

# Giffard Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	110381
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	378092
<b>Inspection dates</b>	19–20 September 2011
<b>Reporting inspector</b>	Alison Cartlidge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lisa Peel
<b>Headteacher</b>	Glenn Booth
<b>Date of previous school inspection</b>	24–25 March 2009
<b>School address</b>	Broadway Avenue Giffard Park Milton Keynes Buckinghamshire MK14 5PY
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 22 lessons taught by 15 teachers. Meetings were held with members of the governing body, staff, parents and carers, and pupils. The inspection team observed the school's work and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 129 parents and carers, 22 members of staff and 85 pupils were scrutinised.

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

- The way provision is increasing the progress of pupils, especially in mathematics.
- How teaching and assessment need to develop to become consistently good or better.
- The impact of leaders at all levels, including the governing body, in evaluating and improving provision and pupils' progress, including those with special educational needs and/or disabilities.
- How provision in the Early Years Foundation Stage enables children to gain independence and to learn quickly.

## Information about the school

This is a larger-than-average sized primary school with a high number of pupils joining the school at different times. It has expanded rapidly since the time of the last inspection and there have been several new members of staff in the last two years. Most pupils are of White British heritage, with a few coming from other backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The school has an above-average proportion of pupils with special educational needs and/or disabilities, although these pupils are not evenly distributed across year groups. There is a resource base for 15 pupils with special educational needs and/or disabilities. At the time of the last inspection it took pupils with moderate learning difficulties but now takes pupils with complex learning difficulties. These pupils come to the base from across Milton Keynes. The school has received several awards including Healthy School Status and the International School Award. Children in the Early Years Foundation Stage are taught in two Reception classes.

The pre-school and after-school club that meet at the school are run by external providers and were not part of this inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This popular and happy school provides its pupils with a satisfactory education. Parents' and carers' positive views of the school are evident in comments such as, 'Everyone connected with the school is professional' and 'The school is supportive and welcoming.'

Children make a good start to their education in the Early Years Foundation Stage. They gain independence and learn quickly because members of staff provide clear routines for them to follow and involve them well in planning their own work. Between Years 1 and 6, pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress, leading to broadly average attainment by the end of Year 6. Provision for pupils with complex learning difficulties is good enabling them to make good progress towards their specific targets.

Progress across the school is uneven between classes and subjects because teachers, particularly in Years 3 and 4, do not always plan work that meets the pupils' diverse needs or involve them fully in whole class discussions. Teachers write constructive comments to help pupils to improve their writing. This good practice is less consistent in mathematics. In addition, there are too few opportunities for pupils to extend and apply their numeracy skills across the curriculum. Consequently, pupils do better in English than in mathematics. Pupils are good at taking responsibility and contributing to the community. For example, they demonstrate their considerate behaviour when supporting each other as buddies at playtimes. Pupils appreciate the good care they receive from members of staff. As one pupil said, 'The teachers always try to make you a better person.'

Leaders at all levels have a realistic understanding of what needs to be done to improve the school. Pupils' progress is being tracked more rigorously than in the past so that support can be targeted more precisely and teachers are responsive towards advice on how they can improve. There are satisfactory procedures for self-evaluation which support the leaders' planning for improvement. Leaders, including the governing body, have developed a wealth of information about provision and pupils' progress. However, this information is not always fully evaluated in order to identify good progress and help to set measurable and challenging targets. Nevertheless, since the last inspection, the school has been successful in increasing the pupils' progress in writing and has extended opportunities for pupils to develop their writing and information and communication technology (ICT) skills in other

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subjects. These improvements demonstrate satisfactory leadership and a satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Increase the proportion of good or better teaching, especially in Years 3 and 4, by:
  - ensuring that work always matches pupils' differing needs
  - involving all pupils in whole class discussions
  - giving pupils sufficient opportunity to work independently.
- Accelerate progress in mathematics by:
  - ensuring teachers' marking identifies pupils' next steps in learning
  - expanding opportunities for pupils to develop and apply their numeracy across the curriculum.
- Ensure that leaders at all levels understand what constitutes good progress and check provision rigorously to ensure that challenging, measurable targets are achieved.

## Outcomes for individuals and groups of pupils

**3**

Attainment on entry to the school varies considerably from year to year. Most recent data shows that most children entered the reception year working at levels typical for their age in personal development and speaking, but the majority were working below these levels in reading, writing and mathematics. Pupils in Years 1 to 6, including those with special educational needs and/or disabilities, do best in speaking and writing because these skills are promoted well in most classes. For example, in a good literacy lesson in Year 6, pupils enjoyed explaining what their talk partner found difficult when writing about being a different character. Pupils do less well in mathematics because they are not always clear about what they need to learn next, and their ability to apply what they have learnt is underdeveloped.

Pupils' achievement is at least satisfactory, although progress varies between classes. Progress in Years 3 and 4 is slower because work is not always well matched to pupils' particular needs. For example, in one lesson, pupils with a wide range of abilities completed subtraction sums that were of a similar level of difficulty and consequently not all pupils were challenged. Pupils with special educational needs and/or disabilities make satisfactory progress, but in some lessons they are given insufficient guidance on how to carry out the tasks set and valuable time is lost. Pupils with complex learning difficulties are given work that matches their specific needs leading to them making good progress.

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Pupils’ sound literacy and numeracy skills, along with their good personal development, prepare them satisfactorily for the next stage of education and later life. Rates of attendance are above average, reflecting pupils’ enthusiasm for school. Pupils say that they feel safe at school and are listened to when they have a worry. They have a good understanding about staying safe, including e-safety. Pupils raise funds for charities and develop good spiritual, moral, social and cultural awareness. They respect and appreciate diversity, singing the school song about equal opportunities with sincerity. The school deserves Healthy School Status because pupils are keen to take part in the various sporting activities, including ‘walk to school’ week, and enjoy healthy snacks and lunches.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers use praise well to help manage behaviour successfully. They have a secure knowledge of the subjects they teach and use ICT well to support learning. Teachers are good at involving pupils in assessing their learning in writing, but in mathematics they do not consistently provide pupils with enough guidance on what they need to learn next. Teaching is not consistently good, especially in Years 3 and 4. Work is not always adapted well enough to meet pupils’ differing needs and sometimes teachers talk for too long and do not give pupils enough time to apply what they have learnt.

The satisfactory curriculum has good additional activities such as educational visits and opportunities to work outside, and is expanding links between subjects. For

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

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example, literacy and ICT are used well to support learning in topic work and have increased the motivation of pupils. There are missed opportunities for pupils to develop numeracy at the right level in all subjects.

Members of staff know the pupils well and keep track of their progress. Close links with parents and good support for new pupils and those who have personal problems enable them to take a full part in what the school has to offer. Pupils with complex learning difficulties are supported well academically and socially. They are integrated into school life in a way that is appropriate for their specific needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders embed ambition and drive improvement satisfactorily because there is a shared understanding of what needs to be done to improve the school so that it can become good in the future. They promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working satisfactorily with external agencies to eliminate unevenness in learning and progress between year groups and subjects. The changes in staffing have been managed smoothly and leaders are responding positively to the continuing changes in the school's size and intake.

The school's good safeguarding arrangements are robust and ensure that pupils feel and stay safe. Training is up to date and safer recruitment procedures are followed carefully. Risk assessments are diligently completed.

The governing body meets statutory requirements and is knowledgeable about the school. It is starting to have an impact on improving provision and pupils' progress. The school provides good opportunities for pupils to be involved in the local and global community, demonstrating why the school has the International Award. For example, there are good links with schools in contrasting localities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Reception classes and enter Year 1 with broadly average attainment. A wide range of activities is made available indoors and outside and children enjoy working with each other and members of staff. Role-play activities are used well to develop basic skills, especially literacy. For example, in the ‘baby clinic’, members of staff demonstrated how to write prescriptions and discussed with children how they should care for the ‘babies’.

Children settle into school swiftly because members of staff work closely with parents and carers and establish good relationships with the children. Clear routines help children to become confident, happy and keen to learn. Children enjoy talking about what they are doing, learn quickly and behave sensibly. For example, in the morning a member of staff supported groups of children as they learnt to play a counting game and by the afternoon they were able to take turns and play independently. Sensitive support is provided for children’s social and emotional needs. There are good arrangements for assessing learning and ‘learning journeys’ are shared with parents and carers. Children’s ideas are used well to help plan a relevant and interesting curriculum. Leaders have good plans for improvement, including ensuring that there are more boy-friendly writing activities outside to help improve their progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

In a broadly average return, the vast majority parents and carers are positive about the school and are particularly pleased with the teachers and the way their children are kept safe and happy. The inspection team found teachers to be welcoming and, consequently, pupils are keen to come to school. A few parents and carers expressed concerns over the way unacceptable behaviour is dealt with and the way the school responds to their suggestions or concerns. The inspection team found that the school provides suitable opportunities to respond to the views of parents and carers and the headteacher is always available before school to meet parents. The inspection team found that behaviour is managed well.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Giffard Park Primary 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	72	35	27	1	1	0	0
The school keeps my child safe	103	80	26	20	0	0	0	0
The school informs me about my child’s progress	66	51	50	39	3	2	1	1
My child is making enough progress at this school	58	45	55	43	3	2	2	2
The teaching is good at this school	80	62	41	32	1	1	0	0
The school helps me to support my child’s learning	76	59	41	32	3	2	2	2
The school helps my child to have a healthy lifestyle	72	56	48	37	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)	61	47	52	40	2	2	0	0
The school meets my child’s particular needs	67	52	50	39	4	3	1	1
The school deals effectively with unacceptable behaviour	59	46	48	37	7	5	1	1
The school takes account of my suggestions and concerns	55	43	50	39	6	5	1	1
The school is led and managed effectively	79	61	43	33	2	2	0	0
Overall, I am happy with my child’s experience at this school	90	70	35	27	2	2	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	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 September 2011

Dear Pupils

**Inspection of Giffard Park Primary School, Milton Keynes MK14 5PY**

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

**These are the best things about your school.**

- You make best progress in writing and in the Reception classes .
- You behave well and enjoy coming to school.
- You are good at helping around the school and in the local area.
- We agree with you when you say that teachers look after you well.
- The headteacher and other leaders know what needs to be done to make the school better.

**These are the things we have asked your school to do next to help it improve.**

- Help you to learn more quickly in Years 3 and 4 by always giving you work that is just right for you, involving you all in whole class discussions and giving you sufficient opportunity to work on your own.
- Help you learn more quickly in mathematics by showing you what you need to learn next and giving you plenty of chances to use your numeracy skills when you are learning in other subjects.
- Make sure that all leaders at your school know when you have made good progress and can check that they set challenging targets that they can measure for success.

Thank you once again for telling us about your school and letting us see your work. You could help your teachers by always doing your best work.

Yours sincerely

Alison Cartlidge  
Lead inspector

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