

# Greenleys Infant School

## Inspection report

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<b>Unique reference number</b>	110345
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	378083
<b>Inspection dates</b>	25–26 June 2012
<b>Lead inspector</b>	Mike Capper

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	143
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Irons
<b>Acting Headteacher</b>	Pauline McBeth
<b>Date of previous school inspection</b>	3–4 February 2009
<b>School address</b>	Ardwell Lane Greenleys Milton Keynes MK12 6AT
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<b>Age group</b>	4–7
<b>Inspection date(s)</b>	25–26 June 2012
<b>Inspection number</b>	378083



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## Introduction

Inspection team

Mike Capper

Additional inspector

This inspection was carried out with two days' notice. It was 'Healthy School Week' during the inspection and no literacy, numeracy or phonics (learning letters and sounds) lessons were timetabled. The inspector observed 11 science-based lessons taught by six teachers. Discussions were held with parents and carers at the start or end of the school day, and with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspector analysed 80 questionnaires from parents and carers.

## Information about the school

Most pupils come to this smaller than average-sized infant school from the local community. The proportion of pupils known to be eligible for free school meals is high. Just over a half of pupils are from White British backgrounds, with the rest coming from a number of different minority ethnic groups including Pakistani, Bangladeshi and Black African. About a third of pupils have English as an additional language, with Urdu the main language for these pupils. The proportion of disabled pupils and those with special educational needs who are supported by school action plus or who have a statement of special educational needs is above average. Children in the Early Years Foundation Stage are taught in two Reception classes. The breakfast club is managed by the governing body.

In the long-term absence of the headteacher, the deputy headteacher has been acting headteacher since October 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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Pupils are happy at school, keen to learn and behave well. The school is not yet good because too much teaching is satisfactory, resulting in unevenness in pupils’ progress, especially in writing and for White British pupils. Leaders are ensuring improvement and attainment is rising but pupils’ progress over time is checked in detail only termly. This means that some dips in learning have not been identified and tackled quickly enough. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils’ achievement is satisfactory. Children make good progress in the Early Years Foundation Stage where teaching meets differing needs well. Pupils’ attainment is broadly average by the end of Year 2 and progress in Key Stage 1 is satisfactory. White British pupils make better progress in Year 2 than in Year 1 due to the successful use of additional support to help these pupils in their last year in school.
- Throughout the school, teachers plan interesting work that makes learning enjoyable. In the Early Years Foundation Stage, good use is made of the outdoor area to support learning. In Key Stage 1, there are occasions when work is not pitched at the right level for all pupils. In writing, teachers do not always give pupils enough guidance about how to improve their work, slowing progress.
- Pupils have good attitudes towards learning. They feel safe and are friendly, polite and courteous. They get on well together and work hard in lessons.
- The management of performance and the leadership of teaching are satisfactory. Development planning is ensuring improvement but it does not set clear and measurable targets. This makes it difficult to check the success of developments focused on improving pupils’ progress.

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

- Improve pupils' progress and the quality of teaching in Key Stage 1 so that more is good by:
  - ensuring that teachers plan work that always provides the right level of challenge for all pupils
  - making greater use of additional support in Year 1 so that the gap between the progress of White British pupils and others closes more quickly.
- Improve pupils' attainment and progress in writing by:
  - giving pupils more guidance about how to improve their writing
  - ensuring that handwriting skills are taught more systematically and encouraging pupils to always produce their best work.
- Strengthen leadership and management by:
  - checking pupils' progress more frequently so that dips in attainment can be identified and tackled more quickly
  - ensuring that development planning sets sharp and measurable targets for improvement.

## Main report

### Achievement of pupils

Parents and carers are pleased with their children's progress but the inspector found that it is not consistently good. When children start school, few are working at the levels expected for their age. Their attainment improves quickly in the Early Years Foundation Stage so that it is broadly average by the start of Year 1. Pupils then make only satisfactory progress in Key Stage 1, with attainment remaining broadly average by the end of Year 2.

Pupils' progress in lessons, although satisfactory, is slower in Key Stage 1 than in the Early Years Foundation Stage. In the Reception classes, children made good progress in lessons. For example, in an outdoor session, they quickly improved their physical skills as they challenged themselves to throw a javelin further. When writing about healthy food, good intervention from the teacher meant that children began to write longer sentences and to use more interesting vocabulary. Children quickly improved their writing as there was good challenge. In contrast, in lessons in Key Stage 1, there are occasions when work does not challenge all pupils well enough. In a science lesson with a numeracy focus, pupils worked on the same task of finding coordinates, and some found the work too easy. In another science lesson, pupils were not given enough guidance about how to improve their writing and some did not produce their best work when writing about healthy pizzas.

Pupils make satisfactory progress overall in reading so that by the end of Year 2

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attainment is broadly average. Younger pupils read confidently to adults, with the more-able making good attempts to sound-out words. As they get older, pupils develop a wider knowledge of letter sounds and begin to read with greater accuracy. When writing, they often make careless spelling errors which are not always corrected by teachers. Handwriting skills improve slowly and this means that some pupils do not write fluently or quickly.

All groups, including boys and girls and those pupils eligible for free school meals, make similar progress within lessons but there are variations over time in Key Stage 1 due to the greater effectiveness of additional support outside lessons in Year 2. It is mainly White British, who fall behind. The support in Year 2 helps to close the gap for pupils who have not been doing well enough but the school's data show that support in Year 1 is less effective at improving the progress of disadvantaged groups.

Disabled pupils and those with special educational needs make the same satisfactory progress as others in lessons, but some work is too hard for them and they do not complete it successfully.

### **Quality of teaching**

Most parents and carers feel that the quality of teaching is good. The inspection found that, although teaching is mainly good in the Early Years Foundation Stage and there is some good teaching in Key Stage 1, too much is satisfactory.

In the Early Years Foundation Stage, children improve skills quickly. There is a good focus on developing children's personal and social skills, and teachers give pupils good opportunities to select where they are going to work. Teachers expect children to think for themselves and intervene successfully to move learning on.

In Key Stage 1, teachers get on well with pupils and manage their behaviour effectively. Work ensures that pupils enjoy their learning and are keen to do well. This was seen to good effect in a science lesson with a literacy focus as the teacher made good use of pupils' high levels of engagement to inspire them to use 'bossy words' (verbs) in their writing. Teachers regularly assess learning but the level of work is not always well-matched to the needs of pupils. This is the main reason why too much teaching is satisfactory rather than good. Teachers set pupils clear targets about how to improve their work, and marking is thorough, but it does not always give enough guidance to pupils about how to improve their writing. In contrast, frequent opportunities to read to an adult mean that they are able to provide immediate feedback to help reading skills improve.

The teaching of disabled pupils and those with special educational needs is satisfactory. They make the best progress outside lessons when support, such as that given in 'The Ark' (a nurture group), has a good effect on learning, especially in improving pupils' social skills. Pupils with English as an additional language quickly improve their speaking skills because throughout the school teachers ensure that there is a good focus on introducing new vocabulary and ensuring that it is

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understood.

Curriculum planning is thorough and helps basic skills to improve steadily, although the teaching of handwriting is not systematic enough. There are good opportunities for pupils to use basic skills in different subjects, for example when writing about 'The Fire of London' or measuring time in science experiments. Teaching successfully supports pupils' spiritual, moral, social and cultural development. Teachers encourage pupils to cooperate and to work in teams. Activities such as a whole-school visit to a Mosque help pupils to learn about different cultures.

### **Behaviour and safety of pupils**

Parents and carers, as well as pupils, are very clear that behaviour and enjoyment of school is good. The views of parents and carers were summed up by one who wrote that 'My children enjoy school and happily talk about their day when they are at home.' The inspector found that pupils have good attitudes towards learning and are keen to do their best, although they do not always take enough care with how they present their work. There is a happy and purposeful atmosphere in lessons with pupils supporting each other well and behaving sensibly. There is good racial harmony and pupils from different backgrounds work together happily. The well-attended breakfast club has helped to improve punctuality and gives pupils a healthy start to the day.

Pupils feel safe and are confident that problems are tackled quickly. They know that there are different sorts of bullying, that 'name-calling is unkind' and that 'we should look after each other'. Pupils with identified behavioural difficulties are supported well and this helps them to improve quickly their interactions with others so that they can take a full part in lessons.

### **Leadership and management**

The acting headteacher and other leaders are ensuring that the school continues to move forward. Strategies to improve pupils' progress are proving increasingly effective, especially in the Early Years Foundation Stage. Key development points from the previous inspection have been tackled well. For example, pupils now have a secure knowledge of their place in the wider world and they are now much more actively involved in lessons. National assessments at the end of Year 2 are the best for several years and this rising attainment demonstrates that the school has the capacity to improve further.

There is no discrimination and equal opportunities are promoted competently. The acting headteacher has strengthened the use of performance data so that there is a clear picture of where pupils' progress is faster or slower, but it is only checked termly rather than more frequently. This means that some dips in pupils' progress have not been identified quickly enough. Additional support, including some from teachers in other schools, has had a positive effect on the learning of White British pupils in particular in the current Year 2. The school has good plans to extend this

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high level of support to Year 1 in the next year so that progress becomes more even for all groups.

Teachers' performance management and training courses have helped to improve teaching. For example, recent training on using a multi-sensory approach to teaching numeracy is helping to improve attainment in mathematics. The acting headteacher is doing the right things to remove remaining inconsistencies in progress but development planning does not set clear and measurable targets, making it difficult to check whether initiatives have been successful.

The governing body is supportive and its recent efforts to formalise monitoring visits to school means that it is able to provide greater challenge. Safeguarding arrangements meet statutory requirements. The vetting of staff is particularly thorough.

The curriculum is broad and balanced. An exciting range of clubs and visits are greatly enjoyed by pupils and bring subjects alive. Activities such as the 'Healthy School Week' contribute well to pupils' spiritual, moral, social and cultural development. During science lessons, pupils are encouraged to work together and to take responsibility for their own learning, as well as being inspired to explore the world around them.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 June 2012

Dear Pupils

### **Inspection of Greenleys Infant School, Milton Keynes MK12 6AT**

Thank you for being so welcoming and friendly when I came to your school. I enjoyed talking to you about your work and hearing some of you read. I found that your school is providing a satisfactory education. This means that it does some things well, but there are also some areas for improvement.

#### **Here are some of the things I liked most.**

- You make good progress in the Reception classes where you are taught well.
- You said in discussions that you enjoy school and I could see that you are very keen to learn.
- You behave well and play together happily.
- There are many exciting things to do in lessons as well as a good number of clubs and visits.
- You are kept safe and take good care of each other.
- All adults give you suitable help if you have worries.

The school's leaders are doing the right things to move it forward and are clear about what is not yet good enough. They know there is not enough good teaching in Years 1 and 2, and so your progress overall is satisfactory rather than good but this is being addressed.

#### **What I have asked your school to do now.**

- Make sure you are always challenged well in all lessons and give you more guidance about how to improve your writing.
- Provide additional support in Year 1 so that all groups do equally well.
- Make sure that leaders are clear about how they are going to check how well you are doing and set clear targets to ensure improvement is more rapid.

All of you can help teachers by trying to always present your work neatly. I hope your sports day went well.

Yours sincerely

Mike Capper  
Lead inspector

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