

Inspection of a good school: Greenhead Church of England Primary School

Greenhead, Brampton, Cumbria CA8 7HB

Inspection date:

20 January 2023

Outcome

Greenhead Church of England Primary School continues to be a good school.

What is it like to attend this school?

Greenhead is a small school with big ambition. Leaders have high aspirations for the education they want pupils to experience. Pupils develop a strong understanding of their local area but are also encouraged to learn about the world beyond. School life is strongly underpinned by Christian values. Pupils not only recite their school promise together, but they live it out every day.

Pupils' experiences are deeply rooted in their rural community. They choose to spend their social time in the woodland area, where they play, care for the chickens and build dens. Outdoor learning is an important part of the curriculum. However, pupils also gain a strong understanding of the world beyond their community. They talk clearly about equality and discrimination. Pupils understand that their opinions are important and valued. They are proud of the changes they have made to school life. Pupils have created a healthy 'packed lunch policy' and presented it to governors. This policy has been adopted across the school.

Pupils understand what bullying is and feel confident that it would be taken very seriously by teachers. They explain that bullying is not a problem here because people are kind to each other. New pupils who join the school are welcomed into this caring community. Pupils feel happy and safe here.

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

Pupils experience a broad and ambitious curriculum. Leaders have thought about exactly what pupils will learn. This is carefully considered so that pupils taught in mixed-age classes can build successfully on prior learning. Leaders have ensured that the curriculum takes advantage of the rich local heritage. In history, pupils enjoy trips to nearby Hadrian's Wall and talk articulately about Roman artefacts.

Teachers check to identify any gaps in pupils' learning. Some staff are still developing their expertise in how to plan and deliver the new curriculum most effectively. Sometimes, teachers' use of questioning and resources is not sufficiently precise. This can slow down pupils' progression through some aspects of the curriculum.

Pupils with special educational needs and/or disabilities (SEND) are well supported to access the same curriculum as their peers. Staff understand the needs of these pupils well. Staff ensure that pupils with SEND experience success while also developing independence.

Leaders ensure that the curriculum is underpinned by a strong focus on reading. Story time happens daily for all pupils. Each year, pupils read a range of work of one author and one poet. Leaders have chosen the texts carefully to make sure that pupils experience a breadth and depth of literature. Older pupils also enjoy acting as reading buddies to younger pupils. All pupils share a story with their partner regularly.

Leaders have recently introduced a new phonics scheme. This is now in place across key stage 1. Pupils use their phonics knowledge to read books that are well matched to their ability. Leaders have thought carefully about how to ensure that all pupils are on track. Pupils who find reading more difficult receive regular support to help them keep up.

Pupils' behaviour around school and in classrooms is exemplary. They are engaged in lessons and keen to learn. Pupils of all ages cooperate and play happily together. Each week, pupils who have demonstrated values in accordance with the school promise are rewarded in celebration assemblies. Pupils enjoy celebrating each other's successes. Older pupils take their roles and responsibilities seriously.

The attention that leaders place on the wider development of pupils is a strength of this school. Pupils recently enjoyed a visit from their local member of parliament. They have experienced trips to the theatre and attended a local book festival. Teachers develop pupils' understanding of current affairs by engaging them with news and current affairs. They are well prepared to be active and responsible citizens of the future.

Staff at this school are excited about the range of changes that are being made by new leadership. Leaders have forged strong relationships across the federation. This means that staff expertise can be shared more widely. Staff value and appreciate these changes. They feel that their workload and well-being are considered. Many of these curriculum changes are in their infancy, and their impact is only beginning to be evident. The delivery of phonics is being closely monitored. However, other subjects are in the early stages of delivery. Staff are very proud to be members of this close-knit school community.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to keep themselves safe through their curriculum lessons and from visiting speakers. Pupils understand the importance of reporting any concerns they might have. They trust staff to keep them safe. Staff are clear about what risks pupils might face. All staff are trained to be vigilant and report any concerns about pupils' welfare swiftly. Leaders take timely action when any concerns regarding pupils' safety are raised. In this small school, staff know pupils very well. Leaders work with external agencies to ensure that families who might need additional support receive it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff are still developing their expertise in how to deliver the curriculum as effectively as possible. Sometimes, resources and questioning are not used as well as they could to ensure that pupils are making swift progress through the curriculum. Leaders should prioritise ongoing training and development of staff, ensuring that the curriculum is delivered as effectively as possible.
- Leaders have introduced many changes across the curriculum. Many of these changes are in their infancy, and it is too early to be able to judge their impact precisely. Moving forwards, leaders should ensure that there are systems in place to check the impact of the curriculum changes so that they can be refined and improved as necessary.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122284
Local authority	Northumberland
Inspection number	10240319
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair of governing body	Kathryn Rushworth
Headteacher	Michael Glenton
Website	www.greenhead.northumberland.sch.uk/
Date of previous inspection	8 and 9 June 2017, under section 5 of the Education Act 2005

Information about this school

- This is a small school, which is part of the West Tyne Church School Federation with Henshaw Church of England Primary School. The schools share a headteacher and a single governing body.
- The school uses no alternative provision.
- The school was last inspected under section 48 of the Education Act for schools of a religious character in June 2017.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher and the special educational needs and disabilities coordinator. They met with the school improvement lead from the local authority. They also spoke with a representative from the diocese

by phone. Inspectors met with representatives from the governing body, including the chair.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. Across the deep dives, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector met with the headteacher about safeguarding. They checked documentation regarding staff training and actions taken to keep pupils safe. They checked the single central record.
- Inspectors spoke with a range of staff and pupils, formally and informally, during the inspection.
- Inspectors observed the behaviour of pupils at social times.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation, the school development plan, external reviews and minutes of local governing body meetings.
- Inspectors considered the responses to the pupil and staff surveys. They also considered responses to Parent View, Ofsted's online parent questionnaire.

Inspection team

Katie Spurr, lead inspector

His Majesty's Inspector

Deborah Ashcroft

Ofsted Inspector

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