

## Assisted School Review

North Tyneside Council, Early Years and School Improvement Service  
The Langdale Centre, Wallsend, Tyne and Wear. NE28 0HG



North Tyneside Council

# Greenfields Community Primary School

Taylor Avenue, Wideopen, NE13 6NB

**Assisted Review dates** 23-24 January 2017

<b>Overall effectiveness</b>	Latest Ofsted grade	<b>good</b>
	<b>This review grade</b>	<b>good</b>
Leadership and management		<b>good</b>
Personal development, behaviour and welfare		<b>outstanding</b>
Quality of teaching, learning and assessment		<b>good</b>
Outcomes for pupils		<b>good</b>
Early years provision		<b>good</b>

### The school has the following strengths

- Since joining the school, the headteacher, ably supported by a new senior leadership team, has shown inspirational leadership and brought about rapid improvement.
- Governance has improved. The reconstituted governing body provides challenge and holds leaders accountable for pupils' achievement and progress.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school. Pupils value and respect everyone equally, regardless of race, ethnicity or belief.
- The school's work to promote pupils' personal development and welfare is outstanding, as is pupils' behaviour. Pupils are polite, considerate and show impeccable manners.
- Children in the early years get off to a good start. They enjoy coming to school and are very keen to learn about new things.
- Teaching and learning have continued to improve. The quality of teaching is consistently good and on occasions outstanding. However, sometimes learning activities are not matched closely enough to pupils' starting points.
- Pupils' outcomes continue to improve. New assessment procedures have had a positive effect. Pupils' progress is tracked carefully and most pupils make at least expected progress.
- The improved monitoring of teachers' performance has resulted in staff being held more readily to account for the progress of their pupils. As a result, pupils are progressing at a quicker rate than previously.
- Attendance is now in line with the national average. Pupils know how to stay safe.
- The impact of senior leaders is clear and apparent. Middle leaders are not yet as consistently effective.

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

- Improve leadership and management by:
  - developing the role of middle leaders in checking on and improving the quality of teaching, learning and assessment in their areas of responsibility, including across the early years
  - applying similarly high expectations and rigour of monitoring across all phases of the school.
- Further improve the quality and consistency of teaching across all subjects by:
  - ensuring that the quality of teaching in science at least matches the consistently good quality found in numeracy and literacy
  - ensuring that all pupils, including the most able, undertake more extended writing and apply and develop their writing skills in a wide range of subjects.

### Effectiveness of leadership and management

is good

- Since joining the school the headteacher has shown inspirational leadership and, supported by a new leadership team, has been uncompromising in her drive to move the school forward. There is a culture of high expectation and commitment that pervades all aspects of the school. From entering the foyer, visitors cannot help but notice the pledges and commitments made by staff, governors and pupils to one another. The headteacher's vision, that places children at the heart of Greenfields, is highly apparent.
- Issues from the last Ofsted inspection have been very well addressed. During this review, improvements to the pace of learning and the impact of teachers' marking and feedback were noted. Senior leaders now more clearly hold teachers to account for pupils' progress.
- The school's self-evaluation is thorough and detailed and precisely identifies appropriate next steps that are needed to enable the school to improve further.
- Senior leaders have secured substantial improvements in the rates of progress that pupils make across the curriculum, though particularly in English and mathematics at key stage 1. Current information, matched to pupils' work in books suggests that all groups of pupils are on track to make at least typical progress and many groups will do even better.
- Effective systems for monitoring teaching and learning, alongside coaching and mentoring provided by the senior leadership team, have led to improvements in the quality of teaching. Senior leaders and governors now have a sound understanding of the strengths and areas of development that exist within the school. Despite this strength at senior leader level, some inconsistencies remain in the impact that middle leaders have within their areas of responsibility. Bringing further consistency to the impact that all leaders have must remain a priority for the school.
- The records that senior leaders keep of their monitoring are incisive and clearly based on the published Teacher Standards. Feedback to teachers and other staff includes examples of pupils' work which further strengthens the link between staff performance and pupil outcomes. Whilst areas for improvement are highly detailed and accurate, their impact could be improved further by recording the progress that teachers have made during subsequent monitoring.

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- The pupil premium is used effectively. Each pupil is assessed individually and the school ensures that the right interventions and support are put in place. The impact of spending is checked closely to make sure that the school is providing good support for disadvantaged pupils.
- Senior leaders have high aspirations for all pupils and have completed an exemplary in-depth overhaul of provision for pupils with special educational needs and/or disabilities. As a result, systems are now detailed and effective, including enlisting the support of outside agencies earlier. An ongoing programme of training ensures that quality first teaching and targeted intervention can happen for these pupils in a more timely manner because staff are more focused on individual needs. Parents report being very involved in the support that their children receive because the school now holds regular meetings to enable them to share concerns and aspirations. Pupils are now consulted individually on their views when their education plans are being written, this empowers them to recognize their own strengths and areas they would like to develop. The school is working towards the Dyslexia Quality Mark in recognition of improvements to its provision in this area.
- Assessment of pupils' progress and attainment is rigorous. Teachers are regularly held to account for the progress of all pupils in their class and clear actions are agreed for any who are not making sufficient improvement.
- British values are threaded through the new curriculum with many opportunities for all pupils to explore democracy and tolerance as well as learning about different cultures, faiths and festivals. Pupils talk confidently about the importance of respecting others and getting on with each other.
- Systems that monitor and support the good progress of pupils with special educational needs and/or disabilities have significantly strengthened in the current year. A complete overhaul of the school's register, whilst being a significant undertaking, has enabled the school to better understand the needs of these pupils. This work has been welcomed by parents.
- The needs of two newly qualified teachers are well met through effective mentor support and regular monitoring and feedback. The school follow the local authority's programme of training for new teachers.
- The designated safeguarding lead is proactive in ensuring that all pupils know how to stay safe online and in their everyday lives. A range of special lessons in safety, including those given by visitors such as the police are provided regularly to pupils.
- Parents spoken to during the review were resolute that this is a good school and that significant, positive changes had taken place since the arrival of the new headteacher. The school's ethos, communication, staff visibility and parental engagement events all were now noted as strengths.
- The headteacher has welcomed the support of both the local authority and other partners. Senior leaders accept external challenge and support and use it to secure rapid improvements to the quality of teaching, learning and assessment. Visits by external partners have also been extremely useful in supporting senior leaders and governors in checking the accuracy of their judgements about the school.

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### **Governance of the school**

- The organisation of the governing body has changed significantly since the arrival of the headteacher. The chair leads well and ensures that governors provide the challenge needed in order to drive improvement across the school. The chair describes his role as being reinvigorated as the impact of effective governance has increased.
- Governors visit the school regularly. They take part in learning walks, meet with senior leaders, talk to pupils about their learning and provide feedback to other governors and school leaders. As a result, governors have a clear understanding of the quality of teaching and learning.
- Governors have received training on how to interpret information about pupils' progress and outcomes and they are very clear about how their school compares with others nationally as well as locally. They use this knowledge effectively to question the school about its performance and to develop the areas for improvement.
- Governors ensure that the headteacher's performance management effectively contributes to school priorities and are fully aware of the management of teachers' performance. They are regularly involved in the analysis of information that the headteacher provides about pupils' progress, outcomes and behaviour. They don't simply accept this information however and often ask probing questions where aspects of performance were not as they expected.
- Governors have received specific training in safeguarding and take this responsibility very seriously. They have reviewed the most recent statutory guidance and discussed the implications of radicalisation, extremism and female genital mutilation. Governors understand that issues such as these are relevant to their role within the local community.

### **Safeguarding**

- The arrangements for safeguarding are effective. Rigorous and robust systems are in place in all areas of safeguarding and staff understand them. Staff and governors receive up-to-date training to ensure that all requirements are met. This includes being aware of the dangers posed by online social media. Detailed records are securely maintained about individual cases and the involvement of other external agencies.
- The school's single central record is well maintained and includes all of the statutory information required. During the review a sample of personnel files were scrutinised and the qualifications were found to match those recorded. Senior leaders accepted a suggestion to improve the way that external providers of sports and music teaching could be recorded.
- Parents and staff are very positive about how well pupils are cared for – parents particularly believe it to now be a strength of the school. A parent commented that staff were now so much more visible at the beginning and end of the school day which enabled much greater levels of communication about the care and support pupils receive.

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### The quality of teaching, learning and assessment

is good

- The quality of teaching is consistently good over time and on occasions outstanding. Improvement in the last two school years has ensured that almost all pupils are making good progress in reading, writing and mathematics. Whilst some inconsistent practice remains in a very small number of lessons, the majority of teachers have very high expectations of what pupils can achieve.
- In the majority of lessons effective planning, enabled subject content to be introduced progressively. Through relentless assessment for learning, good quality teaching constantly demanded more of pupils. For example in a year 5 mathematics lesson the teacher ensured that pupils were secure in their knowledge of negative numbers. Very quickly, appropriately challenging tasks were set for different ability groups and as a result pupils made strong progress. In year 6 pupils relished being offered a choice of levels of calculations linked to their confidence to solve a problem. Being able to make challenging choices demonstrates the positive impact of the school's Growth Mindset initiative.
- The teaching of phonics is a strength. Staff use good subject knowledge and have a consistent approach to the teaching of phonics across the school. Teachers offer effective support. Consequently, pupils make good progress, read with fluency and work out unfamiliar words confidently.
- Pupils have highly positive attitudes towards learning. They understand the importance of doing well at school and are keen to succeed and meet their targets. As a result, pupils are very well motivated to learn and say that lessons are fun. They especially enjoy the Greenfields University activities that take place each week. Educational research about multiple intelligences has led to more child-centred activities, for example 'SMART' weeks on themes chosen by the children such as Toy Story or 007, which reinforce the school's vision of pupils being at the heart of learning. Such opportunities bring further breadth to the school's enquiry-based curriculum and are highly valued by both pupils and staff because of the opportunities, engagement and chance to work with schoolmates from other year groups.
- During the review, the teaching of science did not appear to be quite as effective as in other subjects of the curriculum. Outcomes in science in 2016 would support this view. Pupils explained that they would welcome more opportunities to learn about science through enquiry-based activities.
- Work in books is of a very high standard, particularly across Key Stage 1. Pupils' letters based on Charlie and the Chocolate Factory demonstrated very high levels of challenge and equally high standards of handwriting and presentation. The impact that senior leaders and the key stage 1 leader have on standards across Key Stage 1 is clear for example by ensuring that teachers in year 2 reflect the most recent assessment framework in their written challenges to pupils. Senior leaders and governors recognise the challenge of bringing such high levels of consistency into Key Stage 2.
- Teachers follow the school's marking policy consistently. Pupils receive clear written and oral feedback and use this readily to improve their work. Consequently, pupils' progress is accelerating, especially in year 5 and year 6.

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- The school uses its assessment procedures to allow teachers to identify children at risk of falling behind to support them effectively. Systems are embedded and regular opportunities to check and moderate judgements are provided both in school, in the north west cluster of schools and with the local authority.
- Improving the teaching of reading has been a focus for senior leaders who have developed robust and accurate systems to assess reading progress. The impact of the key stage 1 leader on this focus can clearly be seen in the improving outcomes at Key Stage 1 and in the phonics check. Whilst reading outcomes continue to improve, some pupils with special educational needs and/or a disability would benefit from more rigorous opportunities to practice their sounds individually and revisit them more regularly.
- Teaching assistants are effective and have a positive impact on pupils' learning. They ably support and nurture pupils who have special educational needs and/or disabilities. Teaching assistants ensure that these pupils are fully integrated into lessons and that their needs are supported well. Consequently, pupils who have special educational needs and/or disabilities make good progress.
- The quality of teaching and learning is consistently good and on occasions outstanding. However, there are a few occasions when expectations are inconsistent and the level of challenge becomes too low for some of the most able including the disadvantaged most able pupils particularly in writing and in science.

**The personal development, behaviour and welfare of pupils are outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils demonstrate highly positive attitudes to learning and enjoy coming to school because teachers make lessons fun.
- Pupils are extremely polite and courteous. They talk confidently to adults, work well together in groups or pairs, and are equally happy to work independently.
- Pupils' spiritual, moral, social, and cultural development is a strength of the school. The skilful delivery of personal, social, health and economic (PSHE) education ensures that pupils develop well emotionally. This enables them to become tolerant, respectful and self-assured individuals.
- Pupils have an excellent understanding of different types of bullying, including online cyber bullying. They know how to apply their understanding to everyday situations in order to keep themselves safe.
- Pupils are very confident that staff listen to them and value their opinions. If worried, they know that staff will help with any problems and respond quickly to any concerns they might have. A buddy system is highly effective and trains older pupils to befriend, support and encourage their younger friends.
- Parents comment positively about the changes to the school. They welcome the school's impact on preparing pupils well for their next steps. One commented, 'The children are the most important thing here, teachers are approachable and children's needs are met, be it academic or emotional.'

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### **Behaviour**

- The behaviour of pupils is impeccable. They are polite, welcoming and respectful. Pupils care about their school and look after each other. They follow adults' instructions quickly and without fuss. They are proud of their school and are eager to share how much they enjoy learning, particularly through the Greenfields University sessions.
- During the review, behaviour was of a consistently high standard around the school at breaktimes and lunchtimes. The school's system of rewarding good behaviour is embedded throughout the school. Pupils are motivated by it and everyone, including lunchtime staff, is clear about its application. Incidents of poor behaviour have declined over time and parents are resolute that the school ensures the pupils are well behaved.
- Pupils enjoy coming to Greenfields each day. Their overall rates of attendance have continued to improve and were better than the national average in 2016. Nevertheless the school remains vigilant in its challenge to families who take holidays during term time and in its challenge to those pupils whose attendance becomes a concern. When looking at the attendance information, for pupils currently on role, disadvantaged pupils' attendance is similar to the average.
- Staff nurture pupils who have specific behaviour needs. They are quick to identify pupils' emotional, health and well-being needs and take effective steps to support them such as by providing 'The Den' during lunchtimes. This structured provision promotes positive relationships and activity for specific pupils and ensures that they are ready to engage fully in lessons as a result.

### **Outcomes for pupils**

**are good**

- Pupils' outcomes continue to improve. Rates of progress are good overall across the school in the current year and closely match the profile of teaching. Disadvantaged pupils make similar progress to their classmates and the historical underachievement of this group of pupils has been reversed.
- Outcomes by the end of the reception class are strong and improving over time. Whilst the rate of improvement is stronger for boys, the difference between disadvantaged pupils and others widened in the early years in 2016 compared to the previous year.
- Standards in the year 1 phonics check were above those seen nationally in 2016. In addition, the proportion of pupils who meet the standard in the year 2 re-check is above average.
- At the end of year 2 in 2016, the proportion of pupils working at greater depth, including disadvantaged pupils, was above the national average in reading, writing and mathematics.
- Professional development of staff and coaching by senior leaders have led to effective improvements in both teaching and learning. For example, disadvantaged pupils and those who have special educational needs and/or disabilities are now making faster progress than in the past.

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- In the current year, pupils make very strong progress in reading in key stage 2. Whilst pupils made typical progress in 2016, progress continues to strengthen and they are now on track to reach higher standards. This is due to improving standards of teaching they now receive in key stage 1 and the emphasis that senior leaders place on the importance of reading.
- Outcomes for the more able pupils continue to improve. The proportion of more able pupils on track to achieve greater depth in reading, writing and mathematics is greater than in previous years.
- Rates of progress in mathematics are strong and improving in the current year. Progress in 2016 was typical and the proportion of pupils who achieved the expected standards was greater than average. The proportion achieving greater depth in mathematics was average.
- Girls and boys progress in writing by the end of year 6 was typical in 2016 and their attainment at the expected standard and of greater depth was average.

### **The effectiveness of the early years provision is good**

- The deputy headteacher has worked closely with the early years leader to ensure that early years provision is good. Teachers plan an increasingly interesting range of both indoor and outdoor activities, particularly in the nursery. Whilst the impact of senior leadership on improving practice in early years is clear; there are inconsistencies in the overall provision that still need to be addressed.
- Safeguarding in the early years is effective. Adults are well trained. Clear procedures to deal with any concerns are in place and the physical environment is safe. Consequently, children behave in a way that demonstrates that they know how to learn and play safely.
- Children make good progress and the proportion of children achieving a good level of development is above the national average. Learning journals record children's development effectively. Senior leaders and teachers are currently developing ways to integrate the school's paper and electronic systems to better demonstrate the strong progress that is being made.
- Children are curious to learn and are able to stay on task for a sustained period of time. For example, reception children exploring ice quickly became absorbed in the activity, working diligently and with purpose, sharing their observations and learning with others. Whilst aspects of the provision are strong and effective there remains some inconsistency in the philosophy and approach to teaching between nursery and both reception classes. Senior leaders are increasingly aware of such differences and recognise the need to address these to bring about further improvements using strategies and methods that have proved successful.
- Children play well together, show respect for adults and care for each other. Children behave very well, follow routines and respond quickly when given instructions. The early years setting gives children a good start for key stage 1.
- The school recently expanded its early years provision to include 2-year olds. This enables staff to assess children on entry and now intervene much earlier to secure improving outcomes. During the review, the 2 year old provision was subject to a separate quality assurance process.

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### What review judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate.
	Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better.

### Information about this review

- The assisted review was carried out by local authority officers and the school's development partner with the agreement of the headteacher. It was undertaken in partnership with school staff and governors. Its purpose was to determine whether governors and school leaders have an accurate view of the school and are taking the necessary steps to bring about further improvement.
- The review team visited all classrooms and saw all teachers teach. Some lessons were observed jointly with the headteacher, deputy headteacher and assistant headteacher. Time was also spent observing phonics sessions and additional support lessons that help pupils catch-up with their classmates. In addition a learning walk was undertaken.
- During the review two middle leaders were absent from school. The impact of their work over time was considered using records available in school.
- Pupils' work was analysed in order to gather evidence about their current achievement and how the quality of teachers' feedback matched the school's own policy.
- Pupils' behaviour was also observed around the school and during break and lunchtimes including in The Den and in the dining hall.
- Meetings were held with senior and middle leaders, three members of the governing body, including the chair and a group of pupils. A range of school documentation was reviewed, including safeguarding procedures, information about pupils' achievements and the checks that the school arranges on how well it is doing.

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- Informal discussions were held with parents and the school's recent survey of parents was reviewed.
- The review team listened to pupils read, they also observed the teaching of reading skills and talked with pupils about the books they have enjoyed and those that they are currently reading both at home and at school.

### Information about this school

- Greenfields is a larger than average sized primary school. The school recently expanded its early years provision to include 2 year olds following significant changes to the organisation of the early years in the previous academic year.
- The headteacher took up post in 2014 and since then, a number of new staff have joined the school, including a new deputy headteacher, a new assistant headteacher and two new middle leaders.
- The school's governing body was reconstituted in July 2014.
- The proportion of girls, pupils from backgrounds other than White British and those for whom English is an additional language are much lower than average.
- The proportion of pupils eligible for free school meals is just above the average. The current year 5 classes have a higher proportion of disadvantaged pupils than is typical.
- The school has a lower level of pupil mobility than is average.
- The school is placed in the 5<sup>th</sup> decile of deprivation.
- The school's website meets statutory requirements and is valued by parents and pupils who use it regularly.

### Review team

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