

Greenfield Primary School

Coalheath Lane, Sheffield, Walsall, West Midlands WS4 1PL

Inspection dates

14–15 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers have a clear understanding of the strengths and weaknesses of the school. They have used this well to make improvements.
- Systems and structures that are now in place have helped to improve teaching and speed up the progress that pupils make. However, as many of them are relatively new they are not fully embedded in practice so they are yet to have a marked impact on outcomes.
- Teaching is good and improving. However, it is not yet consistently of the highest standard. Where it is most effective, it is well planned and encourages pupils to develop their independence, embed their understanding of new concepts and extend their learning.
- Children make a good start to their schooling in the early years setting. It is well led and managed, teaching is good and children progress well from their different starting points.
- Pupils are proud of their school and they are keen to learn. Spiritual, moral, social and cultural development and fundamental British values are embedded in the curriculum. Pupils are well prepared for life in modern Britain.
- Pupils behave well. They respond positively to high expectations and manage their own behaviour effectively.
- There is a strong culture for safeguarding pupils across the school. Keeping children safe is a shared responsibility and all staff know what they should do if they have a concern about a pupil's welfare.
- Governance is strong. Governors have a range of appropriate skills, knowledge and experience to offer high-quality support and challenge to leaders.
- Current pupils are making good progress across the curriculum and outcomes are improving. However, end of key stage 1 and 2 results were below national averages and some weaknesses remain.
- The most able pupils are not consistently challenged to reach the highest standards in a range of subjects, including English and mathematics.
- Although improving, the progress made by pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils is not yet consistently strong. The attainment of disadvantaged pupils remains lower than that of other pupils but their progress is also improving
- Outcomes for girls in mathematics do not match those of boys. Too many girls do not progress quickly enough or attain well in mathematics.

Full report

What does the school need to do to improve further?

- Leaders and managers should take further action to continue to improve outcomes by:
 - ensuring that teaching is consistently of the highest standard
 - evaluating, refining and embedding the systems and structures that are now in place
 - improving the progress and attainment of girls in mathematics
 - ensuring that the most able pupils are consistently challenged to reach the highest standards across the curriculum
 - increasing the progress made by pupils who have SEN and/or disabilities
 - improving the attainment of disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have a clear understanding of the strengths and weaknesses of the school. As a result of well-informed strategies and decisive action, teaching, learning and assessment and the progress pupils make are improving. Further developments are now taking place to ensure that these improvements have a sustained impact on academic outcomes.
- There is an ambitious culture within the school. Leaders have high expectations of pupils and staff and, as a result, pupils are becoming more aspirational. The positive relationships between leaders, staff and pupils support the improvements that are being made in the school.
- The headteacher is very well supported by the deputy headteacher. Middle leadership is developing. The leadership of literacy and early years is particularly strong and leaders with responsibility for mathematics and for pupils who have SEN and/or disabilities are beginning to have a marked impact.
- Staff value the support and training that they are given. They are effectively supported to improve their practice. Performance management is used well to help staff develop further. Targets for staff, which are based on the teachers' standards, are linked to improving teaching to secure better academic outcomes for pupils. Teachers' progress towards achieving their targets is closely monitored.
- The curriculum is broad, balanced and engaging. Lessons are supported by outdoor learning and a wide range of extra-curricular activities. Pupils' learning is enriched by visitors, such as a bee-keeper who talked to the pupils about her hobby, and visits to historical sites such as Warwick Castle.
- The curriculum prepares pupils effectively for the next stage of their education and is leading to improved progress. It contributes well to pupils' positive behaviour by providing interesting and challenging activities that engage them in their learning. The curriculum also helps pupils think about how to stay safe.
- Leaders have ensured that spiritual, moral, social and cultural development and fundamental British values are promoted well across the curriculum. As a result, pupils are tolerant and respectful and embrace one another's differences. Pupils are encouraged to be reflective and think about what is right and wrong. They are given opportunities to work productively with others and explore cultures and beliefs that are different to their own. They are well prepared for life in modern Britain.
- Additional funding is used effectively. Funding for pupils who have SEN and/or disabilities and pupil premium funding are now having a greater impact on improving outcomes for targeted pupils. Current funding is being used well to support individuals to overcome barriers to their learning through tailored support to meet their particular needs. The primary sport and physical education funding has been used well to provide training for staff and to give pupils opportunities to take part in a wider range of physical activities. Last year it was used to lay a track which all pupils use as part of the 'mile a day' project. This means that pupils now walk up to a mile on most school days.

- The systems and structures that are now in place are leading to improvements. However, some of them are relatively new and not fully embedded. As a result, they are yet to have a marked impact on outcomes.
- The school has received effective leadership support from a national leader of education. She has assisted in staff development, carried out paired observations and helped to improve provision in mathematics. However, as leadership capacity has grown, she spends less time at the school.

Governance of the school

- The current governing body is strong. Governors have a range of appropriate skills, knowledge and experience to offer high-quality support and challenge to leaders. They know the school well and have a clear understanding of the school's strengths and weaknesses. They use this information to hold leaders to close account in order to ensure that the school improves further.
- Governors carry out their statutory duties effectively. They ensure that resources are managed well, that the website meets requirements and that safeguarding is effective.

Safeguarding

- The arrangements for safeguarding are effective as there is a strong culture for keeping children safe throughout the school. Staff are well trained and vigilant about the welfare of pupils.
- There are robust systems within the school to keep pupils safe. Processes for reporting concerns are clear and known by all staff. Referrals are timely and outside agencies are used appropriately. Procedures to recruit, select and check staff are robust and the school's single central record is compliant.
- The site is secure and pupils are taught to stay safe in an age-appropriate way. They learn about online safety and they are taught about the dangers of radicalisation and extremism. Pupils who spoke with inspectors had a clear understanding of how to keep themselves safe from potential risks.

Quality of teaching, learning and assessment

Good

- Teaching is improving. There is a clear focus on ensuring that teaching is consistently of a good standard and a shared expectation of how staff should help pupils learn effectively. As a result, pupils are making improved progress throughout the school.
- There are clear routines in classrooms and pupils work very well together and with staff. Pupils are happy to discuss work with each other and solve problems collaboratively. Praise is used effectively and behaviour in class is positive and productive. Time in lessons is used well.
- Teachers have good subject knowledge and usually set challenging activities. Staff have high expectations and use questions well to assess understanding and move learning on. Often, teachers develop literacy and communication skills well. They model the good use of spoken English, correct spellings and grammar and help pupils to

extend their vocabulary. However, the exploration of mathematical concepts in different contexts is infrequent.

- Feedback is used throughout lessons to encourage and challenge pupils and reinforce learning. Staff follow the school's marking policy and pupils are given time to respond to comments and complete additional activities. Where this is done well, pupils correct mistakes, redraft writing or complete useful extension activities.
- Assessment is accurate and teachers use this information to help their planning. However, activities do not consistently allow pupils to explore ideas at depth.
- Where teaching is most effective, it is well planned, focuses on learning and builds upon knowledge and skills pupils have already acquired. Pupils are encouraged to develop their independence, embed their understanding of new concepts and deepen their thinking. However, this is not yet done consistently.
- Weaknesses in teaching in the past have been addressed but some inconsistencies in the quality of teaching remain. Staff do not always move learning on quickly. At times, pupils sit and wait for an adult to help them with their work rather than trying to resolve problems themselves and pupils are not always given opportunities to explore ideas in greater depth. This slows down their progress.
- Pupils who have SEN and/or disabilities are now well supported in class. Teachers and teaching assistants lead and support high-quality learning well and allow pupils to develop their independence.
- Teachers follow the school's homework policy and pupils are given home-learning tasks to consolidate their classwork or prepare them for future activities. Pupils understand the purpose of homework and a large majority of parents believe that their child is set appropriate homework for their age.
- Parents are given clear, detailed and accurate information about how their child is progressing in relation to national expectations for their age and what they need to do to improve. Meetings with parents give them opportunities to discuss this in more depth with staff.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are keen to learn, present their work well and respond positively to teachers' expectations in this harmonious, orderly school.
- Pupils are proud of their school and they are keen to take on responsibilities for the benefit of others. Some are elected house captains, others sit on the school council and many raise money for charities through enterprise projects.
- Physical and emotional well-being are promoted very well. Pupils are encouraged to eat healthily and take regular exercise. There is a worry box and pupils can talk to staff, including the learning mentor, if they are concerned about anything. Circle time is used well to help pupils explore and understand their feelings. Pupils with medical needs are well supported.

- Spiritual, moral, social and cultural development is firmly embedded within the culture of the school. Pupils take responsibility for their actions and think about the consequences of what they do.
- Bullying is rare and pupils are confident that staff will deal quickly and effectively with any incidents should they happen. Pupils learn about the differences between being rude or mean and bullying.
- Pupils are taught to stay safe when using the internet and appropriate controls are in place. Pupils learn about how to stay safe in a range of situations in an age-appropriate way.
- Strong systems to keep pupils safe are evident in the before- and after-school care. Staff take opportunities to promote personal development and welfare and pupils behave well during their time in this purposeful, caring environment.

Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and around the school. Learning is very rarely disrupted and pupils play with enthusiasm and consideration during social times.
- Pupils respond positively to the high expectations of behaviour. They have a clear understanding of how to behave well and demonstrate self-discipline.
- The few pupils who find it more challenging to manage their own behaviour are effectively supported to behave very well. Instances of inappropriate behaviour are declining and there have been no permanent exclusions since the last inspection.
- Pupils are punctual and attendance is similar to the national average. Attendance has improved since the last inspection and the vast majority of pupils are rarely absent. However, although improving, the attendance of pupils who have SEN and/or disabilities and disadvantaged pupils is still below that of others.

Outcomes for pupils

Requires improvement

- Outcomes declined after the last inspection but pupils are now making faster progress in a range of subjects throughout the school.
- Outcomes in reading, writing and mathematics were well below the national averages at the end of key stage 2 in 2015 and 2016. Pupils who have SEN and/or disabilities made slow progress across the curriculum; girls made slow progress in mathematics; the attainment of disadvantaged pupils did not match that of other pupils and no pupils reached a high standard in reading, writing and mathematics combined in 2016.
- The Year 6 results of 2017 indicated improvements for these groups of pupils. A similar proportion of pupils to the national average reached a high standard in reading, writing and mathematics, the difference between the attainment of disadvantaged pupils and the attainment of other pupils has started to diminish, girls are making improved progress in mathematics and pupils who have SEN and/or disabilities are now making faster progress. However, improvements are not yet embedded or have been sustained over time.

- Historical weaknesses in progress and attainment in reading are being addressed. Pupils currently in the school have benefited from a clear focus on reading for understanding and many pupils have developed a love of reading. The most able pupils read fluently but leaders are aware that they need to develop their inference skills further. All groups of pupils currently in the school are making strong progress in reading and pupils of all abilities are able to apply their phonic skills well.
- As a result of targeted action, attainment in writing was similar to the national average in 2017. Current pupils are making good progress in writing but the most able pupils are not consistently given opportunities to extend their writing skills.
- Pupils currently in the school are making improved progress in mathematics. However, the progress of girls is not fast enough to fill the gaps in their knowledge and understanding. Additionally, the most able pupils have not fully developed the problem-solving skills needed to allow them to access the highest standards.
- The progress made by disadvantaged pupils is improving. They made better progress than other pupils in writing by the end of Year 6 in 2015 and 2016 and achieved well in last year's Years 3 and 4. However, their progress is not yet consistently strong to ensure that their attainment matches that of other pupils.
- The progress made by pupils who have SEN and/or disabilities is improving. They are benefiting from more effective targeted support and intervention but this is yet to have a sustained impact on the progress that they make.
- Outcomes at the end of key stage 1 have been below the national average for the last three years. However, as a result of improved teaching, pupils are now making better progress.
- Phonics is taught well in the school. Consequently, a greater proportion of pupils than the national average consistently reach the expected standard.
- Pupils are effectively prepared for the next stage of their education. They have a broad range of skills and experiences that allows them to be successful learners. Transition to a new class, a different key stage or a new school is well supported.

Early years provision

Good

- The early years provision is well led and managed. Leaders have a clear understanding of the setting's strengths and areas for development. This is used to identify priorities and make improvements.
- Teaching is good. Teachers use their knowledge of the children to move learning on. Activities are well matched to children's needs and questioning is used effectively to check understanding. However, children are not consistently challenged during independent learning to help them make rapid progress.
- The curriculum provides a broad range of engaging experiences. It offers interesting learning opportunities which broaden children's understanding of modern Britain. For example, they recently explored Diwali.
- Staff know the children well. Assessment is accurate and is used well to inform planning. Progress is tracked throughout the year and staff regularly use the

information collected to plan challenging activities.

- Children make good progress in the early years setting and they are well prepared academically, socially and emotionally for Year 1. The proportion of children who reached a good level of development was above the national average in 2015 and 2016.
- All groups of children make strong progress from their different starting points. Children who need to catch up, those who have SEN and/or disabilities and disadvantaged children are well supported to make good progress. Additional funding is used well to improve the outcomes achieved by disadvantaged children.
- Children's behaviour and attitudes to learning are developed well. Children enjoy positive relationships with adults and other children and they are willing to share resources and take turns. Children follow instructions and respond well to high expectations and established routines. They are happy to tidy the classroom after activities.
- Staff communicate effectively with parents but some parents would appreciate more face-to face opportunities with staff. Parents contribute to initial assessments but learning journals do not regularly reflect the view of parents or children.
- Provision for two-year-olds is very good. Children are excited to learn as activities reflect their individual needs. Children's communication skills are developed particularly well.
- Safeguarding is effective and all statutory welfare requirements are met. Clear policies and procedures are applied consistently.

School details

Unique reference number	104216
Local authority	Walsall
Inspection number	10037868

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Zoey West
Headteacher	Catherine Lee
Telephone number	01922 682 234
Website	www.greenfield.walsall.sch.uk
Email address	postbox@greenfield.walsall.sch.uk
Date of previous inspection	20-21 September 2012

Information about this school

- The school is an expanding average-sized primary school. There is one class in each year group, apart from Year 1 and Reception where there are two. Children attend the nursery on a part-time basis and the school now has provision for two-year-olds.
- Most pupils are from White British backgrounds. The proportions of pupils from minority ethnic groups are similar to the national average. A smaller-than-average proportion speak English as an additional language.
- An above-average proportion of pupils are supported by the pupil premium.
- The proportion of pupils who have SEN and/or disabilities, including those who have a statement of special educational needs or an education, health and care plan, is below average.
- The school provides before- and after-school care.
- A national leader of education has provided support to school leaders since December

2015.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors held meetings with the headteacher, the deputy headteacher, other leaders and staff. Meetings were also held with five governors, including the chair of the governing body, a representative of the local authority and the national leader of education who has been supporting the school.
- Inspectors made short visits to every class on both days of the inspection. Three of these visits were made with the headteacher. Inspectors also looked at pupils' books from this school year and from last year.
- Pupils were spoken to formally and informally. Inspectors heard pupils read and observed behaviour during social time.
- Seventeen responses and nine free-text comments on Parent View were considered by inspectors. They also spoke to parents at the start of the first day of the inspection.
- Various school documents were scrutinised, including the school's self-evaluation and development plan, information about managing teachers' performance and staff training records. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed. Documents relating to safeguarding were checked and inspectors looked at published information on the school's website.

Inspection team

Simon Mosley, lead inspector	Her Majesty's Inspector
Susan Helps	Ofsted Inspector
Abigail Rourke	Ofsted Inspector

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