

# Greenfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	104216
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	336256
<b>Inspection dates</b>	25–26 February 2010
<b>Reporting inspector</b>	John Horwood

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 of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Howship
<b>Headteacher</b>	Alison Walsh
<b>Date of previous school inspection</b>	22 November 2006
<b>School address</b>	Coalheath Lane Shelfield Walsall WS4 1PL
<b>Telephone number</b>	01922 682234
<b>Fax number</b>	01922 682234
<b>Email address</b>	postbox@greenfield.walsall.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. Over 10 hours of inspectors' time was spent looking at learning in the classroom and at the evidence of the progress pupils are making. Inspectors visited 17 lessons and observed eight teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 114 parents and carers.

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

- the effectiveness of the provision for more able pupils
- performance in writing and in mathematics
- the impact of the new leadership team.

## Information about the school

This average-size primary school serves a predominately White British population on the outskirts of Walsall. A few pupils come from other ethnic groups, the largest being Asian British. The percentage of pupils who speak English as an additional language is very low. The percentage of pupils eligible for free school meals is slightly above average. The school has a below-average proportion of pupils who have special educational needs and/or disabilities covering a wide range of needs. Among the awards obtained by the school are the Active Mark and Healthy School status. The Early Years Foundation Stage provision is in one Reception class and a Nursery as well as within the children's centre which shares the same building and is managed by the governing body. The current headteacher joined the school in 2008 and all members of the leadership team have been appointed since her arrival.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Greenfield Primary provides its pupils with a satisfactory education. They make satisfactory progress from the time they enter Year 1 and by the end of Year 6 attainment is broadly average in all key subjects. Throughout the school attainment in writing and in mathematics is lower than in other subjects, but action taken by the school has ensured that this difference is significantly reduced by the time pupils leave school. Teaching is satisfactory and pupils say they enjoy their work as a result of good relationships with teachers and each other. Pastoral care is good and the school works well with external agencies to support pupils. This, together with good behaviour, contributes to the pupils' overwhelming view that they are safe in school.

Work is well matched to pupils' ability so that the vast majority make satisfactory progress. The use of support staff is good and well directed to ensure that those who need extra help get it. This includes those pupils from different ethnic groups who are developing their language skills and those with special educational needs and/or disabilities. A few lessons lack pace and challenge, with insufficient questioning to check pupils' understanding. The curriculum does not always provide enough opportunity for the more able pupils to extend their knowledge further. Assessment systems have been greatly improved, but they are not yet fully embedded which leads to variability in their use. There are good assessment systems within all parts of the Early Years Foundation Stage provision but because of the way they have been developed there is not a fully consistent approach.

The good leadership of the headteacher is resulting in an improving school. The new senior leadership team and subject leaders are in the process of developing their roles and skills. Progress since the last inspection is satisfactory. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Standards are rising and uneven progress across subjects is being reduced. The vision and determination of the headteacher to drive the school forward have already had an impact, as seen by the increased progress now being made. She has improved the provision of care by developing the children's centre as part of the Early Years Foundation Stage. Attendance has risen steadily. These outcomes, supported by a satisfactory governing body, demonstrate that the school has a satisfactory capacity for sustained improvement.

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

- Raise standards, particularly in mathematics and writing, by:
  - improving teaching by ensuring that all lessons move at a good pace, questions

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- are used to probe pupils' understanding and that the more able pupils are given sufficiently challenging work
- developing the role of senior and subject leaders so that they play a bigger part in school improvement.
- Develop a consistent approach to monitoring and the use of assessment throughout the Early Years Foundation Stage.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory with no significant variations across the areas of the school's work. An example of pupils making better progress was seen in a Year 6 mathematics lesson where the good pace and challenge encouraged pupils to take risks and persevere during the starter session where they had to count down in '0.2s' crossing from positive to negative numbers. Pupils with special educational needs and/or disabilities make satisfactory progress overall. The few pupils who speak English as an additional language quickly gain sufficient language skills to make satisfactory progress. All pupils are satisfactorily prepared for their future well-being because of their sound knowledge of key skills, including information and communication technology, their good personal skills and their satisfactory attendance.

The overwhelming majority of pupils say they enjoy their learning in all subjects and that they feel safe in school. Pupils work very well together and listen to each other's contributions. Their behaviour is good both in and out of lessons, ensuring that all pupils can learn and enjoy school. In the best taught lessons, behaviour is exemplary. Pupils say bullying is extremely rare but dealt with effectively by staff. The majority of pupils eat healthy food and participate well in sport. They make a good contribution to the school community through the school council and by helping in classrooms. They interact satisfactorily with the local community through joint activities, mainly associated with sport. Pupils' overall spiritual, moral, social and cultural development is good. Pupils know about different faiths and cultures, and through the increasing links with other schools meet pupils from a wide variety of backgrounds.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers demonstrate good subject knowledge and classroom management. Some lessons are particularly well taught and in these teachers know where to provide well-focused support as well as providing opportunities for pupils to work things out themselves. These lessons are also characterised by the teachers' accurate assessments of pupils' learning needs. However, good teaching is not sufficiently widespread. Often the pace of teaching is too slow and there is little opportunity for pupils to be actively involved in their learning. Questions are not always used effectively to probe pupils' understanding and teachers' expectations of the potential achievement of the most able pupils are sometimes too low. Although the quality of marking is variable, it is satisfactory overall.

The curriculum caters for the vast majority of pupils, including those with special educational needs and/or disabilities. Provision for the most able is not fully developed. There is a good focus on encouraging healthy lifestyles, which has led to the school being awarded Healthy School status and the Active mark. At present there is insufficient focus on providing more opportunities for writing extended pieces of work as well as further developing pupils' problem-solving skills. There is a good range of extra-curricular clubs and visits. Year 3 pupils described their recent visit to the Black Country Museum as 'brilliant'. Transition arrangements with the children's centre are very good. Pupils say they are given good information and feel confident about moving to secondary education. Pastoral care is good with all staff strongly committed to the concepts of equal opportunities and Every Child Matters. Vulnerable pupils are quickly identified and supported. All requirements of health and safety are met. The extended

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school provision, which is provided by a breakfast and after-school club provides a wide range of well-supervised activities in a safe environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher is the driving force for change and provides good leadership. She is well supported in her determined vision to improve the school further by the recently formed leadership team and has introduced a range of appropriate strategies to check and improve the school's performance. More rigorous strategies have been introduced to track pupils' progress to see where help is needed. Pupils' progress is accelerating but leaders and managers have not yet secured consistently good teaching and learning. The effectiveness of leadership and management is satisfactory overall because many leaders are new to post and the full impact of their efforts are yet to be felt.

The school's work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. Self-evaluation procedures are good and the leaders are aware of where improvement is needed.

Governors provide good support to the school but do not always ask sufficiently challenging questions to hold the school to account. Both the school and the children's centre have productive links with other agencies and local support groups.

The effectiveness with which the school promotes community cohesion is satisfactory. Leaders know the community well and much has been done to successfully promote good relationships with parents. Links with the local community are in place and plans to develop effective links with more distant communities are being pursued. Safeguarding procedures meet requirements. Most aspects of safeguarding are good but paperwork does not always reflect the good practice taking place. Throughout the children's centre safeguarding is very good. The extended day provision is well managed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>

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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Good leadership ensures that children are well cared for in a safe environment where relationships are good. Links with parents are good. Behaviour is good and all groups of children are happy. They play and learn well together in a caring environment. Children enjoy the range of activities including construction and outdoor activities. Staff know the children well and are aware of any specific needs, with good procedures to support the welfare of children in place.

Standards on entry to the Early Years Foundation Stage are below those expected but children make good progress to enter Year 1 with age-expected standards. Progress is regularly monitored but the effectiveness of using this information for ongoing assessment and determining the next steps of learning is variable. Children benefit from an exciting range of resources which give children a good choice of activities. Reception children were seen carrying out some very good investigation work with magnets. Teaching is good throughout the provision. However, the curriculum is limited for the Reception children because they do not have direct access to an outdoor area and so outdoor activities have to be timetabled. There are plans to rectify this by the summer. Learning in the classroom is linked to that experienced outdoors wherever possible, to reinforce the children's wider understanding. Adults provide a broad range of activities to promote all areas of learning and every opportunity is taken to extend pupils' knowledge through innovative resources. The balance of adult-directed activities and those that children choose for themselves is good.

The provision for children aged 0 to 3 is good and fully complies with the requirements for registration. The care provided is extremely good within a well-managed facility. Activities are designed to ensure children make as much progress as possible and this is monitored well by the supervising teacher. No areas were identified as requiring improvement.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

Almost half of parents and carers expressed their views and are overwhelmingly satisfied with the school. The general feeling from written comments is that the school provides a good, caring, warm and happy environment where children make good progress. Very few parents and carers had individual concerns, but these were fully considered as part of the inspection process.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 114 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	43	61	54	0	0	0	0
The school keeps my child safe	56	49	53	46	2	2	0	0
The school informs me about my child's progress	46	40	64	56	2	2	0	0
My child is making enough progress at this school	53	46	53	46	5	4	0	0
The teaching is good at this school	53	46	57	50	3	3	0	0
The school helps me to support my child's learning	42	37	68	60	2	2	0	0
The school helps my child to have a healthy lifestyle	44	39	63	55	5	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	28	70	61	1	1	0	0
The school meets my child's particular needs	43	38	67	59	2	2	0	0
The school deals effectively with unacceptable behaviour	36	32	67	56	7	6	1	1
The school takes account of my suggestions and concerns	34	30	70	61	4	4	2	2
The school is led and managed effectively	48	42	62	54	1	1	0	0
Overall, I am happy with my child's experience at this school	57	50	53	46	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 February 2010

Dear Pupils

Inspection of Greenfield Primary School, Walsall, WS4 1PL

Thank you for welcoming us and helping us when we came to your school. It was good to look at all your comments on the questionnaires that many of you filled in. We really enjoyed visiting you in your school and seeing you learning and playing together. Your school is giving you a satisfactory education. You are making satisfactory progress in your work and are able to do the things that we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- You feel extremely safe in school and you behave well.
- Adults look after you well.
- You have good relationships with your teachers and with each other.
- You have a good understanding of how to keep fit and healthy.
- School leaders work well with other specialists to support your learning and care.
- Your parents are very pleased with what the school provides for you.

There are a few things we have asked the school to do to make it better. They are:

- Help you do better in mathematics and in writing by making sure all lessons move at a good pace and teachers ask you questions to check that you understand what is being taught.
- Ensure that the more able among you are always given sufficiently challenging work.
- Develop a consistent approach to monitoring the progress of children within the Early Years Foundation Stage.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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