

Inspection of Greenfields Community School

Orange Gardens, The Meadows, Nottingham, Nottinghamshire NG2 2JE

Inspection dates: 3–4 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in March 2013 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for seven years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Many pupils and staff told us how proud they feel of the school. They call Greenfields 'a special place'. Staff encourage pupils to develop their talents and interests. For example, all pupils in Year 4 learn to play the clarinet. Others enjoy being part of the school band or the 'mini-police'.

Pupils often go outside to learn about nature. They grow a lot of produce in the school garden and view wildlife at close quarters. The outdoor spaces are very well developed. This has been recognised through winning the Nottingham in Bloom and East Midlands in Bloom 'best school grounds' awards.

Pupils behave well around school. Pupils told us that they understand what is meant by bullying. They say staff listen and help if they have any worries. Some pupils do not attend school as regularly as they should.

In lessons, pupils pay attention because they want to do well. We saw pupils of all ages cooperating well when we visited lessons in a range of subjects. They respond well to teachers' expectations because relationships are warm and supportive. Pupils achieve well in reading, writing and mathematics by the end of Year 6.

What does the school do well and what does it need to do better?

Leaders and staff provide pupils with a good quality of education. The teaching of English and mathematics is consistently strong. Leaders have recently introduced 'skills ladders' in all other subjects. These set out what pupils should know, and when. Pupils told us that they could remember what they had previously learned in science, mathematics and a range of subjects. Subject leaders are being trained to improve their skills in checking on how well staff are teaching the curriculum in the different subjects. This is in the early stages.

Leaders and staff prioritise the teaching of reading. Children in early years begin learning phonics straight away. Staff make sure that pupils who need extra help receive it quickly. By the time they begin Year 3, almost all are confident readers. Staff foster a love of reading throughout the school. They have created inviting reading areas in all classrooms. They told us that 'everything stops' for the daily storytimes. Pupils achieve highly in reading by the end of Year 6.

Teachers have strong subject knowledge in mathematics. Leadership of this subject is good. Pupils show positive attitudes to learning. They are keen to explain their mathematical reasoning.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Staff make sure that they consult parents and carers and external agencies when planning how best to support pupils.

Pupils take pride in their work. We checked the quality of their books in science, geography, history and writing. These books showed us that pupils pay careful attention to completing their work well. We also visited the outdoor sessions, where pupils in the school garden were learning about how plants grow. They understand how these sessions link with the science curriculum. This helps pupils to know more and remember more.

Staff have high expectations of pupils' behaviour. Pupils respect the school's rules and values. Leaders have recently strengthened their focus on improving pupils' attendance. This is beginning to reduce the proportion of pupils who are regularly absent. However, this proportion remains above average.

Leaders and staff have an exceptionally strong focus on promoting pupils' personal development and positive mental health. They provide care and support for pupils that go beyond the norm. For example, staff provide activities such as play therapy with interlocking building bricks, lunchtime play and nurture groups. Pupils are invited to attend the activities most relevant to their needs. A counsellor is available for pupils, families and staff. Pupils are encouraged to develop healthy lifestyles through sport and the gardening and cooking sessions. These activities are popular, and open to all pupils. The school holds the Food for Life gold award. Diversity is widely celebrated. Staff prepare pupils well for life in modern Britain.

Staff speak highly of the care and support they receive from leaders. They say this enables them to maintain a healthy work-life balance. They value regular opportunities for training.

Children in early years receive highly effective teaching and care. Children from all backgrounds achieve well and are strongly motivated. Staff told us they aim to provide 'irresistible learning' so that children are very well prepared for Year 1. During our visit, we saw children immersed in a topic about the story of The Gingerbread Man. They were reading, writing, drawing and counting buttons on gingerbread models. Others were enthusiastically using bricks to build a bridge for the gingerbread man to cross. Staff made sure that children's language, number and social skills were very well developed through this exciting topic.

Safeguarding

The arrangements for safeguarding are effective.

There is a highly positive culture of care and vigilance for pupils' safety and well-being. All staff know the pupils and the needs of the community very well. Leaders are aware of the local safeguarding concerns and the pressures families face. Staff know they must pass on any concerns to leaders. School staff work extensively with external agencies to take prompt action when needed. School leaders complete all the necessary employment checks before staff start working at the school. Training for staff and governors is up to date.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is coherently planned and sequenced in all subjects. Staff are in the first year of implementing the revised curriculum. Subject leaders, however, are not yet fully confident in checking on how well teachers teach the curriculum in each subject. Senior leaders should ensure that subject leaders develop the necessary skills to be able to develop a secure knowledge of the effectiveness with which the curriculum is taught in their subject.
- Some pupils do not attend school as regularly as they should. This has been the case for at least the last three years. Leaders' recent actions have resulted in some reduction in rates of persistent absence. However, absence remains too high. Senior leaders should ensure that the proportion of pupils who regularly attend school continues to rise.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	134842
Local authority	Nottingham
Inspection number	10121315
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	232
Appropriate authority	The governing body
Chair of governing body	Johanna Langheld
Headteacher	Terry Smith
Website	www.greenfields.nottingham.sch.uk/
Date of previous inspection	20–21 March 2013, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

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- We met with the headteacher, the deputy headteacher, the special educational needs coordinator and curriculum leaders.
- I held a meeting with a group of governors, including the vice-chair.
- I held a meeting with a representative from the local authority.
- We looked closely at the quality of education in reading, mathematics and science. This involved speaking with leaders, staff and pupils, visiting lessons, hearing pupils read and looking at curriculum plans and work in pupils' books.
- We visited lessons and considered curriculum plans and pupils' work across a range of other subjects.
- We observed pupils' behaviour in lessons and around school.
- We evaluated the effectiveness of safeguarding by speaking with pupils, staff and governors. We reviewed policies, systems for recording concerns, training records and procedures for checking staff suitability to work with children.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Jane Salt

Ofsted Inspector

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