

Greenleys Junior School

Inspection report

Unique Reference Number	110367
Local Authority	Milton Keynes
Inspection number	378086
Inspection dates	6–7 October 2011
Reporting inspector	Paul Edwards

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair (acting)	Myra Hall
Headteacher	Mike Talbot
Date of previous school inspection	20–21 May 2011
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Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, observing nine teachers. Meetings were held with the headteacher, other senior leaders, members of the governing body, members of staff and groups of pupils. Inspectors observed the school's work, including the governing body minutes, the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 40 parents and carers, eight staff and 95 pupils.

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 pupils in mathematics, particularly the more able and average attaining.
- The impact of strategies used to improve pupils' reading and writing skills.
- The effectiveness with which teachers use assessment information when planning lessons.
- The effectiveness of leadership at all levels in ensuring pupils progress as well as they should.

Information about the school

Greenleys is a smaller than average junior school. The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils that are learning English as an additional language is well above average, as is the proportion of pupils known to be eligible for free school meals. The percentage of pupils who have special educational needs and/or disabilities is above average; predominantly, these pupils have behaviour and language and communication difficulties.

The headteacher commenced in September 2011 following a year during which the school was led and managed by a temporary headteacher. There have been a number of other unavoidable staff changes.

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

Greenleys Junior is a satisfactory school. Pupils are well looked after in a harmonious and caring environment where they feel safe and secure. A strength of the school is the way in which senior leaders and staff work closely with outside agencies to support those pupils whose circumstances make them vulnerable, enabling them to take a full part in school life. Parents and carers of children with special educational needs and/or disabilities express their satisfaction as to how well they are supported. Pupils' enjoyment of learning is reflected in their improving attendance that is now above average.

Pupils' attainment is average and they make satisfactory progress overall. Pupils' progress has improved in both reading and writing, the result of greater opportunities to write at length and for a variety of purposes. Progress in mathematics, while satisfactory overall, is not as good as it should be, with more able pupils not always achieving their potential. There are missed opportunities for learning support assistants to work with these pupils to accelerate progress. In addition, there are too few opportunities for all to practise their mathematical skills in other subjects and to carry out 'real life' problem solving activities.

Teaching is satisfactory overall and improving, with evidence of good teaching across the school. Lessons are planned carefully, with teachers planning appropriate work for the different ability groups. They mark work regularly and systematically, and engage pupils through thoughtful questioning. In the best lessons, teachers explain carefully what it is the pupils are expected to learn and use assessment information to plan work for different ability groups. Teachers generally make good use of interactive whiteboards to aid learning, although ageing equipment inhibits their use in some classes. Where teaching is less successful, teachers do not ensure work is sufficiently challenging for all groups of pupils and do not provide opportunities for them, particularly the more able, to move on to more taxing work sooner in lessons. The school's policy for managing pupils' behaviour is not implemented consistently by all staff and this results in otherwise effective lessons being disrupted and slows the pace of learning.

The otherwise satisfactory curriculum is enriched by a good range of clubs, visits and visitors that stimulate pupils' learning. However, planning is not sufficiently effective in ensuring English and mathematics are brought to life and made more interesting to all groups of pupils. Learning mentors play a significant role in improving pupils' attendance and in ensuring their social and emotional well-being. Pupils comment on

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the support they are given by these and other staff, and how they help them when they are having difficulties.

The new headteacher has a very clear vision for the school. A number of staff changes has resulted in new roles and responsibilities. However, together with the headteacher, senior leaders have begun to evaluate their impact in monitoring all aspects of provision. The leadership has been supported effectively by the local authority in identifying key strengths and weaknesses. Effective monitoring of teaching and learning has identified accurately where improvements are needed and progress has been made. The procedures for tracking pupils' progress have been sharpened and information is now accurately identifying those pupils who are not making sufficient progress. Self-evaluation by the current leadership team is accurate and provides a good basis for future planning. The leadership has successfully improved attendance levels and introduced strategies to raise achievement. While good improvements have been made in writing, the impact of other strategies have yet to come to fruition. Thus, the capacity to improve further is satisfactory.

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

What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics, particularly that of the more able, by:
 - providing more opportunities for them to undertake problem-solving activities based on real-life scenarios
 - providing more opportunities for pupils to practise mathematical skills in other subjects.

- Improve the quality of teaching so that at least 75% is good or better by summer 2012, by:
 - providing pupils with more opportunities to learn independently
 - ensuring that teachers provide work that is consistently more challenging for all groups of pupils
 - improving the use of information and communication technology (ICT) so that it is used more effectively to stimulate pupils' enthusiasm for learning
 - ensuring all staff use the agreed behaviour policy consistently
 - make effective use of learning support assistants to ensure all groups of pupils progress as well as they should.

- Make the curriculum more stimulating by ensuring enrichment activities are an integral part of the curriculum, and that these activities, where appropriate, are used effectively to promote learning in English and mathematics.

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Outcomes for individuals and groups of pupils

3

Throughout the school, pupils enjoy learning, particularly where activities are stimulating. Pupils’ attainment on entry is broadly average and they make satisfactory progress in the key areas of reading and writing. Observations of lessons show that teachers are encouraging pupils to write for different purposes. For example, Year 5 and 6 pupils demonstrate improving skills as they write diaries of ‘Life in the Blitz’ and descriptions of Anderson and Morrison shelters. They enjoy reading activities and are particularly enthusiastic to be involved in class and group discussions. Progress is slower in mathematics. Their enthusiasm wanes a little in this subject where activities tend to provide too few opportunities for them to find things out for themselves. Pupils with special educational needs and/or disabilities are supported effectively, enabling them to make progress in line with their peers. They make better progress in reading and writing activities as a result of carefully targeted intervention programmes. There are no significant differences in the performance of boys and girls, and those pupils who speak English as an additional language achieve as well as their classmates because of appropriately targeted support.

Pupils have a good understanding of staying safe and the importance of healthy lifestyles. They thoroughly enjoy the wide range of sporting activities on offer, both during school time and those that take place after school. They particularly enjoy the after-school table tennis when they have the opportunity to receive professional coaching and ‘rub shoulders’ with a potential Olympian. Pupils contribute well to the life of the school through involvement in the school council. They raise funds for a range of charities, both locally and internationally. Pupils’ contribution to the local community is satisfactory, and the school is rightly seeking opportunities to develop its gardening club to involve local people and for pupils to contribute more to the wider community. Pupils have a clear understanding of right and wrong, and they are keen to cooperate with classmates. They respect one another and celebrate the achievements of others. Pupils are satisfactorily prepared for their future lives because of their satisfactory achievement and personal development, and their good attendance.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2

¹ 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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Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers have good subject knowledge and they have good relationships with their pupils. They are good at explaining to pupils what they are expected to learn during lessons. In the best lessons, teachers ensure there is a brisk pace and that lessons are well matched to pupils' ability. For example, in a good Year 6 lesson, lower ability pupils improved their skills in using the most efficient method for calculating subtraction problems. Work was planned for pupils of different abilities and they were able to accelerate their own learning through choosing from a well-understood system of colour-coded activities. Where teaching is not as strong there are missed opportunities to encourage pupils to investigate and find things out for themselves. Pupils are aware of their targets and teachers are making increasing reference to them in their marking; this is helping to improve progress.

The curriculum rightly has a strong focus on literacy and numeracy, and its impact on outcomes is satisfactory. Pupils are enthusiastic about the good range of visits, visitors and clubs that add interest to the curriculum. However, the curriculum is not yet planned consistently so that real-life learning opportunities are used to really enthuse and excite pupils. There are good opportunities for pupils to develop musical skills and the many varied opportunities for sporting activities play an important part in pupils' healthy lifestyles. The school has established effective partnerships with other schools but links with businesses to promote learning are underdeveloped.

The well-organised breakfast club, managed by the governing body, provides pupils with a healthy and positive start to the day and enables them to socialise with their friends prior to commencement of lessons. The school places a high priority on caring for and supporting pupils. It works effectively with parents and carers and outside agencies to support the learning and social needs of pupils. Those pupils with emotional needs and those whose circumstances have made them more vulnerable are looked after well. The learning mentors play a significant role in ensuring their well-being and pupils are confident that they have someone they can turn to when they have problems. The arrangements for transferring pupils from the first school and to the secondary school are well organised and effective.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Self-evaluation is accurate and the headteacher has a clear picture of what needs to be done to improve. In the short time since his appointment, the tracking of pupils' progress has been sharpened, ensuring all staff are alerted to any underachievement by pupils and that intervention strategies are put in place. Systematic monitoring of teaching and learning has provided the leadership with an accurate picture of where the strengths and relative weaknesses lie. Morale is good and all staff are keen to improve their practice.

The leadership is effective in ensuring equality of opportunity for all pupils and that there is no discrimination. The governing body has a clear understanding of the school's strengths and weaknesses, and there is a clear focus on evaluating the pupils' academic performance. The governing body has received good support from the local authority and, as a result, is improving its skills in holding the school to account. Health and safety issues positively permeate school life. At the time of the inspection, safeguarding procedures were good. The governing body has planned appropriately for community cohesion. As a result, pupils develop a satisfactory understanding of different religions and cultures.

There are satisfactory links with parents and carers, who are supportive of the school. The school provides a good range of written material for parents and carers, advising them about topics their children are studying and how well their children are progressing. The school is rightly exploring how its school website might be more effectively used to enhance the dialogue between home and school. Information, through reports and meetings, is well received by parents and carers, who appreciate the regular dialogue. The good links with outside agencies aid the school in providing for those pupils with special educational needs and/or disabilities and those who are vulnerable. Links with business and other organisations are underdeveloped and have limited impact upon pupils' outcomes.

These are the grades for leadership and management

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

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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	3
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The proportion of parents and carers returning questionnaires was lower than seen nationally. All those responding to the questionnaire said that their children enjoyed school. Most were happy with all other aspects of the school, confirmed by a recent survey undertaken by the governing body. A few expressed concerns with the way in which behaviour is managed at the school. The school has good procedures and policies in place to manage poor behaviour but, occasionally in lessons, teachers do not adhere to the policy guidelines.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenleys Junior 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	53	19	48	0	0	0	0
The school keeps my child safe	22	55	15	38	2	5	0	0
The school informs me about my child’s progress	10	25	23	58	3	8	0	0
My child is making enough progress at this school	15	38	20	50	3	8	0	0
The teaching is good at this school	23	58	12	30	4	10	0	0
The school helps me to support my child’s learning	14	35	22	55	4	10	0	0
The school helps my child to have a healthy lifestyle	15	38	21	53	2	5	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)	14	35	22	55	3	8	0	0
The school meets my child’s particular needs	14	35	21	53	4	10	0	0
The school deals effectively with unacceptable behaviour	17	43	15	38	6	15	1	3
The school takes account of my suggestions and concerns	14	35	22	55	3	8	0	0
The school is led and managed effectively	13	33	20	50	3	8	0	0
Overall, I am happy with my child’s experience at this school	20	50	16	40	3	8	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).

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.



8 October 2011

Dear Pupils

Inspection of Greenleys Junior School, Milton Keynes MK12 5DE

Thank you so much for your warm welcome when we visited your school recently. We really enjoyed talking to you, looking at your work and watching you learn. This letter is to tell you the outcome of the inspection and what we have asked the school to do to become even better.

- You go to a happy, welcoming school that provides a satisfactory quality of education.
- You have a good understanding of how to keep healthy and feel safe in school.
- There is a good range of clubs, visits and visitors that add interest to the curriculum.
- The staff look after you well, particularly those of you who have difficulties.

We have asked your headteacher and staff to do the following to improve the school.

- Help you to improve your work in mathematics, particularly those who find it a little easy, by giving you opportunities to practise your mathematics in other subjects and practise real-life mathematical activities.
- Improve the quality of teaching so that it is more challenging and you have more opportunities to find things out for yourselves, giving you more opportunities to use computers, and making sure pupils do not disrupt lessons.
- Make the curriculum more interesting and exciting for you.

You can all help by making sure you tell your teachers if work is too easy or too hard.

Yours sincerely

Paul Edwards
Lead inspector

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