

# Greenfields Community Primary School

Oxford Road, Shepway, Maidstone, Kent ME15 8DF

## Inspection dates

14–15 May 2019

|  |                    |
|--|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| Effectiveness of leadership and management   | <b>Good</b>        |
| Quality of teaching, learning and assessment | <b>Good</b>        |
| Personal development, behaviour and welfare  | <b>Outstanding</b> |
| Outcomes for pupils                          | <b>Good</b>        |
| Early years provision                        | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has infinite enthusiasm and the drive to ensure that the school provides an excellent quality of education. He sets the highest expectations for pupils' achievement and well-being.
- Governors are effective in offering challenge and support in equal measure to school leaders. They are focused on delivering their strategic duties diligently.
- The quality of teaching is good. However, on occasion, teachers do not challenge the most able pupils sufficiently, especially in mathematics.
- Disadvantaged pupils make less progress than others. In some lessons, Teaching does not consistently identify and address gaps in the skills, knowledge and understanding of disadvantaged pupils in reading, writing and mathematics.
- Children get off to an outstanding start in early years because of the high-quality care and provision they receive.
- Behaviour is outstanding. Pupils' behaviour in lessons and around school is exemplary. Pupils say that bullying is rare.
- Leaders and governors have ensured that safeguarding is effective.
- Leaders have developed a broad and balanced curriculum. The wide range of extra-curricular activities enrich and extend pupils' learning and personal development.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their individual starting points.
- There are many opportunities for pupils to develop their spiritual, moral, social and cultural understanding. These help to sustain a nurturing environment in which pupils thrive. Pupils are well prepared for life in modern Britain.
- Parents are extremely supportive and appreciative of the school's work. They are confident that their children are safe, happy and well cared for.

## **Full report**

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

- Improve the quality of teaching and learning by ensuring that:
  - teachers consistently challenge the most able pupils, particularly in mathematics
  - teachers ensure that disadvantaged pupils consolidate and strengthen their skills, knowledge and understanding in reading, writing and mathematics

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is relentless in his pursuit of excellence. His commitment and drive to embed the vision, 'excellence by everybody in everything,' is evident in all areas of the school. Leaders and governors share his determination for the school's continued success and further achievement. He has nurtured a happy school where all staff and pupils are valued.
- Leaders and governors have a detailed understanding of the school's strengths and areas for improvement. They have been successful in developing a caring and nurturing culture which ensures that pupils are eager to learn.
- Senior leaders, governors and staff share a strong sense of purpose and morale is high. Staff enjoy working at the school and display an unshakeable commitment to the well-being of the pupils in their care. All who responded to Ofsted's staff survey said that they are proud to work at the school.
- The curriculum is a particular strength. Pupils enjoy coming to school because teachers make learning interesting and relevant. Classroom visits and the scrutiny of pupils' work showed inspectors that much of the learning, planned by staff, is based around real-life experiences. Additionally, educational visits enrich pupils' understanding of the subjects they study.
- Leaders use pupil premium funding effectively. Staff use a range of strategies to ensure that disadvantaged pupils overcome barriers to their welfare and well-being. For example, extra funding is used for programmes to improve attendance, reading, speech and language development and also to support pupils' participation in enrichment activities.
- Leaders have strengthened the support for pupils with SEND. Leaders ensure that the extra help this group of pupils receives makes a difference. The accurate identification of pupils' needs and effective monitoring of the impact of support mean that these pupils make strong progress from their starting points.
- The physical education (PE) subject leader ensures that the PE and sport premium is spent wisely. His meticulous record-keeping and monitoring of pupils' access to, and participation in, sporting activities have ensured that almost all pupils represent their school in competitions. Equal access is foremost in his thoughts. This enables some of the school's most vulnerable pupils to be fully involved, whenever possible. He has organised appropriate training for staff to ensure that these developments are sustained.
- Leaders' assessment of the quality of teaching and learning is, at times, not as incisive as other aspects of their work. Consequently, in some lessons, teachers do not check and address gaps in the development of pupils' skills and understanding in reading, writing and mathematics. This has a particular impact on the progress of disadvantaged pupils. Additionally, at times, teachers' expectations of the most able pupils in mathematics are not high enough.
- Parents are overwhelmingly supportive of leaders and staff. They believe that their children receive high-quality teaching, support and care from committed staff. One

parent commented to inspectors that the school is a 'lovely and lively place for learning'.

- Leaders and staff make a strong contribution to pupils' spiritual, moral, social and cultural development. Through the curriculum, pupils learn about the importance of mutual respect and equality. They also learn about a range of different faiths and cultures. The school's environment is rich in displays, which celebrate all aspects of pupils' development, such as their artwork, healthy living and support for various charities. As a result of these opportunities in school, pupils are well prepared for life in modern Britain.

## **Governance of the school**

- Governors are dedicated and uncompromising in their ambition of securing the best education for pupils. The commitment of the governing body to the school's culture of high aspirations and respect for others is strong. Governors share the headteacher's passion for excellence and use their role to strengthen the high-quality relationships between the school and community.
- Governors work closely and actively with the school. They are well informed and have an accurate understanding of its strengths, and also those areas that need to be further developed. This is because they receive a wide range of performance information and make regular school visits to carry out learning walks and look at pupils' books. Governors are skilled in using this information wisely, enabling them to challenge leaders robustly.
- Governors place a strong emphasis on safeguarding. Their training is thorough and up to date and designated governors carry out regular checks on the school's procedures for keeping pupils safe.

## **Safeguarding**

- The arrangements for safeguarding are effective and governors ensure that all processes and procedures are undertaken robustly. The school's records of the necessary background checks on adults who work in the school are thorough and comply with relevant guidance. Leaders follow appropriate procedures to ensure that they recruit staff who are suitable to work with children.
- Staff build nurturing relationships with pupils and know them well. They are alert to any changes in a pupil that may indicate a concern. Staff and governors receive regular and appropriate training to carry out their safeguarding roles and responsibilities.
- Pupils feel safe in school. Pupils spoke knowledgeably about how to stay safe, including on the internet. Pupils said that safety issues are regularly covered in assemblies. They are confident in knowing that there is always a trusted adult they can speak to if they are worried about something.
- Safeguarding records are up to date and referrals are followed up promptly and are well documented. Leaders work effectively with external agencies to support pupils and their families at the earliest opportunity. Staff in the inclusion team use their expertise sensitively to provide support for pupils who may be vulnerable.

## Quality of teaching, learning and assessment

**Good**

- Teachers work hard to ensure that pupils enjoy their learning. They plan lessons that are exciting and interesting. They demonstrate good subject knowledge across the curriculum. Pupils are very keen to discuss their learning with adults and their peers.
- Reading has a high priority across the school. Improved phonics teaching, particularly in Year 1, has successfully ensured that the vast majority of pupils read well and at the expected standard for their age. Phonics sessions are engaging and pupils are able to apply their phonics skills to read new and unfamiliar words.
- Teachers give pupils frequent opportunities to discuss and debate their ideas. For example, in a Year 5 class, pupils discussed in depth their understanding of plastic pollution to help them write powerful reports about the effects on the environment and wildlife.
- Teachers use their strong subject knowledge to teach the breadth of subjects confidently and effectively. The accurate teaching of subject-specific technical vocabulary is a consistent feature across the curriculum. Pupils immerse themselves in the broad range of subjects, including science, art and music.
- Teachers provide challenging work for the most able pupils, but this is not a consistent feature of all lessons. In mathematics, for example, there are sometimes not enough opportunities for the most able pupils to grapple with more complex concepts that require a deeper level of reasoning and understanding.
- Classrooms are positive and purposeful learning environments. Lessons are planned well and build on pupils' existing knowledge and understanding. Teachers and teaching assistants question pupils to extend their learning effectively. These strong features of teaching are seen in most lessons. However, there is a lack of consistency across the school. In some lessons, disadvantaged pupils do not consolidate their learning because teachers do not identify and address mistakes in their understanding and skills in reading, writing and mathematics. This affects the progress that disadvantaged pupils make.
- Teachers and teaching assistants work well together. Their concerted effort is effective in providing support for pupils who find some of the work difficult. As a result, pupils with SEND develop their understanding and skills across the curriculum well.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Holding high expectations of all pupils, leaders and staff are successful at building pupils' confidence and self-esteem. Personally, emotionally and socially, pupils truly flourish. The highly positive relationships which have been established over time between pupils and adults, and among the pupils themselves, are abundantly evident across the school.
- Pupils have many opportunities to contribute to school life and to the wider community,

such as raising money for local and national charities. There are a range of school-wide responsibilities that pupils carry out with pride, such as being sports leaders, reading buddies and healthy living champions. These opportunities help to prepare pupils well for the next stage in their education.

- Pupils know the importance of keeping themselves healthy and make informed choices about eating well. Physical fitness has a high profile across the school, with many pupils taking part in the 'daily mile' challenge. Pupils' social, emotional and mental health needs are well provided for through the school's nurturing environment and supportive staff. There are many specific nurture interventions, including the opportunity to spend time with Ted, the school dog. As a result, pupils flourish at Greenfields Community Primary.
- Pupils are unanimous in their view that they are safe and feel safe in school. Pupils know how to keep themselves safe, both in the community and when online. Members of the school council help other pupils to know how to stay safe when using the internet.
- Parents who responded to the Ofsted questionnaire, Parent View, as well as those who talked to inspectors, were overwhelming positive about how well the school cares for their children's welfare. One parent told inspectors, 'Staff and leaders always go the extra mile to make sure our children are safe and happy.'

## Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely courteous to each other and to adults. Their behaviour in lessons and around school is exemplary. Pupils' behaviour in the playground and at lunchtime is excellent. The school is calm and harmonious and pupils enjoy each other's company. They are friendly and respectful to everyone. Over time, pupils gain an excellent understanding of how important their behaviour is to other people, and how it can affect their learning.
- Pupils have a thorough understanding of the school's behaviour policy. They are precise when explaining the systems that support good behaviour. They particularly enjoy earning 'house points' in recognition of their achievements and appreciate that leaders recognise and value their hard work.
- Overall attendance is above average, because pupils enjoy their school and value their education. Pupils' attendance and punctuality are closely monitored by the inclusion team, whose staff are an asset to the school. This team knows pupils and their families well and has earned their trust because of the determination to help those families who face challenging circumstances.
- Bullying in any form is extremely rare and there have been very few incidents of poor behaviour. Staff manage behaviour very effectively. Adults provide excellent role models and rigorously monitor pupils' conduct and well-being.

## Outcomes for pupils

**Good**

- In 2018, the proportions of pupils achieving the expected standards in reading, writing and mathematics at the end of key stage 1 were above the national averages. At the end of key stage 2, in 2018, the proportions of pupils achieving the expected standards

in reading and writing were substantially higher than the national averages. However, the proportion of pupils who achieved the higher standard in mathematics was lower than the national average. Current pupils' performance is equally strong in reading and writing.

- The progress of current Year 1 pupils in phonics is strong, with the school's own assessments indicating that the majority of pupils are already achieving the expected standard. This represents a significant improvement on the 2018 Year 1 outcomes. Pupils' reading shows a clear progression in the development of their skills as they move up through the school. They enjoy reading regularly and, by the end of Year 6, have developed a broad range of skills, reading as much for learning as they do for pleasure.
- Pupils with SEND are making increasingly strong progress from their individual starting points. Leaders monitor the progress of this group of pupils carefully, adapting support and interventions according to their needs.
- Historically, the outcomes of the small number of disadvantaged pupils across the school have not been as strong as those of others. Leaders are aware that, in some classes, teachers do not routinely check that disadvantaged pupils have fully consolidated their skills and understanding in reading, writing and mathematics. As a result, disadvantaged pupils do not make consistently strong progress to achieve as well as their peers.
- Leaders have identified that some most-able pupils have not made the strong progress they are capable of in mathematics. Currently, some teaching is not providing enough challenge for these pupils. This prevents the most able from sufficiently deepening and extending their mathematical knowledge, skills and understanding.
- Pupils achieve well in a wide range of subjects. This is because lessons provide pupils with opportunities to fully develop their skills and build on their prior learning and knowledge. They are well prepared for their next stage of education.

## Early years provision

## Outstanding

- Leadership in the early years is outstanding due to the very high quality of teaching, learning and assessment. Leaders and staff communicate very well with parents to further extend the learning experiences of children. Consequently, children's behaviour for learning is exemplary.
- The early years curriculum and practice is of the highest quality. It is enriching and exceptionally engaging in both the inside and outside areas. Children are enthusiastic and excited to learn. When selecting their own activities, children have many rich opportunities to explore, socialise, be creative and investigate. Inspectors observed children discussing plans to make a house for the giant in 'Jack and the Beanstalk'. They used their mathematical knowledge to 'work out' the height and length of the walls they were going to build.
- Children make strong progress in the early years and achieve well from their relatively low starting points. They are challenged and supported well by adults to build on their creative and imaginative ideas. Staff plan activities to meet children's interests and inspire their natural curiosity. For example, inspectors observed children

enthusiastically use their phonics knowledge to write captions for their research on penguins. Children are very well prepared for the next stage of their education

- From the outset, teaching successfully promotes pupils' language and communication skills. Adults support and encourage children to extend their vocabulary, introducing and explaining new words. Children readily use their 'new' vocabulary in their interactions with each other.
- Parents regularly contribute to their children's ongoing assessments. Parents' feedback to staff is used to plan learning activities to meet children's emerging needs in reading, writing and mathematics. Staff also provide parents with activities and games to further support their children in the home environment.
- The environment offers children opportunities to read and discuss a range of interesting age-appropriate texts. Children enjoy stories and use the reading corners to share books. They are well supported by adults and expected to use their phonics knowledge to help them read.
- Staff nurture excellent relationships with the children, developing their social skills very well. Adults are quick to establish clear rules and routines within early years, and these effectively support the development of children's personal, social and emotional skills.
- Children's safety is of paramount importance for all. The children are closely supervised in safe and secure learning areas. Safeguarding is effective and all statutory health and safety checks are diligently carried out. One child told an inspector: 'We make sure we stay with our grown-ups, when outside of school, and tell a grown-up straight way if we are worried about something.'

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 134857   |
| Local authority         | Kent     |
| Inspection number       | 10088182 |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Maintained   |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 364  |
| Appropriate authority               | The governing body   |
| Chair                               | Mrs Pam Payne  |
| Headteacher                         | Mr Daniel Andrews  |
| Telephone number                    | 01622 758538   |
| Website                             | <a href="http://www.greenfieldscps.kent.sch.uk">www.greenfieldscps.kent.sch.uk</a>       |
| Email address                       | <a href="mailto:office@greenfieldscps.kent.sch.uk">office@greenfieldscps.kent.sch.uk</a> |
| Date of previous inspection         | 22 May 2018  |

## Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for pupil premium is above the national average.
- The proportion of pupils with SEND is below the national average.
- The school provides a breakfast and after-school club on site.

## Information about this inspection

- Inspectors observed learning in all classes, jointly with members of the senior leadership team.
- Inspectors observed phonics lessons in Reception and Years 1 and 2.
- Together with leaders, inspectors scrutinised a sample of pupils' books from all year groups and across a range of subjects, including English, mathematics, science, history and the topics being studied. Inspectors analysed and discussed with leaders a range of information about pupils' progress.
- Inspectors listened to pupils from across the school read. They spoke to pupils while visiting classrooms, the dining hall and playground. In addition, inspectors met with a group of pupils formally to gather their views of the school.
- The lead inspector met with governors, including the chair of the governing body.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and teachers.
- Inspectors observed pupils' behaviour in lessons, at playtime and lunchtime.
- Inspectors reviewed various documents provided by the school. These included: the school's self-evaluation; the school improvement plan; the pupil premium statement; information about the use of PE and sports premium; external reviews of the school; and minutes of the governing body's meetings.
- Inspectors reviewed documents relating to safeguarding, attendance and behaviour. These included the school's single central record, records of all behavioural incidents, exclusion records, and child protection and safeguarding files.
- The views of parents were collected at the beginning and end of the school day. Inspectors took account of the responses to Ofsted's online questionnaire, Parent View, including free-text comments. They also considered responses to the staff survey.
- Inspectors visited the breakfast club, spoke to staff and observed some activities.

## Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

Matt Batchelor

Ofsted Inspector

Jo Jones

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019