

Inspection of Greenfields Primary School

Hemsworth Way, Ellesmere Road, Shrewsbury, Shropshire SY1 2AH

Inspection dates: 13 and 14 May 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher is Lisa Prior. This school is part of Severn Bridges Multi-Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Morris, and overseen by a board of trustees, chaired by Pat Wilcox.

What is it like to attend this school?

Pupils are happy at this nurturing and welcoming school. Warm relationships between staff, pupils and families are at the centre of it. Its motto, 'kind hearts, inquisitive minds', is shown in the way pupils work and play together. Pupils believe in the importance of perseverance. As a result, pupils enjoy their learning and attend well.

The school recognises that last academic year, pupils did not achieve as well as they might in published outcomes. However, improvements in the quality of teaching are beginning to have a positive impact on standards. There are high expectations for all, including pupils with special educational needs and/or disabilities (SEND).

Pupils behave well and feel safe. They are confident that staff will help them resolve any worries or concerns quickly. Pupils are respectful to staff, visitors and each other. As a result, the school is a calm environment.

Pupils benefit from an ever-increasing range of opportunities to enrich their wider development. Older pupils are keen to take on leadership roles, such as sport leaders, parliament members and head pupils. Pupils enjoy acting as role models for younger ones, for example as peer mentors or by being 'reading buddies'. Consequently, pupils build their confidence and independence.

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

The school ensures that pupils learn a broad range of subjects that build their knowledge from the early years to Year 6. The school has made sure that reading, writing and mathematics are a priority. The school's published outcomes are below the national standards. Nevertheless, pupils are making strong progress through the curriculum and from their starting points. This has a positive impact on their knowledge and understanding.

The school has successfully adapted the curriculum for the mixed-age classes. This means that learning builds on what pupils know already. Staff routinely check pupils' learning, which helps them to identify where pupils need more help. However, in some subjects, the school has not had sufficient time to check how well pupils remember the important knowledge or how well the subject is being delivered.

Reading has a high priority. From the early years, children are introduced to phonics and get to know the sounds that letters make quickly. The books they read help them practise the sounds they already know. This helps them to develop confidence and fluency as they move into key stage 1. Staff regularly check the letters and sounds that pupils know. Pupils who need extra help with reading get individual support and catch up quickly.

Children get off to a strong start in the provision for two-year-olds. Staff focus on developing children's language and helping them to develop skills, such as recognising a range of shapes and holding a pencil correctly. The youngest children quickly develop confidence. In the early years, activities have a clear purpose, and all staff understand

these. Language is modelled effectively by adults. They weave important vocabulary into conversations with children and in the provision. Children manage their emotions well. As a result, they play cooperatively with one another.

The school is very inclusive, and the provision for pupils with SEND is a strength. Staff identify and assess the needs of pupils with SEND swiftly. Teachers adapt teaching materials so that pupils can learn the same knowledge as their peers. As a result, pupils with SEND progress through the curriculum successfully.

Pupils are polite and courteous, and they behave well. They demonstrate positive attitudes to learning, and classrooms are calm places. The school ensures that pupils' attendance is a key focus. As a result, attendance rates are positive.

Through the school's personal, social, health and economic education curriculum, pupils consider key topics, such as the importance of equality and healthy relationships. Pupils know how to stay safe, including when online. They speak with respect when discussing difference and diversity. Pupils have a secure understanding of fundamental British values and their importance. Overall, the school ensures that pupils learn about different faiths and beliefs. However, sometimes, pupils do not have a secure understanding of these and are not ready for life in modern Britain.

School leaders, ably supported by governors and the trust, are clear in their ambition for the school. The school considers staff's workload and well-being very well. Staff are proud and happy to work here and value being able to work with colleagues across the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum is not yet embedded fully across the school. Consequently, pupils do not build their knowledge as effectively in a few subjects. The school should continue to support staff to implement and monitor the agreed curriculum so that pupils can learn equally well across all subjects.
- Some key parts of the curriculum around developing pupils' understanding of different faiths and beliefs are variable. As a result, pupils' knowledge of these concepts is not secure. The school should ensure that staff are equipped to check and help pupils develop a strong understanding of different faiths and beliefs so that they are well prepared for life in modern Britain.

How can I feed back my views?

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

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

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144202
Local authority	Shropshire
Inspection number	10378275
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	Board of trustees
Chair	Pat Wilcox
CEO of the trust	Andrew Morris
Headteacher	Lisa Prior
Website	www.greenfields.shropshire.sch.uk
Dates of previous inspection	10 and 11 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one alternative provision.
- The school is part of Severn Bridges Multi-Academy Trust.
- The school has a nursery provision for two-year-olds.
- The school operates breakfast and after-school clubs on the site.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluations of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects. The lead inspector listened to a sample of pupils in Years 1 to 4 read to staff.
- Inspectors met with groups of pupils across the school.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered views of both staff and pupils throughout the inspection.
- Inspectors met with the headteacher, members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors met with leaders to discuss early years, SEND, disadvantaged pupils, behaviour, attendance and personal development.
- The lead inspector met with a representative from the governing body. The inspector also had a meeting with the trustees and with the CEO of the trust.
- Inspectors scrutinised a wide range of documents, including those related to pupils' wider development, behaviour and attendance. They also observed pupils' behaviour in lessons, around school and during breaktime.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school and minutes of governor meetings.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

James Dean, lead inspector

His Majesty's Inspector

Michael Scott

Ofsted Inspector

Mary Maybank

Ofsted Inspector

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