?

1

Children's achievement is outstanding because they make good progress from their starting points when they join the EYFS and attain high standards at the end of Year 6. The quality of learning is particularly effective at Key Stage 2 but has been improving significantly lower down the school as well, shown by higher attainment at the end of the EYFS and at Key Stage 1 in mathematics. Children with learning

difficulties and those with a statement of special educational needs make outstanding progress because the support and challenge they receive is meticulously matched to their learning needs. No groups of children underachieve and boys at Key Stage 1 reach average and improving standards in literacy as a result of the school's well-focused efforts.

Throughout the school, attention to care, safety and well-being leads children to flourish, behave impeccably and value each other and the education they receive. The confidence and independence children develop through school, along with the high standards they attain in literacy, numeracy, and information and communication technology (ICT), are outstanding preparation for their next school. Nevertheless, opportunities are missed to develop the children's spirituality and to give them a good insight into the similarities and differences between their own and other cultures, for example through experiencing and learning about communities outside Greenfields.

*These are the grades for pupils' outcomes*

How well do pupils achieve and enjoy their learning?	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
Pupils' attainment <sup>1</sup>	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	1
Pupils' attendance and punctuality	1
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## The quality of the school's work

Nearly all teaching is good, with some that is outstanding. Strengths include:

- teaching assistants are very effectively deployed and are a vital part of the teaching team
- the use of accurate assessments of children's progress to inform what to teach
- teachers' good subject knowledge
- the use of an effective range of teaching strategies, including the imaginative use of ICT.

As a result, in most lessons, children are keen to learn, concentrate well and achieve highly. The school has very effective ways to engage children in assessing their own work and that of their peers which help them understand and internalise what they

<sup>1</sup> Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

have been learning. A small amount of teaching is only satisfactory; teachers sometimes plan activities which do not lead clearly to what the children need to learn, or they miss chances to develop ideas raised by the children. Underpinning and informing the work of teachers are the outstanding systems the school uses to track children's academic progress. The curriculum is well planned and meets the needs of all groups, including very personalised programmes for those that need it. All children are known as individuals by staff and excellent levels of attention to pastoral matters lead children to feel secure and confident.

*These are the grades for the quality of provision*

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	1
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	1
Support, guidance and care	1

## How effective are leadership and management?

The headteacher and the senior leadership team confidently lead the school. Responsibilities for monitoring, evaluating and planning for improvement are delegated extremely effectively to all members of the team and to subject co-ordinators, creating a united sense of purpose. The outstanding performance and quality of experience of different groups of children demonstrate the impact of leaders in promoting equality and ensuring the school is a safe and welcoming place. School leaders skilfully identify, where necessary, how other services within the local authority can help meet the needs of individual children. A genuine partnership with parents is fostered through the Parent Council Group, which is innovative, valued and influential in the life of the school. Ongoing dialogue of a high quality ensures parents and carers know how well their children are doing and how to support their learning. The governing body appropriately helps to determine the strategic direction of the school. Most governors are heavily involved in evaluating the work of the school, primarily through setting targets for standards and through links with staff responsible for leading curriculum subjects. There is a keen awareness of the school as a community but there has been little coordinated planning to give all children opportunities to participate in the local community or to broaden their experience of different cultures. In contrast, the impact of leadership has been very successful in raising attainment in mathematics at Key Stage 1 from below average to above average.

*These are the grades for leadership and management*

Monitoring, evaluating and planning for improvement to outcomes for pupils	1
Promoting equality of opportunity and tackling discrimination	1
Ensuring that safeguarding procedures are effective	1
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in	1

decision making about matters relating to learning and well-being	
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	1

## Early Years Foundation Stage

All children make good progress in the EYFS where they benefit from a caring and safe environment. There are very good relationships between adults and children. Children play in harmony and are enthusiastic to get involved in the activities they choose to do and those that are teacher led. High quality planning and organisation ensure children learn appropriately both indoors and outside. Learning is often made to be fun and so children are engaged and enthused. For example, during the inspection, children had chance to build a pretend fire for bonfire night, which generated lots of interest and opportunities for speaking and listening and writing. The effectiveness of activities in the Nursery is evaluated by thorough and accurate observations of how well children learn. Careful tracking of the children's progress continues in the Reception class and teaching takes into account what is known about the children's level of understanding. The most effective teaching is finely tuned to what the children already know and what they need to learn next. For example, in one lesson, they enjoyed concentrating intensively on writing a sentence about a moth because it was an interesting task and it built effectively on their knowledge of letter sounds and blends.

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 the children in the EYFS promoted?*	2
How effectively is the provision in the EYFS led and managed?*	2

\* Common judgements made across all inspections of the EYFS

## Views of parents and carers

Almost all of the completed parental questionnaires were entirely positive. Parents recognise the school's success in helping children of different abilities achieve well. A frequent comment was that teachers were always available to discuss individual children's progress. The wide range of extra-curricular activities and other enriching experiences is valued by parents because it enhances their children's personal development alongside the academic success they achieve. Fewer than 10% of the questionnaires raised any concerns and there were no issues which were relevant to the school as a whole.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



6 November 2008

Dear Children

Inspection of Greenfields Primary School, Shrewsbury, SY1 2AH

I am writing to tell you that when we inspected your school we ended up judging it to be outstanding. This is the best grade a school can get! Many of you told us that when you are in school you feel very safe and this just proves what an excellent job the adults are doing to care for you. You also feel safe because you look out for each other and treat each other fairly. We were very impressed with your excellent behaviour and the way so many of you take on responsibilities in school to help make your school a better place.

All of the staff are making sure that everything that is done is carefully thought through and working well. The targets you are given and the way teachers organise the groups you work in mean that lessons are interesting and help you learn. You are all making good progress. Those of you who sometimes need extra support in small groups are making excellent progress and this is helping you reach your targets.

Even outstanding schools can improve so here are two targets for your school to work on.

- For you to make even better progress, we have asked teachers to always give you work that helps you learn as quickly as possible.
- We have asked teachers to make sure you learn about different people and places. We also want your teachers to find ways to let you get to know and work with groups of children and people from different parts of the country and the world.

Yours sincerely

Andrew Cook  
Her Majesty's Inspector

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