

Green Park School

Inspection report

Unique Reference Number	110395
Local Authority	Milton Keynes
Inspection number	356731
Inspection dates	16–17 March 2011
Reporting inspector	Paul Edwards

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	290
Appropriate authority	The governing body
Chair	Mark Kelk
Headteacher	Claire Worrall
Date of previous school inspection	14 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 teaching staff while visiting 18 lessons or parts of lessons. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, minutes of governing body meetings, arrangements for safeguarding and pupils' work. Staff and pupil questionnaires were also scrutinised, along with 136 completed by parents and carers.

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

- The progress made by the more able pupils at Key Stage 1.
- The progress made by girls in writing and mathematics at Key Stage 1.
- The differences in progress between boys and girls in mathematics and writing at Key Stage 2.

Information about the school

Green Park is a larger than average primary school. Most pupils are from White British backgrounds and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils have mild learning difficulties. The Early Years Foundation Stage caters for children in two Reception classes.

The school has Activemark, Sportsmark, Artsmark and International Schools awards. It has also gained Healthy Schools status.

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

2

Main findings

Green Park is a good school. It provides a good education for its pupils and there are many outstanding features. The staff provide exceptional care, guidance and support for pupils, enabling them to thoroughly enjoy all aspects of school life. Parents are overwhelmingly positive about the support provided for their children and the views of one are typical when commenting, 'My child's confidence has grown day by day. He loves to learn' ♦ this is because all the brilliant staff at Green Park School make every day a fun day!' ♦

Pupils say they feel really safe and their outstanding behaviour contributes significantly to the very happy learning environment. The high attendance rates and punctuality are testament to their thorough enjoyment of learning. They talk enthusiastically about the many opportunities they have to contribute to the school and wider community and about the many clubs and enrichment activities that enhance the curriculum. Good strategies have been introduced to reduce differences in progress between boys and girls across the school. These strategies have been effective. Consequently, all pupils, including those with special educational needs and/or disabilities, make good progress and achieve well so that attainment is above average by the end of Year 6.

Teachers contribute well to the pupils' enjoyment, providing lessons that are interesting and exciting. They make particularly good use of technology to enthuse pupils, who demonstrate particularly good computer skills that enhance their learning. Teachers plan lessons that are generally challenging for all groups of pupils. However, the school has rightly recognised that occasionally, some pupils, particularly the more able, do not move on to more challenging work soon enough in lessons and that they are not given the opportunity to sufficiently develop their independent learning skills. Pupils' work is marked regularly and systematically but there are missed opportunities to identify the next steps for learning.

The headteacher provides outstanding leadership and is supported most effectively by senior staff and the governing body. Parental and carer involvement and links are outstanding. The development of comprehensive systems of tracking and assessment of pupils' progress enable early and systematic interventions to be implemented, ensuring pupils progress well. The school has recently received an international award for its work on promoting community cohesion. The school has developed good links with schools in the United Kingdom and abroad and these help to develop the pupils' excellent understanding of people from different backgrounds and cultures.

Self-evaluation is rigorous. It is effective because all members of staff, governors and parents and carers are provided with the opportunity to contribute to the school's development. This, together with the way it has maintained the pupils' above average

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attainment and good progress, shows the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress further, particularly that of the more able, by ensuring teachers:
 - allow pupils to move on to more challenging activities sooner
 - encourage pupils to take more responsibility for their own learning
 - when marking pupils' work, identify more consistently the next steps for learning.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy lessons and their achievement is good. Pupils are articulate and confident in speaking because they are given many opportunities to hold short discussions in lessons. Pupils' excellent behaviour and concentration in lessons is helping accelerate their progress.

Children enter the school with skills and abilities that are below those expected for their age. By the end of Year 6, pupils' attainment is above average in English and mathematics, and lesson observations show pupils make good progress throughout the school. The daily teaching of letters and sounds and a well-organised programme, utilising volunteers, accelerates pupils' progress in reading. Pupils with special educational needs and/or disabilities also make good progress as a result of the early identification of their needs and effective intervention strategies. One-to-one and small group activities improve the pupils' confidence considerably, enabling them to take a full part in all aspects of school life. There is no significant difference in the progress of girls and boys, as a result of effective strategies. For example, older boys and girls are taught separately for writing, enabling teachers to focus on the pupils' specific areas of interest.

Pupils get on really well with one another and are keen to take on responsibility. ♦ Pupils take a very strong role in the school community. For example, they act as play leaders, road safety officers, librarians, peer tutors and ECO monitors. Pupils who act as school leaders and class representatives meet regularly with the headteacher and their views are taken into account, for example, they asked if the school would consider separate teaching for boys and girls. The receipt of the Healthy Schools status is testimony to the pupils' excellent understanding of the need to eat healthily and a very large number regularly participate in the many sporting and physical activities on offer. Pupils' good progress in basic skills, excellent behaviour, attendance and relationships prepare them extremely well for the next stage of education and the world of work beyond school.

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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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teachers manage behaviour very well and relationships between staff and pupils are excellent. This contributes to pupils working hard at the tasks they are set. In the best lessons, there is good pace and teachers engage the pupils well. For example, in a good Year 5/6 mathematics lesson, pupils made good progress in their use of place value as a result of the teacher's lively introduction which provoked the pupils' thinking and enabled them to relate the activity to real-life situations. Teachers use interactive whiteboards well to add impact and clarity to whole-class learning.

Teachers' planning is detailed and ensures work is pitched at different levels. There is a good balance given to the time spent by teachers introducing activities and to pupils undertaking work. However, there are missed opportunities to accelerate the learning of some pupils, particularly the more able. Similarly, there is inconsistency in how pupils are encouraged to be more responsible for their own learning. Teachers make good use of assessment information to determine how well pupils are progressing. This information is used well to determine if there is any under-achievement. Marking of pupils' work does not consistently inform pupils how they might improve their work further. Consequently, some pupils are insufficiently clear about where they need to focus their efforts to improve.

The school's curriculum focuses well on basic skills, improving attainment and progress. Growing priority is being given to creative writing and to the progress of girls in

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mathematics, where some experience more difficulty. However, adaptations to the curriculum are at a relatively early stage and have yet to impact on upon the progress of all pupils. Learning opportunities are broad and enhanced well by additional subjects such as French, for all pupils. The curriculum is suitably modified to meet the learning needs of all pupils, and the more able pupils are being provided with more additional challenge and support, which is accelerating the progress they are making. The curriculum to support pupils' personal and social development is very effective. The school's sports partnership considerably enhances the curriculum and pupils' well-being and is recognised by the school's Activemark and Sportsmark awards. There is a good and well-supported programme of after-school clubs, visits, including residential journeys, and visitors to school.

Pastoral guidance is outstanding. Pupils are treated with sensitivity and respect, helping them to develop into confident, mature young people. The pastoral and personal needs of each pupil, particularly potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known and understood by the school. As a result, there are timely interventions, and additional help and guidance are provided. Staff work very effectively with families and outside agencies to ensure the personal and pastoral needs of pupils are met.

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	1

How effective are leadership and management?

The headteacher and staff are ambitious for the school and have established a very clear direction, based on a drive to accelerate progress and raise attainment for all pupils. A cohesive staff team, all very keen to improve their own performance, share this commitment and tackle identified weaknesses very effectively. Monitoring by senior leaders is ensuring that most teaching is good and there is an accurate picture of where improvements can be made. The leadership has taken effective action to overcome weaknesses in teaching. It recognises there is still work to be done in its goal for 'outstanding' status.

The promotion of equality of opportunity is at the heart of the headteacher's vision. The careful analysis of assessment and other data is used effectively to establish plans to improve the achievement of pupils in each year group, and also to spot if any gaps are emerging between different groups. As a consequence of action taken, there are no significant differences in achievement between different groups.

Governance is outstanding. The governing body ensures that statutory requirements are met, and that everyone is kept exceptionally safe in school through the rigorous

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implementation of policies and by carefully vetting all those who work in the school. The governing body play a significant role in evaluating the work of the school. Regular visits enable governors to keep fully up to date with all aspects of the school's progress and they are instrumental in ensuring the strategic direction of the school.

The determination to tackle discrimination and promote harmony has led to a highly cohesive and happy school community. The provision for community cohesion is planned and evaluated effectively by the staff and governors who consider carefully how to engage with and support cohesion within the local community through developing links with a range of local groups as well as various overseas links. They provide excellent support for parents by advising them how to support their children at home. The parent forum and parent representatives from each class enable concerns and issues to be resolved quickly and satisfactorily.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
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

Strong links with home help to give the children a smooth and untroubled start to their school life. This, coupled with good leadership, a drive for improvement and good teaching, supports their good progress and their improving attainment, which is broadly average by the end of Reception. The children feel secure because of the rigorous attention paid to ensuring their safety.

The adults in both classes have a very clear understanding of how to support the learning of these young children and plan activities that move them forward in all areas of their learning. There is a good focus on developing language skills, which allows the children to grow in confidence. Relationships are very constructive and the children are happy to engage with adults as they learn. The adults are skilled at questioning the children and knowing when to intervene to move learning forward. Children work effectively in groups

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and independently. Behaviour is good and children cooperate well with each other. Adults make learning enjoyable. For example, a visit by a local police officer stimulated lots of role play and excitement. ♦

Staff know the children well and assess their progress effectively. This enables any children who need additional support to be identified at an early stage. The school is rightly exploring how it can involve parents even more in their children's learning.

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 responding to the questionnaire was above that seen nationally. Most expressed their considerable satisfaction with all aspects of the school's provision. A very small minority expressed concerns as to how poor behaviour was dealt with. During the inspection, the inspection team found pupils' behaviour to be outstanding and the school had very effective strategies place to ensure this remained so. ♦

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Park School 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	67	42	31	2	1	0	0
The school keeps my child safe	101	74	35	26	0	0	0	0
My school informs me about my child's progress	78	57	57	42	1	1	0	0
My child is making enough progress at this school	86	63	49	36	1	1	0	0
The teaching is good at this school	85	63	51	38	0	0	0	0
The school helps me to support my child's learning	77	57	55	40	3	2	0	0
The school helps my child to have a healthy lifestyle	77	57	56	41	3	2	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)	71	52	57	42	2	1	0	0
The school meets my child's particular needs	80	59	55	40	1	1	0	0
The school deals effectively with unacceptable behaviour	68	50	57	42	11	8	0	0
The school takes account of my suggestions and concerns	66	49	62	46	5	4	0	0
The school is led and managed effectively	90	66	44	32	1	1	0	0
Overall, I am happy with my child's experience at this school	94	69	40	29	2	1	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



18 March 2011

Dear Pupils

Inspection of Green Park School, Newport Pagnell, MK16 0NH

Thank you very much for welcoming us when we visited your school recently. We enjoyed talking to you, looking at your work and watching you learn. This letter is to tell you what we found out about your school and what we have asked the school to do to become even better.

- Your school is a good one. It provides you with a good education. You make good progress and your attainment is above average.
- You say you really enjoy school and we saw that in your enthusiasm for lessons.
- Your behaviour is outstanding and your attendance is high.
- You have an excellent understanding of what you need to do to keep yourselves healthy and fit.
- There is a good curriculum with a wide range of clubs, activities, visits and visitors that make your work more interesting.
- The headteacher, teachers and staff look after you exceptionally well. They give those of you who find learning difficult, or who have difficulties, considerable help and support.
- Those in charge of the school are working hard to help it improve.

In order to make your school even better, we have asked your headteacher and staff to do the following.

- Make sure that those of you who learn quickly are given more challenging work sooner in lessons.
- Give all of you more opportunities to find things out for yourselves.
- Make sure that when they are marking your work, you are told what to do to make it better.

You can all help by telling your teachers if you find work a little easy and by trying hard to work things out for yourselves.

Yours sincerely

Paul Edwards

Lead inspector

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