

# Greenfield C of E Lower School

## Inspection report

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<b>Unique Reference Number</b>	109600
<b>Local Authority</b>	Bedfordshire
<b>Inspection number</b>	324986
<b>Inspection dates</b>	30 June 2009
<b>Reporting inspector</b>	Bob Drew

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	125
Government funded early education provision for children aged 3 to the end of the EYFS	15
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Britton
<b>Headteacher</b>	Mrs Annette McCullion
<b>Date of previous school inspection</b>	8–9 May 2006
<b>School address</b>	Pulloxhill Road Greenfield Bedfordshire MK45 5ES
<b>Telephone number</b>	01525 712426
<b>Fax number</b>	01525 712426

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<b>Age group</b>	4–9
<b>Inspection date(s)</b>	30 June 2009
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## Introduction

The inspection was carried out by two additional inspectors. They evaluated the overall effectiveness of the school and investigated the following issues: the current standards on entry to the school and at the end of Year 4; the progress pupils make between these points; the strength of the school's capacity to make further improvement; current attendance levels and what they might signify regarding the personal development of pupils; and the quality of provision in the Early Years Foundation Stage. They gathered evidence from observations of lessons and around school, discussions with staff, pupils and governors, and from the scrutiny of documents and pupils' work.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is smaller than average. It serves its local villages and the surrounding rural area. Far fewer pupils than usual are entitled to free school meals. The overwhelming majority of pupils are White British. A much lower proportion of pupils than nationally have learning difficulties and/or disabilities. The school is part of a formal federation with another nearby lower school. It holds many awards, including Artsmark Gold, Healthy Schools, Eco School, International School and Values Education School.

The governing body manages extended after-school provision in the form of the Greenfield After School Club.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

The school's overall effectiveness is outstanding. It has sustained high quality standards since the previous inspection. It has now formalised its federation with another school which involves sharing expertise across both schools and includes sharing the headteacher's time. The staff and governors have managed the process extremely well to the benefit of all pupils involved.

Pupils currently enter the Early Years Foundation Stage with attainment that is below expectations for their age. Results in QCA optional test show that they leave Year 4 with exceptionally high standards overall. Academic achievement is, therefore, outstanding and enables pupils to exceed their demanding targets and national averages by a wide margin. Progress in lessons is never less than good and is frequently excellent. Standards in reading and mathematics at the end of Key Stage 1 are above average and exceptionally so in writing. By the end of Year 4, when pupils move on to middle schools, standards in reading and mathematics are exceptionally high. They are significantly above average in writing, but not quite as strong as those shown in Key Stage 1 assessments.

Such success stems largely from outstanding teaching. Pupils' attitudes are also exemplary, which helps learning to proceed rapidly, virtually unhindered by any poor behaviour. Lessons flourish on the basis of good relationships and clear, well-organised planning. The range and variety of work provided is stimulating for pupils across the ability range and enables all to make excellent progress. In the very best lessons, pupils are actively involved throughout and make very valuable contributions. In some lessons that are still good, a few pupils can be passive at times, usually where questioning is focused on some, but not all, of the pupils. Teachers generally sustain very strong pace and use humour well to motivate pupils. Practical activities frequently enrich lessons immensely. For instance, in a Year 4 mathematics lesson, there was stunned silence, followed by gasps of amazement, as pupils saw their apparently light bags of rice outweigh the 1 kg weights they had just been handling. Teaching assistants make an excellent contribution to learning by their sensitive support of individuals and confident leadership of groups. On occasion, they lead lessons and do so very effectively.

Pupils' personal development is excellent. The school gives great prominence to instilling the right values in pupils and their outstanding behaviour, enjoyment and willingness to contribute to others reflect this. Their conduct is strongly caring, peaceable, considerate and constructive. Each element of their spiritual, moral, social and cultural development is excellent, with pupils reflective and highly aware of the minority ethnic cultures of the UK. Their commitment to healthy lifestyles is seen in their wise choices at lunch time and their very heavy involvement in sport. The school council plays a very prominent part in school life and is given extensive responsibility and a budget. It leads the way in choosing charities to support and directing fund-raising. It promotes mentoring of younger or vulnerable pupils. The eco and gardening clubs promote 'green' issues and make a big practical contribution to conservation and healthy eating at the school. Bullying is extremely rare and pupils are emphatic that they feel safe, with any minor issues handled swiftly and effectively by staff. Preparation for the next stage of education is excellent with such highly skilled and well-motivated pupils. Attendance levels, taking account of closure

for snow, are above average, but the school has not yet met its own high targets. Pupils are provided with effective after school care on the school site.

Part of the explanation for pupils' enjoyment of school lies in the excellent curriculum. Its wide range of courses, extended since the last inspection, and outstanding extra-curricular programme provide exciting opportunities for all pupils. Far more visits to local and distant places are offered than is common, and pupils speak very highly of their trips to France or sensory walks in nearby woods. Visitors to the school are equally significant in enriching pupils' excellent range of learning opportunities.

The outstanding care, guidance and support work of the school contribute significantly to pupils' progress and well-being. Staff fulfil these functions admirably, while policies and procedures ensure consistency. All statutory requirements for safeguarding, child protection and health and safety are met. The school's behaviour policy very successfully promotes good practice and minimises any unacceptable traits. Pupils with learning difficulties and/or disabilities and their families have excellent support and external agencies are used very effectively. Parents responding to the Ofsted questionnaire report very high levels of satisfaction with the school's support for their children and its improved communication with themselves. Academic progress is now monitored extremely well, following changes introduced over the last two years.

The capacity to make further improvement is excellent because the school's track record, already impressive, has been further strengthened in the last two years. Leadership and management by the headteacher, senior colleague and governors have been outstanding for some time and remain so. This is reflected in the key outcomes of excellent achievement and personal development. Since the last inspection, the curriculum has been improved and academic tracking upgraded. Specialist support to raise standards in mathematics has been highly successful. In addition, the school has drawn benefits from its federated status, through, for instance, sharing expertise and resources with its partner school, enjoying greater financial security to permit better staffing ratios, and developing the skills of subject leaders.

The school's International Award reflects an excellent, well-planned approach to promoting community cohesion. Its visits to the places of worship of many communities in nearby Bedford alert pupils to the cultural and economic diversity in the region. The school's international links are extensive, but retain a personal touch. For instance, pupils learn about life in France, Germany and Burma and the global factors that influence them, but also have pen pals and a child-sponsoring arrangement that keep them aware of individual lives.

## **Effectiveness of the Early Years Foundation Stage**

**Grade: 1**

Children enter the Early Years Foundation Stage with attainment that is a little below expectations, reflecting changes to the school's intake since the last inspection. However, because of outstanding teaching and leadership, they make excellent progress and leave Reception with standards that fully match and, in some instances, exceed expectations. Children thoroughly enjoy school because staff provide a highly

secure, stimulating environment where children's welfare is promoted excellently. Within it, they play and learn imaginatively. Teaching is creative and lively and strikes precisely the right balance between giving direction and allowing free choice. Indoor and outdoor facilities both offer a wide range of good facilities and children can move freely between the two.

Teaching assistants make a major contribution to the success of the Early Years Foundation Stage. Their expertise and skilful management are exemplary. For instance, the choice of activities offered during a session on travel had all the children full of enthusiasm. Those who opted for the imaginary train ride to Turkey were thrilled with the experience, and staff guided this unobtrusively towards extensive speaking and listening. Plans to follow up with a trip to the north pole came from the children!

Children's behaviour is excellent, reflecting major gains in personal and social skills. Their progress in acquiring knowledge and understanding of the world is particularly impressive, and progress in communication for learning and literacy is outstanding. Parents are right to express the high praise of the Early Years Foundation Stage offered in their questionnaire returns.

### **What the school should do to improve further**

- Sustain the exceptional quality of pupils' writing found in Key Stage 1 into their work in Key Stage 2.
- Raise attendance to the high levels expressed in the school's own targets.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<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>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The capacity to make any necessary improvements	<b>1</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>1</b>
How well do children in the EYFS achieve?	<b>1</b>
How good is the overall personal development and well-being of the children in the EYFS?	<b>1</b>
How effectively are children in the EYFS helped to learn and develop?	<b>1</b>
How effectively is the welfare of children in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>1</b>

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>1</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>
How effectively leaders and managers use challenging targets to raise Standards	<b>1</b>
The effectiveness of the school's self-evaluation	<b>1</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>1</b>
How well does the school contribute to community cohesion?	<b>1</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>1</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## Annex B



1 July 2009

Dear Pupils

**Inspection of Greenfield C of E VC Lower School Primary, Greenfield,  
Bedfordshire, MK45 5ES**

Thank you for the warm welcome you gave us when we visited your school last week. A special thank you is due to those of you who gave up part of lunch time to come and speak with us.

You and your parents are very positive about your school and we believe you are right to be so because it is outstanding.

There are many highly impressive features to your school.

- Standards in English and mathematics are exceptionally high overall by the time you leave Year 4.
- This means that you are making excellent progress.
- Writing is exceptionally good by Year 2 and your reading and mathematics are especially strong by Year 4.
- You get an excellent start because everything about the Early Years Foundation Stage is outstanding.
- Your behaviour is extremely mature, but you still show real excitement about school.
- Teaching and learning are excellent.
- The school is extremely well led by the headteacher, other staff and the governors.
- The learning opportunities offered to you in lessons and extra-curricular activities are excellent.

If the school is to become even better it needs to:

- make sure the quality of your writing, so high in Year 2, remains as least as good by the time you leave Greenfield Lower
- improve your attendance further. It is good, but not as good as it could be, especially when virtually everything else at the school is outstanding.

Best wishes for the rest of your time at Greenfield Lower.

Yours faithfully

Bob Drew  
Lead inspector