

Greenfield Primary School

Inspection report

Unique Reference Number	103799
Local Authority	Dudley
Inspection number	336160
Inspection dates	25–26 February 2010
Reporting inspector	Charalambos Loizou

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	280
Appropriate authority	The governing body
Chair	Mrs Karen Phillips
Headteacher	Mr Peter Bravo
Date of previous school inspection	27 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The majority of inspectors' time was spent observing learning, including lessons and a learning walk with the headteacher. The inspectors visited 18 lessons and held meetings with governors, staff, groups of pupils and spoke to some parents and carers. All of the twelve teachers were observed teaching and inspectors looked at the school's work, its improvement plan and self-evaluation as well as assessment and tracking data that teachers use to monitor pupils' progress. Inspectors analysed 122 parental questionnaires and the results appear near the end of this report.

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

- the achievement of more able pupils and the impact of measures taken by the school to maintain and improve attainment
- the key features of pupils' learning and the demands placed on them in lessons
- provision in the Early Years Foundation Stage and the impact it is having on outcomes for children in both Reception classes
- the extent to which the leadership team has improved the consistency of the teaching since the school's last inspection
- how well governors monitor and shape the direction of the school and the accuracy of self-evaluation.

Information about the school

This is an average-sized primary school. The vast majority of pupils are White British and the rest come from a broad range of minority ethnic backgrounds. Very few pupils join the school at the early stages of learning English. The Early Years Foundation Stage comprises two Reception classes for four-year-olds. The percentage of pupils eligible for free school meals is below average compared with most schools, as is the proportion of pupils with special educational needs and/or disabilities. An average percentage of pupils have statements of special educational needs. The main areas of additional needs include pupils with moderate learning difficulties, physical disabilities and hearing impairment. The school has a number of national awards including the Active Mark, Healthy Schools, Arts Mark and ICT awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

Pupils achieve extremely well at this outstanding school and demonstrate enthusiasm for all that their teachers offer. By the time pupils leave school at the end of Year 6, standards of attainment in English, mathematics and science are, and have been for some time, high. The school is a thriving community that is securely based on respect for different faiths, cultures and customs. Attendance is high in this popular school and pupils' excellent behaviour is the norm. Pastoral provision and the care and support pupils receive are strong. Consequently, their personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. The headteacher leads with enthusiasm and skill so that senior staff and governors provide highly effective leadership and management. Well-devised training and accurate self-evaluation have resulted in significant improvements since the last inspection to what is now outstanding teaching and an excellent curriculum. The school is extremely well placed to sustain high standards and improve still further. The overwhelming majority of parents who responded to the questionnaires are very satisfied. Many pay tribute to the efforts of the staff. For example, one parent rightly and typically commented, 'This is an excellent school and the headteacher and staff are so caring and approachable.'

Children make an excellent start in the Early Years Foundation Stage as a result of consistently effective teaching and a stimulating range of activities and visits. Throughout the school, the headteacher, staff and governors are very committed to pupils' all round academic and personal development. Consequently, pupils of all backgrounds and abilities, including those whose circumstances cause them to become vulnerable and those with special educational needs and/or disabilities, make excellent progress. Teachers use their assessments of pupils' performance extremely well and continually analyse how well pupils are doing. Since the last inspection, well judged programmes for training and assessment, led by the leadership team, have seen test results in reading, writing and mathematics improve throughout the school. However, the proportion of pupils attaining higher levels in writing, although above the national average, is typically lower compared than pupils' exceptionally high performance in reading. There is scope to improve, as some lessons miss opportunities for pupils to practise writing extensively and at length. In addition, some writing activities are not always challenging enough for more capable pupils. The excellent sessions of 'child-initiated learning' enable pupils to choose from a broad range of academic and creative activities and are starting to improve opportunities for pupils' independent writing, for example, through opportunities for them to edit their own magazines or research authors and writers using their excellent information and communication

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technology (ICT) skills.

Pupils are very pleased with the school; as one rightly commented, 'There is so much you can do here and it's great fun.' They feel very safe, have an excellent understanding of healthy eating and participate enthusiastically in an outstanding range of sports and activities. The school council works successfully on behalf of all pupils, and council members do excellent work in representing the views of their classmates. The staff and governors are always seeking ways to improve the school and make a very positive contribution to promoting community cohesion. They have recently secured substantial funding for extended provision for the community through its strong partnership with a privately run nursery, businesses, the local authority and other support agencies and charities.

What does the school need to do to improve further?

- Build on pupils' excellent literacy skills to ensure that they consistently reach high standards in writing by:
 - providing more opportunities for pupils to write extensively, independently and at length
 - incorporating in lessons a broader range of challenging writing tasks for more able pupils.

Outcomes for individuals and groups of pupils**1**

Pupils work hard and achieve exceptionally well in both their academic and personal development. The majority of children enter the Early Years Foundation Stage with skills and abilities that are in line with those expected of four-year-olds in communication, language, literacy and mathematics. They start with very good personal and social skills that form strong foundations for learning. In lessons, Reception children often engage with other children in talk and share activities which are very successful in promoting and developing their communication and language skills. By the end of Year 2 attainment is typically well above average in reading, writing and mathematics and pupils show enormous enthusiasm for learning in lessons. They enjoy sharing books and often read with partners, which improves their communication and reading skills. Pupils of all abilities, including those with special educational needs and/or disabilities, have made rapid progress which continues through Years 3 to 6 because the teaching is consistently good or outstanding. National test results for Year 6 have been significantly above average in English, mathematics and science for the last five years and pupils are currently on course to sustain high standards. Exceptionally high attainment in reading is a consistent feature but a few pupils who reach higher levels in reading do not do so in writing because there are some missed opportunities for pupils to engage in sustained writing activities. Pupils are very good at sharing ideas and most lessons feature good opportunities for them to reflect on their learning towards targets that they fully understand and can assess.

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Pupils are very aware of the need to adopt healthy lifestyles and habits. To support this they choose from well-thought-out menu choices and a salad bar at lunchtimes and engage in an excellent range of after-school sports and activities. Pupils feel safe and secure because they have formed positive and trusting relationships with adults and the school pays vigilant attention to e-safety when pupils have access to the internet. Pupils often contribute extremely well to the community and school through charitable fund raising or enterprise projects such as the design and build of outdoor areas. High attainment, attendance and pupils' excellent behaviour make an outstanding contribution to the next stage of their education and this prepares them extremely well for later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils benefit enormously from mainly good and outstanding teaching as well as an excellent curriculum. The school provides extremely well for pupils' care, guidance, support and welfare. Lessons are consistently well planned and cater successfully for the needs of pupils in the small number of mixed-age classes. Teachers mark pupils' work

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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diligently. They have devised excellent assessment systems that produce clear learning targets so that pupils have a thorough understanding of the steps needed to reach them. There is highly effective and inclusive support for pupils with special educational needs and/or physical disabilities, such as hearing impairment or limited mobility. Teachers often invite pupils to comment, reflect and assess their own learning. This was seen to very good effect in an excellent English lesson for Year 5 pupils when they investigated persuasive writing to construct arguments and different points of view. Pupils' learning is given added impetus when they work collaboratively and independently on challenging problem-solving tasks in mathematics or science as well through opportunities to research using their well-honed ICT skills. Child-initiated learning sessions were observed during the inspection. These provide fantastic opportunities for pupils to extend their learning and experience when choosing from stimulating academic and creative activities. These include: textile crafts using sewing machines; sculpture using different media; excellent fine art which is superbly displayed across the school; music, drama and designing; and editing and producing their own books, stories and magazines. Some writing tasks do not always challenge more capable pupils although there are plans to include a broader range of extended writing activities. The staff incorporate an excellent range of visits to places of interest so pupils can combine their study of, for example, science, geography, history and religious education, when visiting museums or undertaking field trips. These activities have a very positive impact on pupils' learning and social skills as well as broadening the scope of their studies and interests.

These are the grades for the quality of provision

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

How effective are leadership and management?

Governors and staff accurately check pupils' progress and teachers' performance. The leadership team regularly undertakes pupil progress meetings with all teachers and subject leaders when monitoring the curriculum and this includes joint work scrutiny activities of pupils' work. Accurate analyses of assessments, including a breakdown of the progress of pupils from different backgrounds, account for the uniformity in teachers' planning and the much improved consistency of the teaching. The evaluations made by the headteacher and staff are accurate, although modest in some cases, reflecting their high expectations and challenging targets.

Support staff and resources are deployed extremely well and this accounts for the high

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quality support given to pupils with special educational needs and/or disabilities. A significant improvement has been the involvement of governors who now hold the school to account very well and have effective systems in place to ensure that they audit and monitor the school's performance. There are outstanding links established with other schools, organisations, charities and the wider community.

There are excellent and efficient systems in place to ensure that the pupils are safeguarded with effective and up-to-date child protection policies, training and staff qualifications, as well as systematic risk assessments of activities and resources. The school has a thorough understanding of its own community and assessments incorporate details about the progress of pupils from different backgrounds. This ensures that all pupils have equally effective and outstanding opportunities to succeed. Staff and governors are continually striving to measure the impact the school is having beyond the local area, which is making a strong contribution to building a cohesive community that respects faiths and customs represented in wider society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

Reception children make outstanding progress. By the time they start Year 1, attainment is well above that expected of five-year-olds in all areas of learning. Teachers and support staff are highly skilled and effective in laying excellent foundations for children's learning and development. A stimulating range of activities, such as role play, dressing up as characters in stories, music, singing, and outdoor play and exploration help the children to develop and improve their reading and writing. Letter sounds and phonics are taught consistently well and this is followed up successfully when children join Year

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1. The children settle quickly and thoroughly enjoy playing and working indoors, outdoors and in the local community with equal success. A visit from local community police officers inspired the children to ask questions about how the police help the community. The children thrive on the challenges, for example, of solving puzzles, building shapes and counting out sequences of numbers, prompting them to develop their understanding of number, shape and space. The children improve their early scientific skills very well when exploring different habitats and a woodland environment during a recent visit. The children explore the outdoor areas safely and productively, which improves their physical and creative development extremely well. The staff ensure that there is a smooth transition between the Reception classes and Year 1. The Early Years Foundation Stage is very well managed and the staff team regularly undertake a systematic process of self-evaluation, audit and review to ensure that the outstanding progress made by children and high quality of provision are sustained.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The vast majority of questionnaire returns were positive and parents believe that this is a highly effective school that supports and cares for their children very well; views with which inspectors agree. Nearly all parents are pleased with the progress their children are making. Overwhelmingly, parents believe, as inspectors do, that pupils behave extremely well. Most parents believe that teachers really care about their children, families and the community.

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 122 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	68	35	29	4	3	0	0
The school keeps my child safe	98	80	24	20	0	0	0	0
The school informs me about my child's progress	74	61	44	36	4	3	0	0
My child is making enough progress at this school	73	60	44	36	3	2	1	1
The teaching is good at this school	75	61	45	37	1	1	0	0
The school helps me to support my child's learning	70	57	49	40	3	2	0	0
The school helps my child to have a healthy lifestyle	64	52	54	44	3	2	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)	54	44	56	46	0	0	0	0
The school meets my child's particular needs	70	57	47	39	4	3	0	0
The school deals effectively with unacceptable behaviour	67	55	49	40	1	1	1	1
The school takes account of my suggestions and concerns	58	48	57	47	4	3	0	0
The school is led and managed effectively	71	58	48	39	1	1	0	0
Overall, I am happy with my child's experience at this school	82	67	38	31	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"> ■ 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.



1 March 2010

Dear Pupils

Inspection of Greenfield Primary School, Stourbridge, DY8 1AL

Thank you for being so welcoming when the inspectors came to see you. We agree with your parents who say that you go to an excellent school. We can see why, because it is such a successful and lovely school. Well done to you and all the staff and governors.

The inspectors were very pleased with your excellent behaviour and the way you all play and work together so well. Reception children are doing exceptionally well. They are very good at learning their letter sounds and numbers which is helping them to learn to read, write and count very well. From Year 1 right through to Year 6, the inspectors think that all pupils are doing extremely well in all subjects. We would like you all to keep working hard because your teachers are providing you with excellent challenges and we can see from your test results that you are doing very well to reach such high standards. All the staff and governors are doing a fantastic job, especially in helping the school to grow and develop still further. They have excellent plans that they have shared with parents about further improvements and expansions to the school building.

We have asked your teachers to carry on helping you do even better in writing by giving you more opportunities to write at length in different ways. The school has excellent programmes which we can see you all enjoy, especially when you write lively and imaginative stories and poetry and engage in an excellent number of creative and musical activities. Inspectors have also asked that your teachers prepare some more varied and challenging writing tasks for those who are capable of reaching very high standards in writing. You can all help too by continuing to try hard and coming to school every day to keep up your excellent attendance rates.

I wish all of you, the staff and your parents the very best.

Yours sincerely

Charalambos Loizou

Lead Inspector

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