

Greenfields Primary School

472 Coventry Road, Birmingham, West Midlands B10 9SN

Inspection dates

9–11 January 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and directors have not ensured that all of the independent school standards are met.
- Leaders and directors have not had sufficient impact on the quality of teaching and pupils' outcomes, particularly in mathematics. Leaders do not routinely check the quality of teaching, learning and assessment across the school.
- The quality of teaching is too inconsistent, and a minority of pupils in Years 5 and 6 do not make the progress of which they are capable, especially in mathematics.
- The school's mathematics curriculum in Years 5 and 6 does not sufficiently deepen or develop pupils' mathematical knowledge, skills and understanding. As a result, a minority of pupils do not have the mathematical proficiency to succeed at secondary school.
- The curriculum has not been fully adapted to meet the needs of all pupils, including those who have special educational needs (SEN) and/or disabilities, the most able and lower-ability pupils.
- Some teachers do not use the information on pupils' needs and aptitudes to plan lessons effectively. As a result, some pupils' work is either too easy or too hard.
- Staff have not yet fully embedded the arrangements for meeting the needs of lower-ability pupils and pupils who have SEN and/or disabilities. As a result, some pupils who find learning difficult fall behind.

The school has the following strengths

- There are comprehensive policies and procedures in place to keep children safe.
- The teaching of phonics and reading is effective and helps pupils to make good progress.
- Staff have high expectations of how pupils should behave. Pupils enjoy school, attend regularly and take their learning seriously.
- The curriculum and teaching in Years 1 to 4 have a positive impact on pupils' progress. Most of these year groups are making good progress in English and mathematics.
- Leaders are developing an exciting new curriculum that provides rich opportunities for pupils to engage in new experiences.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the leadership and management in the school and ensure that those responsible for leadership and governance take urgent action to ensure that:
 - the school consistently meets all the independent school standards
 - the proprietor holds leaders properly to account to ensure that the standards are met and for the quality of education that the school provides.
- Improve the impact of leadership and management on pupils' outcomes by:
 - updating the mathematics curriculum in Years 5 and 6 so that it deepens pupils' understanding and enables them to make good progress from their starting points
 - ensuring that the special educational needs coordinator (SENCo) and class teachers quickly identify pupils' learning needs and provide appropriate support and intervention
 - routinely checking and monitoring the quality of teaching, learning and assessment and providing staff with precise feedback in order to improve their practice.
- Improve teaching, learning and assessment, especially the teaching of mathematics, in Years 5 and 6 by making sure that:
 - teachers use what they know about pupils' learning and aptitudes to plan lessons that meet pupils' needs and promote good progress
 - teachers deliver the curriculum appropriately so that all pupils, especially lower-ability pupils, pupils who have SEN and/or disabilities and the most able, make at least good progress
 - teachers check pupils' progress during lessons and move them on to more challenging tasks when they are ready.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers, including the proprietor, have not ensured that all of the independent school standards are met consistently. Pupils in Years 5 and 6 do not make the progress of which they are capable, especially in mathematics, because teachers do not plan and deliver lessons that meet their needs and abilities. As a result, a minority of pupils in Years 5 and 6 are not adequately prepared for the secondary mathematics curriculum. Although leaders have recognised this, the actions taken have not had a swift impact on pupils' progress.
- Leaders have recently introduced a revised marking and assessment policy. They have not ensured that staff consistently apply the policy across the whole school. As a result, not all pupils benefit from effective guidance and support on how to improve their work.
- Pupils in Years 1 to 4 are taught in mixed-sex classes. The school operates a policy that boys and girls in Years 5 and 6 are taught in separate classes. Leaders' rationale for this is that they feel that older pupils make better academic progress when they are taught separately. The school was unable to provide evidence to support this rationale. Ofsted does not find this rationale reasonable, as it is contradicted by the evidence gathered about pupils' progress.
- The school's information and the work in pupils' books show that the majority of pupils in Years 1 to 4 make good progress from their starting points. However, boys and girls in Years 5 and 6 do not make good progress, particularly in mathematics.
- Ofsted's view is that the policy of segregation by sex in Years 5 and 6 results in less favourable treatment of both girls and boys and creates a detriment to girls (who are unable to study alongside or associate with boys in lessons) and a detriment to boys (for the same reason). As such, Ofsted takes the view that this constitutes direct discrimination by sex, contrary to section 13 of the Equalities Act 2010.
- Ofsted is also of the view that the segregation practised does not meet the test for positive action. As such, the justification for the school's policy of segregation is not supported by the facts and does not meet the requirements of positive action in section 158 of the Equality Act 2010.
- At this moment in time, Ofsted has not taken the segregation of pupils by sex into account in reaching any of the inspection judgements. The reasons for this are outlined in the 'Information about this school' section below.
- Over time, staff have not promptly identified pupils who have SEN and/or disabilities. As a result, staff have not provided appropriate support and intervention quickly enough, causing a minority of pupils to fall behind. The recently employed SENCo has started to identify pupils in need of additional support and intervention. This work is in its infancy and is yet to show a positive effect across all year groups.
- Since the last inspection, leaders have made ambitious changes to the school curriculum, in consultation with other schools. The new curriculum is knowledge-based and provides rich opportunities for pupils to learn new skills and engage in new experiences. However, leaders have not yet implemented the curriculum across the whole school effectively.
- The board of directors has strengthened the leadership team since the last inspection.

They have recently appointed senior leaders and heads of department for English, mathematics and science. Leaders are clear about their roles and responsibilities. They have started to monitor the quality of teaching, learning and assessment. However, feedback to teachers lacks precision and does not always improve practice.

- Staff successfully develop pupils' literacy skills well through a well-delivered English curriculum. For example, pupils are encouraged to read widely and often and to write for different purposes and audiences. However, teachers develop pupils' numeracy skills less well, particularly in Years 5 and 6. All pupils in all year groups study a wide range of suitable subjects and have opportunities to participate in a variety of educational trips and visits. For example, pupils have visited different places of worship, including a church and a synagogue. Pupils told inspectors that they enjoy the opportunities to go on residential visits.
- Pupils show that they understand that people may be different to them and that they should tolerate the views, values and beliefs of others.
- A rich religious education curriculum is in place across the whole school that enables pupils to learn about and celebrate other cultures and religions.
- Through personal, social, health and economic (PSHE) education, pupils learn about sharing and caring, supporting charities and understanding health, including mental health issues such as stress and depression. Pupils have chances to participate actively in democracy through the pupil council. Pupils told inspectors that staff listen to and act upon their views, ideas and suggestions. For example, pupils said that they asked for a library and the school has provided this.
- Leaders and staff have improved the delivery of phonics since the previous inspection. Staff accurately assess pupils and use this information to match sessions to pupils' ability across Years 1 to 4. The school's information shows that this approach is successful, and the vast majority of pupils in these year groups are making good progress.
- Pupils in key stage 1 are well prepared with the appropriate skills and knowledge to start key stage 2.
- Reading has been a key development within the school. Leaders recognised that the previous reading scheme was not helping pupils to make good progress and develop key skills. Leaders have introduced English literature lessons across the school. These sessions focus on classic texts and help pupils to develop their reading and comprehension skills. The vast majority of pupils are able to read fluently and accurately. As a result, pupils have developed a love of reading and are enjoying a wider appreciation of texts.
- Leaders and staff have high expectations for pupils' behaviour. The school bases its classroom rules on showing respect to peers and adults and listening to others. The rules are well established, pupils understand them and all staff consistently apply them.

Governance

- Since the last inspection, a board of directors has been appointed to support and challenge the school. The directors have an accurate understanding of the school's strengths and areas for improvement.
- The board of directors meets regularly with the headteacher and senior leaders.

Directors challenge and support school leaders appropriately. Meetings focus on school improvement. Directors are supportive of the school's developments and have been involved fully with the changes to the curriculum. The director with responsibility for safeguarding has completed appropriate training, including in safer recruitment. The school ensures that this director is involved in the recruitment and interview processes for all new appointments.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a safeguarding policy which reflects current legislation. This policy is published on the school's website. Parents and carers who do not have internet access can request a paper copy of the policy from the school. All staff fully implement the policy consistently.
- There is a strong culture of safeguarding. Staff understand their safeguarding roles and responsibilities. As a result, staff are highly vigilant and aware of what to do to keep children safe. Pupils feel safe and they are safe. Parents have no concerns about the safety of children.
- The school has three appropriately trained designated safeguarding leads. They also attend regular local authority update training sessions.
- All staff are trained in recognising and reporting indicators of abuse, neglect or the risks associated with radicalisation. Staff have completed training in other areas of safeguarding, including female genital mutilation and child sexual exploitation.
- The curriculum provides pupils with many opportunities to learn how to keep themselves safe, including learning about stranger danger, healthy relationships, different types of bullying and leading a healthy lifestyle. Pupils in all year groups know how to keep themselves safe online. They say that people may not be who they say they are and know not to give out any personal information. The school has links with the police and the fire and rescue service, who attend the school regularly to work with the children.
- Arrangements for safeguarding pupils during breaktimes and lunchtimes are effective. Leaders deploy staff appropriately to ensure that they fully supervise pupils. The procedures for home time are detailed and thorough.
- Leaders have, in consultation with parents, changed the times of the school day so as not to coincide with the local secondary school. This has reduced the number of cars accessing the location and enabled them to open up the playground for parent parking.
- The school shares the site with the local mosque, which the pupils access on a daily basis. Leaders have fully considered the shared use of the facility and have taken steps to ensure that pupils are safe when they are using the mosque.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement.
- A minority of teachers do not use what they know about pupils' learning and progress to plan lessons that meet pupils' needs, aptitudes and abilities. As a result, a minority of

lower-ability pupils, those who have SEN and/or disabilities and the most-able pupils are not consistently receiving the right amount of additional support or challenge.

- The mathematics curriculum has been revised and improved in Years 1 to 4. Additionally, teachers use the information on pupils' prior attainment to match the work to pupils' needs. Pupils also benefit from effective additional adult support. These factors allow these pupils to make good progress from their starting points.
- Teachers of pupils in Years 5 and 6 use a commercial curriculum scheme that is different to that used in Years 1 to 4. Staff do not adapt this curriculum to meet the different needs of pupils. Consequently, work is often too easy or too hard. In some cases, pupils say that they have done the work before. This had a negative effect on the progress pupils made at the end of the last academic year, particularly in mathematics.
- Teachers do not consistently check pupils' learning during lessons. As a result, a minority of pupils do not move on as quickly as they could, and those who fall behind do not always receive the additional support they need.
- In Years 3 and 4, pupils make better progress than older pupils do in mathematics because of higher expectations and appropriately challenging tasks. These pupils demonstrate effective problem-solving skills and their responses to questions evidence gains in their learning. In contrast, those in Years 5 and 6 have more limited opportunities to solve problems and to develop their reasoning skills.
- Teachers generally have secure subject knowledge, and some teachers use highly effective questioning to extend pupils' thinking and deepen their learning. This is particularly strong in English and English literature, where pupils acquire knowledge appropriate to their age. Pupils develop speaking and listening skills in both English and Arabic lessons and develop new vocabulary. Teachers develop pupils' communication skills throughout the curriculum through 'oratory' sessions in which older pupils engage in philosophical questions and debates on moral and ethical themes.
- Staff develop pupils' creative and aesthetic appreciation skills through English literature sessions and art lessons. Pupils demonstrate an appreciation of authors including Robert Louis Stevenson and Oscar Wilde. In art, pupils have explored Islamic and Greek art and have studied the work of Vincent van Gogh.
- Learning environments are stimulating. Classroom displays are lively and vibrant and feature a range of pupils' work across all year groups. Key words and vocabulary are well promoted.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good, save for the unlawful practice of sex segregation as explained below.
- Although boys and girls in Years 5 and 6 are taught in separate classes for academic lessons, they have many opportunities to mix socially, including at breaktimes, at lunchtime and during assemblies. However, as set out in relationship to leadership and management above, Ofsted's view is that the policy of sex segregation results in

detriment to both girls and boys and is therefore direct discrimination under section 13 of the Equality Act 2010.

- Ofsted is also of the view that the segregation practised does not meet the test for positive action. As such, the justification for the school's policy of segregation is not supported by the facts and does not meet the requirements of positive action in section 158 of the Equality Act 2010.
- At this moment in time, Ofsted has not taken the segregation of pupils into account in reaching any judgements. The reasons for this are outlined in the 'Information about this school' section below.
- Boys and girls also mix during school trips and visits, including an annual residential visit to an outdoor activity camp. The school also offers an optional mixed 'wake up – shake up' session every morning, which pupils from all year groups attend well.
- Boys and girls in Years 5 and 6 work together in, for example, the pupil council meetings, where boys and girls are accepting of one another's views and ideas. The school takes the views of the school council seriously and responds to actions from meetings. Pupils respect the role of the school councillors, saying that the school council sorts out problems and helps people to make friends and be kind to one another if they have 'fallen out'. Leaders have recently introduced a school library because of pupils' requests. All pupils use this facility on a weekly basis. In addition to this, all pupils visit the local library once a month.
- Boys and girls demonstrate acceptance of others' views and beliefs, including those of different races, faiths, genders, cultures, abilities, sexuality or gender assignment. Pupils value friendships and understand the importance of respecting those with differences.
- Staff promote key themes, such as being truthful and trustworthy, being good to friends and respecting the views, property and belongings of other people, through assemblies. Pupils demonstrate these values both in and out of lesson times. Pupils understand the school's classroom rules, which include respect for adults and peers and the importance of listening to others.
- Shared responsibilities include giving out books and pencils, collecting work and putting things away. Pupils take these tasks seriously. They like to make sure that their classrooms are tidy and ready for their next lessons.
- Boys and girls arrive on time at the start of the school day using the same entrance, and staff greet them warmly. Some pupils read before lessons in mixed groups before moving on to registration. This well-established routine has a positive effect on pupils' attendance and punctuality, which are good.
- Staff manage pupils' playtimes well. The play areas are well supervised. There are few incidents of bullying and pupils say that staff deal with these quickly and effectively. Pupils know about different types of bullying, including verbal, physical and cyber bullying. Pupils are confident that, if they have any concerns, staff will resolve them quickly.

Behaviour

- The behaviour of pupils is good. Pupils are aware of classroom rules and expectations and make positive choices about how to behave. Staff say there is a consistent approach to

managing behaviour and that leaders support them well. As a result, pupils' behaviour is good. All of the parents who spoke with inspectors agreed that behaviour in the school is good.

- Pupils enjoy school and value their education. Attendance across all year groups is in line with the national average. In rare cases where attendance for individuals has become a cause for concern, leaders have been quick to work with parents. This work has been effective and has had a positive impact on attendance.
- Pupils arrive on time, settle quickly into lessons and remain on task. Low-level disruption is extremely rare, as is the use of derogatory language. Staff swiftly challenge off-task behaviour. Pupils' attitudes are consistently positive. They are keen to learn and do well.
- Relationships between pupils and their peers and adults are positive. There are many opportunities for pupils to work together and join in with discussions. Pupils respect the views of others and the requests of adults.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement. Leaders have not ensured that pupils in all year groups are able to make consistently strong progress in all subjects.
- In key stage 1, where staff deliver the new curriculum well, the vast majority of pupils make good progress from their starting points. In key stage 2, where staff do not deliver the curriculum consistently well, a minority of pupils are not making the progress expected of them, particularly in mathematics.
- The school's work on identifying and supporting lower-ability pupils or those who have SEN and/or disabilities is not yet fully implemented. Consequently, a minority of pupils in these groups do not make strong progress.
- The school's information shows that the majority of pupils in Years 5 and 6 did not make good progress during the previous school year. The school's information about pupils currently in the school shows that a large proportion of pupils in Years 5 and 6 are not making strong progress. This is due to weaknesses in teaching and the curriculum.
- The work in pupils' books over time shows that the needs of a minority of lower-ability pupils are not being supported and the work for the minority of the most able pupils lacks challenge.
- Pupils in all year groups read with confidence. They are able to discuss texts and make informed predictions based on a sound understanding of the material. Pupils say they enjoy reading and visiting the library. The school's information on reading ages shows that all pupils have made progress since the start of the academic year.

School details

Unique reference number	133603
DfE registration number	330/6103
Inspection number	10038831

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Number of part-time pupils	0
Proprietor	Board of directors
Chair	Mr Sadaat Rasool
Headteacher	Dr Perwaiz Saeed Alam
Annual fees (day pupils)	£2,880
Telephone number	0121 772 4567
Website	www.greenfieldsprimary.school
Email address	headteacher@greenfieldsprimary.school
Date of previous inspection	23–25 November 2015

Information about this school

- Greenfields Primary School is a Muslim day school for boys and girls. It is registered for 159 pupils aged five to 11. The school opened as Salafi Independent School in September 2002. The school changed its name in May 2017.
- Pupils are taught in mixed-sex classes in Years 1 to 4. Boys and girls are taught in separate classes for academic lessons in Years 5 and 6.
- In 2017, the Court of Appeal affirmed that segregation by sex in schools in analogous circumstances is direct sex discrimination, contrary to section 13 of the Equality Act 2010. Nevertheless, the Secretary of State for Education has been clear that schools which

engage in unlawfully discriminatory sex segregation should be given time to make their practice lawful. Therefore, the school's breach of the Equality Act 2010 in respect of segregation has not been taken into account when determining the inspection judgements.

- Ofsted intends to write to the Secretary of State and to suggest that he commissions a further inspection of the school in or after September 2018. From September 2018, Ofsted will take any ongoing breach of the Equality Act 2010 arising from sex segregation into account in relation to key inspection judgements made.
- There are no pupils with an education, health and care (EHC) plan or statement of special educational needs. The school has recently employed a SENCo.
- The school employs 31 staff on a full- and part-time basis.
- The school has a large proportion of children who speak English as an additional language.
- A small number of pupils enter the school at times other than at the start of Year 1. A large majority of these pupils enter the school with standards below those expected for their age in reading, writing and mathematics.
- Since the previous inspection, a board of directors has been appointed rather than a proprietorial board.
- The headteacher has been appointed permanently to the role. He has recently appointed a senior leadership team.
- The school does not use any alternative provision.
- The school has links with the Redstone Academy in Moseley, Birmingham, and works on an informal basis with the West London Free School.
- The school was previously inspected in November 2015, when it was judged inadequate.

Information about this inspection

- The inspection was carried out over two and a half days, with notice of one day.
- Inspectors met with the headteacher, the chair, who is also one of the directors, senior leaders, including those responsible for safeguarding, teaching staff and pupils in mixed-year groups.
- Inspectors observed lessons in English, mathematics, science, Arabic, physical education and PSHE education in all year groups. The inspectors also reviewed the work in pupils' books across all subjects.
- Inspectors toured the premises of the school and examined key policies, including those for safeguarding, curriculum, behaviour, complaints and bullying.
- Inspectors scrutinised a range of documents, including the attendance and admissions registers, the school's information on pupils' achievements and behaviour, complaints logs and procedures for recording incidents of bullying.
- The inspectors reviewed the parental feedback received through Parent View. A total number of 21 responses were received.

Inspection team

Melanie Callaghan-Lewis, lead inspector	Ofsted Inspector
Michael Onyon	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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