



# Greenfield Primary School

## Inspection Report

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**Unique Reference Number** 104216  
**Local Authority** Walsall  
**Inspection number** 286880  
**Inspection dates** 21–22 November 2006  
**Reporting inspector** Chris Kessell

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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<b>Type of school</b>	Primary	<b>School address</b>	Coalheath Lane
<b>School category</b>	Community		Shelfield
<b>Age range of pupils</b>	3–11		Walsall WS4 1PL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01922 682234
<b>Number on roll (school)</b>	287	<b>Fax number</b>	01922 682234
<b>Number on roll (day care)</b>	72	<b>Chair</b>	Vacant Position
<b>Appropriate authority</b>	The governing body	<b>Headteacher</b>	Bernard Moon
<b>Date of previous school inspection</b>	24 September 2001		
<b>Date of previous day care inspection</b>	1 January 1900		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	21–22 November 2006	286880

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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Greenfield is slightly larger than an average sized primary school. The proportion of pupils eligible for free school meals is above average. Most pupils are White British. A few pupils are from other ethnic groups but no one is at the early stages of learning English. The percentage of pupils with learning difficulties is below average. There is a purpose built children's centre providing 12 places for babies aged six weeks to two years, 20 places for children aged two to three years and wrap-around care for three to five year olds. The centre also provides a breakfast club and after school care.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Greenfields Primary is an improving school. The provision of education, integrated care and extended services in meeting the needs of pupils is satisfactory. The lively and friendly environment is really evident. It helps pupils become confident, enjoy learning and behave well. The curriculum meets the range of needs and interests of learners satisfactorily. It provides a range of additional activities that are popular with the pupils. Parents appreciate the tremendous benefits that clubs and sports offer their children. Pupils' personal development is good, as is their pastoral care. They feel safe and well looked after. Academic guidance is less effective. Not all pupils understand the usefulness of their individual learning targets and pupils' work is not always marked effectively. As a result, the overall effectiveness of the care, guidance and support offered to pupils is satisfactory.

Standards are average in Years 2 and 6. This is a big improvement on the previous inspection particularly in Year 6. Pupils' achievement is satisfactory. Children get off to a good start in the Foundation Stage. This is continued into Years 1 and 2. As a result, most pupils make good progress in relation to their starting points and capability. Progress from Year 3 onwards is more erratic. A very small minority of pupils make good progress whilst others do not do as well as they should. Consequently, standards and pupils' achievement have not improved as rapidly in Year 6 as they have in Year 2, particularly in mathematics. The school has recently introduced new procedures to monitor and evaluate pupils' progress more rigorously, but it is too early to judge their impact.

Overall, teaching and learning are satisfactory in meeting the full range of pupils' needs. Most pupils are enthusiastic learners who want to do well. Lessons are generally well planned so activities are matched to pupils' different abilities especially in English and mathematics. At times this is not always as effective as it could be because challenge, particularly for the higher attaining pupils, is not always high enough. This prevents a few pupils from doing as well as they could.

Leadership and management are satisfactory in raising achievement and supporting all learners. The headteacher provides a good lead in the drive to raise standards and improve pupils' achievement. There have been some successes, such as the continued raising of standards in Year 2. Improvement since the last inspection has been satisfactory rather than good because Year 6 standards stalled after initially improving significantly. There is the capacity to improve and build on development further. The very new children's centre is providing adequately for the children in its care.

### What the school should do to improve further

- Ensure that all pupils achieve as well as they can, particularly in mathematics, by rigorously monitoring and evaluating pupils' individual progress, especially from Year 3 onwards.
- Ensure that work for higher attainers is matched to their capability and provides appropriate challenge.

- Improve teachers' skills in marking to provide pupils with more effective guidance on how to improve.

## **Achievement and standards**

### **Grade: 3**

The achievements of all pupils, including those with learning difficulties, are satisfactory. However, there are variations in the progress pupils' make from Year 3 onwards. Children start school with attainment that is below the level expected for their age. Language, number and social skills are often poor. Children get a good start in the Foundation Stage. They make good progress and by the end of the Reception Year most have reached or nearly reached expected levels. This good progress continues in Years 1 and 2. Consequently, pupils reach average standards in reading, writing and mathematics.

The school is realistic and aware that progress in Years 3 to 6 is inconsistent across different subjects and for individual pupils. As a result, the main priority for development is mathematics, and more rigorous tracking of pupils' progress has been introduced. The school reached the targets set in 2006 but given that a few pupils underachieved, these were not challenging enough. More-challenging targets are in place for 2007.

## **Personal development and well-being**

### **Grade: 2**

Levels of bullying are low and the school makes good provision to monitor and support pupils when it occurs. Pupils proudly wear badges supporting 'national anti-bullying' week. Rates of attendance have improved significantly since the last inspection indicating how much the pupils enjoy school. Pupils are aware of how to stay safe and healthy. They have a good understanding of the need to keep active through their physical education lessons, sports clubs and swimming. At lunchtime they make sensible choices when selecting vegetables and fresh fruit for their meals. Pupils' spiritual, moral, social and cultural development is satisfactory. Moral and social developments are the stronger aspects and reflect the positive atmosphere and good community spirit. Pupils' sound awareness of other faiths and cultures help them respond appropriately to talks and prayers in assembly. Pupils make a good contribution to school life and the wider community. The school council made sensible suggestions for improving the organisation of the school day. The pupils have developed useful skills to help them later in life and at their next school because they show confidence, work well with others and make steady progress in developing literacy, numeracy and ICT skills by the time they leave school.

## Quality of provision

### Teaching and learning

#### Grade: 3

The vast majority of pupils are keen to learn and are enthusiastic about their work. This is the result of good relationships with their teachers, who do their best to ensure that lessons are well organised and interesting. Teachers have high expectations with regards to pupils' behaviour. Occasional challenging behaviour is managed very well. Most teachers are successful in providing pupils with work and activities that are matched to pupils' differing needs, particularly in English and mathematics. At times, this practice could be sharper, especially for the higher attaining pupils in Years 3 to 6. However, activities are not so well matched to pupils' needs in other subjects like science and ICT. Marking is inconsistent. At best, it provides pupils with good guidance on how to improve and reach personal learning targets. On other occasions, comments are supportive but do not make clear how work can be improved.

### Curriculum and other activities

#### Grade: 3

The curriculum meets the needs and interests of pupils satisfactorily. It is extended by a range of clubs and additional activities that are popular with pupils. They enhance their enthusiasm for school and encourage them to make choices and become independent. Over the last few years, the school has focused specifically on the subjects of English and mathematics to raise standards. It recognises that there is still work to be done to help pupils use their basic skills in other subjects. Although the overall provision for the Foundation Stage is good and reflected in the children's good start to school, the reception children lack an outdoor area where they can run, play and work independently.

### Care, guidance and support

#### Grade: 3

All adults provide pupils with good pastoral care. Consequently, pupils feel cared for and well looked after. The school works well with outside agencies to support vulnerable pupils. The academic guidance for pupils is less effective. On a day-to-day basis pupils are given helpful advice in lessons if they have difficulties. All pupils have individual learning targets in English and mathematics but these are not fully understood by everyone. They do not contribute effectively enough to improving pupils' achievement and raising standards. Pupils with learning difficulties receive satisfactory support that helps them make steady progress.

## **Leadership and management**

### **Grade: 3**

The school is moving in the right direction and has improved since it was last inspected. The current challenge for the headteacher, staff and governors, is to maintain that improvement, especially from Year 3 onwards, where pupils' achievement and standards have been variable over the last few years. Recent procedures to improve the monitoring and evaluation of pupils' performance are now more effective. Pupils who are making insufficient progress or have weaknesses in their understanding of particular subjects are identified. Regular checking on the quality of teaching and learning is undertaken by senior staff and middle managers. More needs to be done to ensure that everyone has the necessary skills and training to ensure that this monitoring is effective in improving the quality of provision. The school's self-evaluation is reasonably accurate in key areas such as pupils' achievement and standards and teaching and learning. In other aspects, there is an over generous view of effectiveness.

Governors are very supportive of the school but do not always hold it to account in a rigorous enough manner. They rely too heavily on the headteacher for information and some aspects of their work. Although the children's centre has only been operational for three weeks, a common sense of purpose already exists. Currently, it is managed satisfactorily.

## **Effectiveness of registered day care**

### **Grade: 3**

The registered day care, comprising of breakfast club, after school club, birth to three and wrap-around care is satisfactory. The children's centre has only been opened for three weeks and already an effective start has been made at providing satisfactory care for young children because all systems, policies and procedures are in place to ensure their emotional, social and personal well-being.

Children enjoy the out of school provision and achieve appropriately because of the satisfactory levels of care provided. Both the breakfast and after school clubs meet all registration requirements and children are appropriately cared for in a safe learning environment. All the recommendations identified in the previous report have been met. Both in the children's centre and in the breakfast and after school clubs, provision for children enjoying and achieving, being health, staying safe and making a positive contribution is adequate.

Children are happy and behave well because of the satisfactory leadership and management of the registered person, care manager and staff with responsibilities. The registered day care adequately meets the National Standards but there are common elements in the quality of day care that need to be addressed. Staff ensure that all children are adequately included in all activities but in the breakfast club and after school club, staff are not fully aware of some children's behaviour needs as identified by the school. The limits consistency of care. Children are not given sufficient opportunities to develop their skills of independence in the breakfast and after school

clubs such as making their own drinks, buttering their own toast and choosing their starter activities. In the children's centre, too few opportunities are provided for children to independently get on with their tasks. This restricts opportunities for them to develop independence and over time impacts on their personal development and well-being.

Space is adequate and used well but there is a lack of furniture for children wishing to spend some quiet time. Resources are adequate but there are too few books and toys that would enable children to raise their multicultural awareness. The children who attend the children's centre are appropriately cared for in a stimulating learning environment where they are appropriately cared for by a highly dedicated staff. However, at times, staff miss valuable opportunities to improve children's language and this restricts their opportunities to achieve full potential.

Partnership with parents in all the day care provision is satisfactory. Parents are seen as true partners in learning and every opportunity is taken to accommodate their needs in enabling them to achieve economic well-being and get back to work.

### **Recommendations or actions to improve the registered day care**

- Develop children's skills of independence by involving them in preparing their own snacks and choosing resources to undertake specified tasks. (Standard 3)
- Ensure that every opportunity is taken to develop children's language. (Standard 3)
- Provide more multicultural resources to develop their awareness of making a positive contribution. (Standard 9)
- Ensure that children attending the breakfast club and after school club have access to a quiet space for relaxation and that suitable furniture is provided. (Standard 5)
- Ensure that staff are fully aware of children who have behaviour difficulties and their targets on Individual Education Plans. (Standard 10)



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## The effectiveness of the registered day care

<b>The quality and standards of the registered day care</b>	3
How effective is the day care in helping children to be healthy?	3
How effective is the day care in protecting children and helping them to stay safe?	3
How effective is the day care in helping children to achieve and enjoy their learning?	3
How effective is the day care in helping children to make a positive contribution?	3
How effectively is the day care organised?	3
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	Yes
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

We enjoyed our visit to your school and thank you for making us feel so welcome and taking time to talk to us about your work and other activities. These are the things that we found.

You go to a satisfactory school that has improved since its last inspection. Your headteacher is trying to make it even better and I hope you will all help him. The adults are good at helping you become confident, sensible and well behaved. The curriculum gives you opportunities to enjoy the extra clubs that you all enjoy. You get on well with your teachers who give you interesting things to do and you work hard in lessons. Although some of you do really well in your work, especially the younger ones, others do not make the progress they could. We have asked the school to keep an extra eye on all of you so that you are all able to do as well as you can, especially in mathematics. A few of you find your work too easy and are not challenged enough. We have asked the school to make sure that some of you are given harder work. Although teachers mark your work, some of the comments do not tell you clearly enough how you can improve your work. We have requested teachers to try and make their comments more helpful to you.

Best wishes for the future.