



Greenfield CofE VC Lower School

Inspection Report

Unique Reference Number 109600
LEA BEDFORDSHIRE LEA
Inspection number 278221
Inspection dates 8 May 2006 to 9 May 2006
Reporting inspector Mr. Paul Cosway LI

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

Type of school	Primary	School address	Pulloxhill Road
School category	Voluntary controlled		MK45 5ES
Age range of pupils	4 to 9		
Gender of pupils	Mixed	Telephone number	01525712426
Number on roll	116	Fax number	01525712426
Appropriate authority	The governing body	Chair of governors	Mr.Mark Britton
Date of previous inspection	7 February 2000	Headteacher	Mrs. Annette McCullion

Age group 4 to 9	Inspection dates 8 May 2006 - 9 May 2006	Inspection number 278221
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Greenfield School is a small primary school in a village between Bedford and Dunstable. It is a lower school and shares a headteacher with another, smaller school two miles distant. The local population served by the school represents a wide mix of social backgrounds. Attainment on entry is close to average. The number of pupils eligible for free school meals is below average. The large majority of pupils are of White British heritage. There are none for whom English is a second language. The proportion of pupils with learning difficulties and disabilities, including those with statements of special educational need, is below average. It is a Church of England, voluntary controlled school with a strong Christian ethos. The school has received Artsmark, Investors in People and Healthy School awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that gives excellent value for money. The school has been modest in its own estimation of its effectiveness. It has judged itself to be good, reflecting its desire to continue to find ways to improve. Teaching is outstanding overall. This, along with the excellent ethos for learning, is the key to the school's success and enables all pupils to achieve very well indeed. Excellent provision in the Reception class ensures that, from their average starting point, children's attainment is above expectations for their age by the time they join Year 1. By the end of Year 2 and the end of Year 4 pupils are, overall, well above average in English, mathematics and science. The school is aware that pupils could achieve even higher standards in English and is giving them more time to develop their written work. Pupils with learning difficulties or disabilities make excellent progress. This is an inclusive school, in which pupils of all faiths and backgrounds are valued within the strong Christian ethos. The care and support for pupils and the relationships between the pupils and adults are outstanding. Pupils' personal development is excellent, fostered by the emphasis on values such as honesty and kindness. Pupils love school, saying that it is very friendly and there is no bullying at all. They have very positive attitudes towards learning and their behaviour is excellent. Parents praise the school and feel that their children are very well cared for and secure. The school's leadership and management are outstanding. The school has very effective procedures in place for tracking pupils' progress. Staff and governors work well together and governors are outstanding both in their support for the school and in monitoring its progress. Issues identified in the previous inspection have been addressed successfully. Given the very good systems for self-review and the strong sense of teamwork and commitment from all staff, the school is well placed to become even more effective.

What the school should do to improve further

- Continue to provide opportunities for pupils to improve the quality of their writing by giving them more time to develop and redraft it.

Achievement and standards

Grade: 1

Pupils start school with standards that are close to average for their age. Their achievement is outstanding so that, by the end of Year 2 and Year 4, current standards are well above average in English, mathematics, science and information and communication technology (ICT). Most pupils, including those with learning difficulties and disabilities and the gifted and talented, make excellent progress. The youngest pupils also make outstanding progress because of the extremely good provision in the Foundation Stage and so their attainment is above expectations for their age by the time they join Year 1. Over the last three years, standards in the national tests at the end of Year 2 have been consistently well above the national average. At the end of Year 4, standards, measured by results in optional tests as well as teacher assessment,

have also been consistently high in English, mathematics and science. Results in the writing tests have been lower on average than those in reading and mathematics. Between Year 2 and 4, pupils have achieved slightly less well in writing than in the other subject areas. The school has done much already to address this and is now increasing the amount of time that the pupils have to develop and improve their written work. Almost all pupils meet and some exceed the demanding targets that they are set. The school is on track to meet the challenging targets it has set itself for 2006.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Their behaviour is excellent. They concentrate very well indeed and have very positive attitudes to school. Spiritual, social, moral and cultural development is, overall, outstanding. Both pupils and adults behave with considerable respect and courtesy. Pupils are sensitive to the needs of others and are developing excellent social skills. Teachers take every opportunity to share with them the wonder of learning. Parents and pupils greatly value the school. Pupils very much enjoy their time there and this is one of the reasons why attendance is above average. Pupils develop an excellent understanding of how to lead a healthy life. They participate in regular physical education lessons and know about healthy eating. They are taught how to keep themselves safe through the personal, social and health education programme. Pupils report that there is no bullying. They contribute positively to the community through charitable fund raising. Older pupils take on additional responsibility through the school council and helping younger children. Pupils' excellent progress in literacy, numeracy and ICT skills equips them very well for their future well-being.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding overall, and as a result pupils make excellent progress. Teachers have very positive relationships with their pupils and manage them very well. Consequently, pupils' behaviour is excellent and they work hard, showing great interest and enthusiasm. They all say how much they like and respect their teachers. Teachers' lesson preparation is excellent. They explain tasks very clearly to ensure that pupils understand what to do and learn very well. Very good use is made of ICT to present lessons in interesting and interactive ways. Learning support assistants are used very effectively and teachers match the work well to the needs of pupils with differing levels of ability. The relatively small classes help to ensure that pupils get individual help when it is needed. Homework is set regularly and the teachers mark and assess work accurately.

Curriculum and other activities

Grade: 2

The curriculum is good and is enhanced by a wide range of educational visits and visiting speakers. There is a good range of after-school clubs, more than would be expected from such a small school. Pupils with learning difficulties and disabilities are provided for very well. There is good provision for literacy and numeracy, and the school is aware of the need to give more opportunities for extended writing. The pupils are well prepared to benefit from a future in which they will have to make increased use of ICT in their working lives. The school has excellent resources, including inter-active whiteboards and networked computers in every classroom and a newly equipped ICT suite with enough work stations for every pupil in a class to work individually. Teaching of a foreign language is under consideration. The school is seeking ways to link subjects together in order to make the curriculum as relevant and interesting as possible to its pupils. Work in science, for example, is written up using skills developed in literacy lessons. There is good provision for physical education, including swimming.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support. Parents are very pleased, commenting for instance, 'A very caring school. Everyone is very kind'. All the adults who work in the school know the pupils and their families very well. Child protection procedures are fully in place and all members of staff know how to raise any concerns they may have. When this happens, they are acted upon promptly. Risk assessments are completed regularly to ensure that children learn in a safe environment. Strengths include the effective school council and the pioneering emphasis on 'values education'. The teaching of qualities such as honesty, respect, responsibility and co-operation is built into the curriculum so that they become an intrinsic part of the culture of the school. The school cares very well for pupils with learning difficulties and disabilities. There are good systems for assessing pupils' progress in English and mathematics and assessment information is used effectively to match the work to the needs of pupils.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher has an excellent knowledge and understanding of the school. As part of the school's very effective self-evaluation procedures, she consults regularly with governors, parents and pupils. Supported very well by the senior team, she has identified key areas that needed to be addressed to improve learning further and continue to raise standards for all children. Externally, the buildings are of poor quality. However, considerable care is taken to provide pupils with a very attractive and clean learning environment that celebrates them and their achievements. Everyone is valued and all are given opportunities to succeed. The governing body is very involved in the work of the school. Governors

have used their considerable and varied fields of expertise to enhance the accommodation and resources that the pupils enjoy. They monitor the work of the school very well. The whole staff works as an excellent team; all have high expectations for continued improvement. The issues from the last report have been fully addressed. The school's capacity to improve even further is good.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for all the help you gave to me when I visited your school. You were all very polite and friendly. You told me that you love your school and I can see why. It is a very special place. In many ways it is outstanding. You work very hard and reach standards a lot higher than in many other schools. This is because your teachers are so good and you are so eager to learn. Your behaviour is excellent and you grow up to be very sensible and responsible. The values that the school teaches you, to be honest (you'll never tell lies after all those stories you heard in assemblies, will you?), to be friendly and to share, help you to become good, honest, caring children. The care, support and guidance that you get from all the grown-ups in the school are outstanding. Your headteacher leads the school very well indeed and all the staff are doing a very good job in improving the school and making it an even better place for you. I have suggested something that will help make the school even better. You could improve your writing even more and I have asked your teachers to give you more time to work on your writing. Your parents think that they are lucky to be able to send you to such a good school. I think that the school is lucky too to have such wonderful pupils. Thank you again for being so friendly! Make the most of your time at this lovely school.