

Greenfield Primary School

Inspection report

Unique Reference Number	132226
Local Authority	Leicestershire
Inspection number	341318
Inspection dates	20–21 April 2010
Reporting inspector	Carol Worthington

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair	Martin Smith
Headteacher	Colin Bowpitt
Date of previous school inspection	15 January 2007
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Introduction

This inspection was carried out by four additional inspectors, one of whom spent half a day inspecting safeguarding. Inspectors observed 23 lessons; all 15 class teachers were seen at least once. Meetings were held with the headteacher, senior and middle leaders, two governors including the Chair, and 2 groups of pupils. Many pupils were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Two hundred and thirty-four parents' and carers' questionnaire returns were analysed, as were those from all staff and a representative sample of Key Stage 2 pupils.

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

- how successful the school is being in raising attainment in reading to match that of writing and mathematics in Key Stage 1
- how well the school is tackling differences in attainment of girls and boys in English and mathematics in Key stage 2
- how well boys' and girls' literacy is being developed in the whole curriculum from the Early years Foundation Stage and through both Key Stages 1 and 2
- how successful the school's distributed leadership is in producing high standards in all aspects of its work.

Information about the school

This is a larger than average school of its type in a rural setting. Virtually all pupils are of White British origin, with very few from minority ethnic backgrounds. All speak English as their first language. The proportion of children with special educational needs and/or disabilities is lower than that of most schools. Most have moderate learning difficulties, or specific ones such as dyslexia. A few have emotional and behavioural problems, or physical disability. The proportion of pupils entitled to free school meals is below average. There are 14 classes in total, two classes for each year group.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school's good improvement since its previous inspection has been brought about by the headteacher's passionate vision for excellence in all aspects of school life. Senior leaders have risen to the challenge. They join the headteacher in inspiring others to improve standards. As a result, there is a sense of common purpose and buoyant expectation of success in the school. Parents recognise this and many wrote comments praising the work of the headteacher in bringing about the improvements they have seen in the past few years. The governing body is active in monitoring the school's work and holding it to account with challenging targets. The school is now in a good position to make further sustained improvements.

The curriculum is particularly strong in enrichment activities, including music, the arts, sporting activities and popular residential visits from Year 2 upwards. High quality displays of creative work reflect the wide range of exciting experiences provided for pupils. The school works with a wide variety of local, national and international schools, and other communities, to give pupils first-hand experience of engaging with others from different cultures. The extension of the Early Years Foundation Stage curriculum into Year 1 is highly beneficial in laying the foundation for independent learning skills, but strategies to develop literacy, particularly boys' writing, have yet to take full effect in Reception or Year 1.

Pupils are happy in school, appreciative of the opportunities they are given and the excellent pastoral care. As one pupil put it, 'This school is 100% cool; you learn, have lots of friends, and people help you sort out problems'. Good behaviour makes a strong contribution to learning in most classes and pupils say they feel very safe. Pupils' social skills are well developed. They have a strong moral sense. The school council, super-leaders and buddies make an excellent contribution to the school and local communities. Pupils are very active in setting up projects to support charities.

Pupils make good progress because of the good teaching they receive. Their attainment in English and science is above average; in mathematics, it is well above average by the time they leave for secondary education. They achieve well from their starting points, but boys achieve less well than girls in literacy, and writing in particular, from the Early Years Foundation Stage upwards. The school's tracking of the progress of individuals is good, but does not allow it easily to compare the progress of girls and boys, and other groups such as those with special educational needs and/or disabilities with that of the same groups nationally.

The majority of teaching is good, but there is variation within that. There is some excellent practice which could be shared to improve the small pockets of satisfactory

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teaching, and to ensure that the marking of pupils' work is more consistent across the school. A strong feature of most lessons is the emphasis on pupils' independence and their growing ability to assess their progress towards their individual targets. Most pupils show understanding of the next steps they need to take to improve their work.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning by sharing the features of outstanding practice present in the school and ensuring consistency in the quality of teachers' marking.
- Extend data analysis to include progress of groups such as girls and boys, and those with special educational needs and/or disabilities, so that it is easier to compare their attainment and progress with similar groups nationally.
- Develop writing, particularly for boys, across the school by providing more opportunities for early writing to be developed in all curriculum activities in the Early Years Foundation Stage, and evaluating the impact of current strategies for motivating boys to write in Key Stages 1 and 2.

Outcomes for individuals and groups of pupils**2**

Pupils' good oracy skills are an important feature of learning; their discussions with talking partners show they have a wide vocabulary upon which to base their written work. The workbooks of older pupils, particularly girls, show flair and imagination. It is noticeable that less boys' writing is of such high quality. The school has worked hard with girls and parents to address the differences in boys' and girls' attainment in mathematics, but there is still a way to go in literacy. There are inconsistencies throughout the school: for example, in Key Stage 1, reading was lower than writing or mathematics in the 2009 national comparisons. The above average standards of literacy and numeracy, good development of personal skills and excellent sense of community responsibility, prepare pupils well to move on to secondary education.

Pupils in all years say that they enjoy their lessons and are able to measure their own progress against their personal literacy, numeracy and science targets. They work and play harmoniously together. A notable feature is the independence shown by pupils in setting up their own teams with minimal direction from staff, for instance, the 'Bullying Team', who have devised a useful leaflet and strategies for their classmates. Incidents of bullying are very rare and swiftly dealt with. Behaviour is generally good, and contributes to good learning in most classes, though a very small minority of pupils was observed to be less attentive. This was sometimes because they had spent too long on the carpet. Pupils understand how to keep themselves healthy, participating in sport and active playtimes and they know why they should eat healthy food.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is good in most lessons, but within that, there is a range between outstanding and satisfactory. The teaching of mathematics is consistently good and accounts for the high standards and good and sometimes outstanding progress pupils make. This has been particularly so for boys, but evidence shows that girls in the current Year 6 have caught up. In most English lessons, pupils make good progress because teachers have high expectations of girls' and boys' achievement and plan work which motivates all pupils well, but in a few classes, there is clearly a lower expectation of boys' writing, both in quality and quantity. Presentation and spelling are issues in some classes. Classroom assistants provide valuable support, particularly for pupils with special educational needs and/or disabilities and the lower attaining pupils. Day-to-day classroom assessment is good in the majority of lessons and includes the use of personal targets to help pupils assess their own progress. Marking is regularly done, but in some classes there is inconsistency in checking that pupils have corrected mistakes. Pupils enjoy the broad range of experiences in a good curriculum. A strong feature is the way it is designed from the pupils' perspective, building on success in the Early Years Foundation Stage by further developing creative and collaborative learning skills. Projects such as that in which a group of gifted pupils worked on a challenging project to design a Formula One racing car are made possible by the headteacher's seeking and forming productive partnerships with other establishments. Strategies to improve literacy standards throughout the curriculum have yet to take full effect, but numeracy and information and communication technology skills develop well. Excellent care, guidance and support make a strong contribution to pupils' personal

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development and well-being. Pupils talk very positively about the relationships that they enjoy with all adults who work in school and the confidence they have in approaching them with any worries or concerns. Good provision for pupils who have special educational needs and/or disabilities helps them access all aspects of the curriculum and develop their self-esteem. The care given to vulnerable children and their families is outstanding, through exceptionally well-developed links with outside agencies. Pupils receive exceptionally good guidance when starting school or leaving for secondary education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leadership are driven to inspire staff, governors, pupils and parents to improve standards and this is apparent in high staff morale and pupils' confidence. All middle leaders aspire to these high standards, and the majority meets them, but some inconsistently so. Nevertheless, distributed leadership is effective. For example, the assessment coordinator and phase leaders track the progress of individual pupils in each year and have successfully tackled their under-achievement. This is not consistently extended to groups such as those with special educational needs and/or disabilities, nor always to boys and girls. It is difficult for the school to show whether these groups do better or worse than their peers nationally. Targets for pupils' attainment set by the school are challenging, and governors are highly active in holding the school to account. They monitor the school's performance rigorously.

The leadership of teaching and learning is good, but the outstanding practice is not consistently shared to improve the overall proportion of good teaching, and make sure the quality of marking is consistent. The school is able to provide many curriculum enrichment activities, such as debates, business and creative activities because of the involvement of the headteacher in local and national partnerships. These provide good value for money and have helped reduce a budget deficit in the past two years.

Safeguarding is outstanding because the school leads in high quality practice. The school evaluates its practice, and procedures are regularly updated to take developing technologies, such as those relating to the internet, into account. Virtually all parents agree with their children that they are safe in school Their views, and those of pupils, are regularly taken into account.

The school has effective strategies to deal with all forms of discrimination, if they occur.

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In planning, teachers make sure that pupils with barriers to learning have equal opportunities to succeed, often making good use of extra adult support.

There is excellent community cohesion within the school. All adults and pupils demonstrate a strong sense of belonging and caring for each other. There are very strong links with the local community and productive relationships with other schools, including those with a wider ethnic mix. Strong links with local religious groups and a 'What is similar?' project give pupils wider experience of different cultures and religions. British Council sponsored international links with India and Africa further extend these experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Reception class with skills and abilities similar to those expected for their age, but early literacy skills are much lower. By the time they enter Year 1, virtually all have attained the early learning goals, and a high proportion exceeded them in all except early writing skills. The overwhelming majority of those who fall just short of the expected score are boys. Several strategies have been put in place to improve this but have not yet been fully effective.

Consistently good teaching by all adults who work with the children ensures that they make at least good progress in all other areas and thoroughly enjoy learning. The setting is particularly strong in the provision of exciting activities which stimulate their curiosity. They show extremely good independence in selecting learning activities and show good concentration and persistence, both indoors and out. During the inspection

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they enjoyed learning about mini-beasts, repairing their bikes and taking a rocket to the moon. However, there is not enough linking of free play activities to early writing skills. Children's social skills are very good and they work and play well together. Behaviour is good.

Good leadership ensures planning is good and effective use of the very thorough assessment systems ensures that activities are matched well to the different abilities of the children. The safety and care of all children has a very high profile. Very good relationships and excellent information for parents and carers extend children's learning into their homes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The vast majority of parents and carers who responded to the questionnaire expressed positive views. Many wrote praising the headteacher in particular and the improvements they have seen in the last two years. 'Inspirational leadership', 'always hands on', 'right approach of fun and discipline', 'welcoming staff', 'very good induction', were just a few of the many positive comments received.

A very small minority were concerned that they received too little information about their children's progress and felt the school does not help them to support their children's learning. A few felt that there were some instances of poor behaviour not well controlled. Inspectors found that the school provides good opportunities for parents to be informed about progress and could find no evidence of less than satisfactory behaviour.

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 234 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	129	55	98	42	5	2	0	0
The school keeps my child safe	132	56	99	42	3	1	0	0
The school informs me about my child's progress	96	41	124	53	13	6	0	0
My child is making enough progress at this school	103	44	109	47	18	8	1	0
The teaching is good at this school	112	48	102	44	6	3	0	0
The school helps me to support my child's learning	112	48	102	44	15	6	1	0
The school helps my child to have a healthy lifestyle	92	39	134	57	2	1	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)	71	30	129	55	11	5	1	0
The school meets my child's particular needs	91	39	124	53	11	5	1	0
The school deals effectively with unacceptable behaviour	79	34	121	52	22	9	4	2
The school takes account of my suggestions and concerns	84	36	126	54	13	6	2	1
The school is led and managed effectively	126	54	102	44	2	1	0	0
Overall, I am happy with my child's experience at this school	127	54	94	40	9	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Thursday 22 April 2010

Dear Pupils

Inspection of Greenfield Primary School, Leicester, LE8 5SG

Thank you for being so friendly and helpful when we visited your school recently. We very much enjoyed the time we spent with you. You told us, and wrote in your questionnaire returns, that you think yours is a good school and we agree with you.

Your headteacher does a really good job in running the school. All the adults take excellent care of you and you always have somebody to talk to if you are troubled.

Teaching is good so you enjoy your lessons and usually work hard, so you do well, particularly in maths.

Most of you behave very well, and have really good attitudes to learning. You know how to live a healthy lifestyle, enjoy lots of sport, and try to eat healthy food. You are aware of how to keep yourselves safe. You take on lots of responsibility in the school, in the school council, super leaders, buddies and in your classes. We were very impressed by the way you take on projects on your own accord and form teams to make things better in the school.

All the adults in your school want it to be even better. To make this happen I have asked them to do the following things:

- raise the standard of boys' writing throughout the school, starting with early writing in Reception
- make sure that you get a consistent standard of teaching in all classes and marking always helps you to improve
- make sure a good check is kept on the progress of girls, boys and those of you with special needs, to make sure you do as well as or better than similar groups in other schools.

You can help by working hard and doing your best. I wish you every success in the future

Yours sincerely,

Carol Worthington

Lead inspector

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