

Giles Brook Primary

Inspection report

Unique Reference Number	134073
Local Authority	Milton Keynes
Inspection number	381601
Inspection dates	17–18 November 2011
Reporting inspector	Kekshan Salaria HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Gill Ashley
Headteacher	Angie Bailey
Date of previous school inspection	11–12 February 2009
School address	Holborn Crescent Tattenhoe Milton Keynes MK4 3GB
Telephone number	01908 507627
Fax number	01908 507332
Email address	gilesbrook@Milton-keynes.gov.uk

Age group	4–11
Inspection date(s)	17–18 November 2011
Inspection number	381601

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They visited 16 lessons observing 14 teachers. Inspectors held meetings with staff with key responsibilities, pupils, an officer from the local authority, and the Chair and Vice-Chair of the Governing Body. Inspectors observed the school's work and looked at a range of documentation, including the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, the governing body minutes, and school policies. Inspectors analysed 277 questionnaires returned by parents and carers, 100 from pupils and 26 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the quality of teaching and of the use of assessment consistently good enough to secure good pupil achievement and further raise attainment, particularly in mathematics?
- How effectively are all leaders, including governors, driving improvements in teaching and learning, and in pupils' outcomes?
- Is monitoring and evaluation effective at all levels in enabling staff to maximise pupils' achievement?
- How can the school demonstrate its capacity to improve through the impact of the actions it has taken since the previous inspection?

Information about the school

Giles Brook Primary School is larger than the majority of primary schools. The proportion of pupils who are known to be eligible for free school meals is well below the national average. The proportion of pupils who speak English as an additional language is below the national average. The proportion of pupils identified as having special educational needs and/or disabilities, predominantly linked to difficulties in communication, behavioural, emotional or social needs, is below that found nationally. The school has gained Healthy School status. The school is currently led by an interim headteacher who was appointed in September 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

3

Main findings

Giles Brook Primary is a good school. It has a number of outstanding features. It is a caring and supportive school where pupils feel safe and achieve well. Parents and carers speak highly of the positive ethos that the staff have created at the school. They feel they are welcome at the school and greatly value the efforts that staff make in order to ensure their children achieve and enjoy school.

The school's strategic leadership is currently going through a period of transition. The interim headteacher and interim deputy headteacher have a sound overview of the strengths of the school. Since the previous inspection, successful actions have been taken to improve attainment in writing and girls' achievement in mathematics. However, the use of assessment data to give managers a clearer overview of pupils' progress still requires development. The governing body has several new members. For example, the Chair and Vice-Chair were elected to their roles in the week preceding this inspection. They are committed to undertake the training required to increase their level of involvement in the work of the school at a strategic level. Currently, they are not sufficiently involved in monitoring and evaluating the impact of school improvement plans. Given these key changes, the school's capacity to improve is satisfactory.

Children make good progress from their starting points in the Reception classes, which are generally in line with typical expectations. By the time pupils reach the end of Key Stage 2, their attainment is above average and achievement is good. Progress is particularly good in English. Listening and speaking skills are well-above average and pupils make confident contributions in lessons. Progress in reading is good and most pupils read fluently and with expression by the time they leave. Progress in writing has improved because school leaders have correctly identified narrative writing as a weakness and have addressed it well. Pupils, particularly boys, make slower progress in mathematics than girls and fewer boys attain the higher levels. This is largely because they are not consistently presented with challenging opportunities to develop advanced skills and to work independently. Early identification and good support for pupils with special educational needs and/or disabilities ensure they take a full part in all areas of the curriculum and progress in line with their classmates. Teaching is good. Most teachers' expectations are high and lessons are well planned. The pace in the large majority of lessons is brisk and pupils work with sustained concentration. In lessons, pupils behave well and are responsive to their teachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

One of the major reasons for pupils' success is their excellent personal development, promoted by the good level of pastoral care the school provides. Pupils say that they feel very safe and that there is always an adult they can turn to if they are troubled. They feel secure inside the school premises as a result of stringent arrangements to monitor those entering the school buildings. Pupils have extremely positive attitudes to learning. In lessons, they are full of enthusiasm, confidence and enjoyment. Excellent behaviour is the norm, because pupils are treated with respect by the staff and feel extremely safe. Attendance is above average. Pupils have a very good awareness of how to lead a healthy lifestyle. This is shown by the high numbers who take part in out-of-school sports and energetic activities in the playground. Spiritual, moral, social and cultural development is outstanding and many parents and carers comment on how effectively it is promoted by the school. Pupils make a good contribution to the school and local community.

What does the school need to do to improve further?

- Raise achievement in mathematics, particularly for boys, by making sure that teaching and the curriculum consistently present pupils with challenging opportunities to develop advanced skills and a more independent approach to their work.
- Develop the capacity of leadership and management by:
 - using assessment data to establish clear priorities for school improvement
 - developing the strategic role of governors in monitoring and evaluating the work of the school.

Outcomes for individuals and groups of pupils**1**

Pupils make good progress from their starting points. Girls achieve better than boys, particularly in mathematics. A systematic approach to the teaching of writing has ensured pupils' progress has accelerated in this aspect. Pupils' speaking skills improve rapidly throughout the school. This is as a result of effective questioning by the teachers that encourages the pupils to respond at length. Occasionally, there is some unevenness in progress when pupils are not sufficiently clear what it is they are expected to have learned by the end of lessons. Pupils who speak English as an additional language are making progress in line with their peers. Pupils with special educational needs and/or disabilities progress well. Skilled learning support assistants provide daily, intensive support for individuals and small groups of pupils, enabling them to progress well.

Pupils' positive attitudes and hard-working approach while completing their work underpin their enjoyment of learning. As a result, their attendance is above average. The school's ethos and atmosphere help to provide pupils with a well-developed sense of right and wrong, and help them to be reflective and thoughtful in their actions. Consequently, pupils develop mature social skills and behave exceptionally well. Pupils have an outstanding awareness of healthy lifestyles. They regularly bring

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

fruit for their packed lunches and speak confidently about activities that keep them fit and healthy. They get on well with each other and the staff. Pupils say that they feel safe and they have a clear understanding of the dangers of unrestricted internet access. Pupils’ good basic skills and their ability to work cooperatively mean that they are well prepared for moving on to secondary school and for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Much teaching is of good or better quality. Teachers have good subject knowledge and plan interesting, imaginative tasks using a wide range of resources which enable the majority of pupils to engage in active learning. For example, in a lesson about the planning of a war memorial for Milton Keynes, the teacher used a visualiser to project pupils’ work onto the whiteboard so that it could be shared with the class. This valued their ideas and showed them how the learning objective had been met. Teachers usually ensure that pupils explain their reasoning and this effectively challenges pupils to think clearly for themselves, though this is better in English than in mathematics. Teachers plan work that on most occasions takes account of how pupils have done in previous lessons and caters for the range of ability in each class. However, in some lessons, mostly in mathematics, teachers do not ensure that pupils experience activities that are relevant to real life. Marking to inform pupils of their next steps and how to improve is a strength.

The curriculum provides effective opportunities for learning. Although there are strengths in the cross-curricular work in Key Stage 2, the approach is more

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

established in Key Stage 1. Art is a strength and this is reflected in the good quality art work around the school. The curriculum is enhanced by a good range of extra-curricular activities, imaginative use of ‘theme weeks’ and good links with external bodies. All groups of pupils participate keenly in the extensive range of clubs. A range of visitors and visits enriches pupils’ understanding of the wider world and helps bring learning to life. Teachers use information and communication technology effectively to support learning and this contributes to pupils’ progress across the curriculum.

Pupils say they know who to turn to with any concerns. Good quality pastoral care, guidance and support ensure that the staff are highly responsive to individual need. Parents and carers confirm this, commenting, for example, that ‘The teaching staff are very approachable and connect with the needs of each child.’ Transition arrangements ensure pupils are well prepared to move easily into and out of school and between classes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels are ambitious for the future of the school. There is a shared purpose and strong commitment among all staff to continue to raise standards and improve the progress of pupils. Senior leaders understand the school’s strengths and weaknesses, although their views of some aspects of the school’s work are too generous. They acknowledge the dip in mathematics, particularly for boys, and work has started to address this, although it is too early to see any impact. Subject leaders play a key role in leading aspects of improvement. They are actively involved in monitoring, reviewing and planning for improvement. Governance is satisfactory. The governing body is still developing the effectiveness of several relatively new governors by extending their understanding of curriculum matters.

Pupils’ achievement is tracked on a regular basis by senior leaders. This means staff can identify particular needs and offer good additional support to underachieving pupils. This gives senior leaders a broad picture of achievement, but they do not always make full use of the data, for example, to look for trends. Levels of achievement between boys and girls are variable, although the school records, monitors and vigorously tackles any discrimination.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The school is a cohesive community and there are strong links with the local community, including local schools. School leaders ensure that pupils are able to learn about other cultures and beliefs through the curriculum. Partnerships with a variety of external agencies support the care of pupils whose circumstances make them potentially vulnerable and develop exciting projects such as the school bank.

Good, secure safeguarding procedures and practices are in place. Checks on new staff are carried out correctly and recorded well, and staff are confident and well trained to ensure pupils’ safety.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage provides a good education. Well-planned induction arrangements help most children to settle quickly into school life. Children achieve well from starting points that are broadly in line with expectations for their age. By the time they leave to join the Key Stage 1 class, most are confident and independent learners. Children thrive in an atmosphere of care, nurture and support. Children enjoy being at school; they understand and adopt healthy practices, help willingly with classroom routines and show that they feel safe by sharing their concerns with adults. Because their welfare is well provided for, they flourish in the secure and safe environment.

The classroom and small outdoor area offer a lively and interesting environment for learning. Children confidently and independently move between the indoor and outdoor areas and are able to make their own choices as well as working under the guidance of an adult. Mostly good teaching ensures that children learn at a good pace and make good progress in all the areas of learning. Adults record and assess

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

pupils' progress well and the resulting information is used to plan the next steps for each child.

The Early Years Foundation Stage is well led. The phase leader identifies strengths and areas for development using effective analysis of assessments. Staff know what is expected of them and often contribute effectively to the range of experiences children receive. There is effective liaison with local pre-school providers and with parents and carers to ensure that transition into school is smooth. Communication with parents and carers is good. Regular newsletters, along with home/school diaries, ensure that parents and carers are well informed. The Reception classes have an important role in the local community and are greatly valued by parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was above average for a primary school. The overwhelming majority of parents and carers indicated they are extremely satisfied with the school, an exceptional response reflecting the school's good links with parents and carers. The majority agreed that their child enjoys school, that the school keeps their child safe, that teaching at the school is good, and that the school encourages a healthy lifestyle. There were many positive comments and a few minor concerns. Inspection evidence found nearly all aspects of the school to be good, thus endorsing these views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Giles Brook Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 277 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	227	82	46	17	3	1	1	0
The school keeps my child safe	231	83	42	15	1	0	0	0
The school informs me about my child’s progress	206	74	67	24	3	1	0	0
My child is making enough progress at this school	200	72	69	25	4	1	1	0
The teaching is good at this school	224	81	51	23	0	0	1	0
The school helps me to support my child’s learning	206	74	66	24	4	1	0	0
The school helps my child to have a healthy lifestyle	183	66	87	31	3	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	184	66	77	28	3	1	0	0
The school meets my child’s particular needs	200	72	66	24	7	3	1	0
The school deals effectively with unacceptable behaviour	184	66	82	30	7	3	2	1
The school takes account of my suggestions and concerns	181	65	83	30	6	2	2	1
The school is led and managed effectively	221	80	54	19	1	0	0	0
Overall, I am happy with my child’s experience at this school	227	82	44	16	3	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 November 2011

Dear Children

Inspection of Giles Brook Primary School, Milton Keynes, MK4 3GB

Thank you for being so welcoming when we visited your school. Thank you also to those who completed questionnaires to say what you thought of your school, and also to those of you who talked to us. You said it was a good school and we agree. I am writing this letter to tell you what we found out about your school. These are the things that we liked about your school.

- You are confident, enjoy coming to school, have very positive attitudes to work and show respect to each other, staff and visitors.
- You make good progress in lessons due to good teaching.
- Your behaviour in lessons and around the school is excellent.
- You feel safe at school and know that if you have a problem there is always an adult to talk to.
- You have an excellent understanding of what makes for a healthy lifestyle and healthy eating.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- the new leadership team is fully involved in monitoring and tracking your progress
- teachers help you become even better in mathematics by Year 6, by making sure that all of you have work that is right for you so you can learn more quickly.

We hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**