

# Greenleys Junior School

Marron Lane, Greenleys, Milton Keynes, MK12 5DE

**Inspection dates** 12–13 November 2013

|                                |                      |                             |          |
|--------------------------------|----------------------|-----------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Leadership and management      |                      | Good                        | 2        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too few pupils have made good progress as they move through the school, particularly in reading, over the past few years.
- Teachers do not set work that is consistently well matched to the needs of all groups of pupils, particularly the more able, and this means they are not doing as well as they should.
- Teachers do not always use questioning well to extend pupils' knowledge and understanding.
- Pupils are not effectively taught the necessary skills required to improve their reading or provided with enough opportunities to read widely and often.
- Teachers do not all have high enough expectations of the quality of presentation required in spelling, punctuation and grammar in pupils' written work.
- Marking is not used consistently to inform pupils how to improve their work and move to the next level.

### The school has the following strengths

- The headteacher, supported by senior leaders and governors, has created an exceptional learning environment and culture that have helped to improve the quality of teaching and raise standards, particularly in mathematics.
- Pupils' behaviour is good and pupils feel safe in school.
- Staff pay a great deal of attention to supporting the emotional, social and behavioural needs of the pupils. Parents appreciate the support that is provided for their children and recognise the improvements that have been brought about over the past two years.
- Attendance has improved and is now above average.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons across the school. Four of these were observed jointly with the headteacher and a senior teacher. Inspectors looked at work in pupils' books with the headteacher, heard two groups of pupils read and observed an assembly.
- Meetings were held with the headteacher, other senior staff, two governors and a representative of the local authority.
- Inspectors looked at a range of documentation, including minutes of the governing body meetings, assessments and records of pupils' progress, the school's checks and records relating to safeguarding and child protection and the school improvement and self-evaluation plans. Recent external reviews carried out by the local authority were also looked at.
- The inspectors took account of the school's own questionnaires for parents and spoke to parents informally at the beginning of the school day. There were not sufficient responses to the online questionnaire (Parent View) for the responses to be considered.

## Inspection team

Adam Hewett, Lead inspector

Additional Inspector

Christine Bennett

Additional Inspector

## Full report

### Information about this school

- The school is a smaller than the average-sized junior school.
- The proportion of pupils from minority ethnic backgrounds is above average. The largest group within school is of Pakistani heritage.
- The proportion of pupils that speak English as an additional language is above average. There are 17 different languages spoken in the school.
- The proportion of pupils supported through the pupil premium is well above average. This is additional government funding for pupils who are known to be eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportions identified for additional support through school action plus or with a statement of special educational needs are also above average. Most of these pupils have either moderate learning difficulties or emotional, social and behavioural needs.
- The school runs a before-school breakfast club which is provided free. Over a third of the pupils attend on a regular basis.
- The school meets the government's floor standards which set the minimum expectations for attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better to raise attainment by:
  - ensuring teachers set sufficiently challenging work for all groups of pupils, especially more able pupils, so that they achieve the highest standards
  - making sure that pupils of different abilities know exactly what they are expected to achieve in every lesson
  - making sure all teachers' questioning is used effectively to extend pupils' knowledge and understanding
  - ensuring all teachers provide feedback to pupils through their marking that informs them of how they can improve their work and the next steps in learning.
- Raise pupils' achievement in English by:
  - ensuring the effective teaching of phonics (the sounds letters and words make) is fully embedded across the school
  - making sure pupils' progress in reading is closely checked and that reading books are accurately matched to their needs
  - providing all pupils with a wide range of reading opportunities and teaching the necessary skills to use when reading independently
  - ensuring the skills of spelling, punctuation and grammar are taught effectively, are applied in all pieces of pupils' writing, and that errors are picked up in teachers' marking.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because pupils, particularly the more able, do not make fast enough progress, especially in reading, as they move through the school.
- Overall, pupils' attainment has been below average in reading, writing and mathematics by the end of Year 6 for the past three years, although it did improve markedly in mathematics and writing in 2013. However, in reading and English grammar, punctuation and spelling, it was still well below average.
- Progress in different subjects is variable. Due to the improvements in teaching in mathematics and writing over the past two years, pupils now make good progress in these subjects. However, in reading, their progress is still too slow and they do not do as well as they should by the time they leave the school in Year 6.
- Pupils enter the school in Year 3 with standards that are well below those expected for their age. They do not make fast enough progress in reading because the teaching of phonics (the sounds letters and words make) is not sufficiently well embedded and in too many classes is not taught well enough.
- Whilst pupils are now provided with a wider range of stimulating reading materials, their progress is not checked closely enough and too many are reading books that are not accurately matched to their needs.
- Pupils' writing has improved over the past two years due to an increase in the opportunities to write in different styles and in other subjects apart from English. However, too little attention has been given to ensuring that pupils are taught and apply the necessary skills in spelling, punctuation and grammar in their writing so that there is a high standard of presentation. The presentation of pupils' written work in books is too inconsistent in quality, showing a lack of care and basic errors are not always picked up in teachers' marking.
- More able pupils are not achieving the standards they are capable of in reading, writing and mathematics as they are not always set work that is sufficiently challenging. By the time they leave in Year 6, too few have achieved the higher levels. Ability grouping in mathematics is helping to address this situation and the school's own records of pupils and observations carried out during the inspection indicate that the school is on track for there to be an increase in the number of pupils who achieve the higher Level 5 in mathematics this year.
- The improvements in progress so far can be attributed to the very effective leadership of the headteacher who has ensured that assessment procedures are now more accurate and the quality of teaching is improving.
- In 2013, pupils known to be eligible for the pupil premium were only around two months behind their classmates in mathematics and writing and were above similar pupils nationally. However, in reading they were over six months behind similar pupils nationally. Current data show that the gaps are closing and that these pupils are now making good progress in reading, writing and mathematics. The school has used the additional funding very effectively to target the needs of these pupils through the use of learning mentors.
- Disabled pupils and those with special educational needs make good progress due to well-targeted support and individual educational programmes that accurately match their needs. The attainment gap between these pupils and their peers has narrowed and their attainment is now better than similar pupils nationally in mathematics and writing.
- Pupils from minority ethnic backgrounds make progress that is at least in line with other pupils in school. Good use is made of additional language support to ensure that pupils who speak English as an additional language can fully access their learning and achieve as well as other pupils. The school is working to ensure that all pupils can achieve equally as well as others.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there is not enough teaching that is good or better to bring about rapid improvements to pupils' progress. In some subjects, and in some classes, pupils do not achieve as well as they could. Nevertheless, teaching has improved since the previous inspection under the direction of the headteacher.
- Too few staff regularly check the progress that pupils are making in reading and, consequently, too many pupils are reading books that are either too easy or too difficult for them. Pupils are now being provided with a better range of reading opportunities and the learning environment has been significantly improved to encourage reading. This is reflected in the enthusiasm that most pupils show towards reading.
- In too many lessons, teachers do not set work that is hard enough for the more able. They often undertake the same task as other pupils and so their progress is not as good as it should be. Ability grouping in mathematics has helped to ensure that teaching is aimed much more accurately at meeting the varying needs within the class and is helping to increase the numbers working at the higher levels.
- In weaker lessons questions are not directed at specific pupils and do not require them to think deeply or to reply with extended answers. Teachers too readily accept poorly presented written work with too many errors and do not ensure that sufficient attention is paid to spelling and punctuation.
- The quality of marking varies. The school policy on marking is not fully applied in all classes. Where the marking is effective it identifies what the pupil has achieved and gives clear guidance on what is needed to improve. However, there are still too many instances where basic errors in pupils' written work are not picked up or addressed.
- Improvements in teaching have been achieved through close checking by senior leaders and individual support programmes. The good practice of some teachers has been used to improve the performance of other colleagues. Staff are increasingly working with other schools to share expertise.
- In the best lessons teachers have high expectations and set tasks that stimulate the pupils' interest and match pupils' different needs and abilities. In a Year 6 mathematics lesson, pupils were set a variety of practical measuring activities that required them to make choices about which equipment to use to measure ingredients to make an energy bar.
- The learning environment has been dramatically improved over the past two years. Classrooms are colourful places that promote learning through displays and different resources. Very good use is made of computers and mobile devices to support and promote learning.

### **The behaviour and safety of pupils are good**

- Behaviour has improved greatly over the past two years due to a whole-school approach that encourages pupils to take responsibility for their actions and to show consideration for others. Pupils display positive attitudes to learning and this is helping to increase their rates of progress.
- Behaviour on the playground is generally good. There is some boisterous play, but most pupils show respect and care for others at all times.
- The school places a very high value on encouraging pupils to enjoy their learning and want to come to school. The free breakfast club, high-quality school meals and the use of learning mentors have all helped to promote a caring and supportive learning culture and have had a positive impact on pupils' personal development.
- Attendance has improved and is now above average. This is the result of high expectations from the leaders in school who work closely with families to ensure that pupils are in school on time.
- Pupils are very proud of their school. All pupils are given opportunities to be part of the Pupil Voice groups which have helped to identify ways that the school can develop and to raise money for a range of charities.
- Much attention has been paid to making the school a safe environment for pupils, and they say

that they feel safe at Greenleys Junior. Pupils have a good understanding about internet safety.

- Pupils are very aware of the different types of bullying, including cyber bullying, and know how to keep themselves safe. They say there is very little bullying in school and that when it has occurred swift action has been taken to ensure that it does not happen again.
- Parents are extremely positive about behaviour and safety and they spoke enthusiastically about the improvements in recent years. They recognise that this has been in a large part due to the inspirational leadership of the headteacher and are very appreciative of the work he has done.
- The school ensures that pupils who display challenging behaviour are well supported so that they are able to access their learning. Trained learning mentors and support assistants work well with these pupils to moderate any unacceptable behaviour.

## **The leadership and management** are good

- The headteacher's passionate commitment to ensure that all pupils achieve highly is driving up standards. He is well supported by other senior leaders who share his goals. Staff are very positive about how the school is led and recognise the need to improve teaching and raise attainment.
- Assessment practices have been strengthened and pupils' progress is now accurately measured. Assessment information is used to identify where additional support is needed. Very good use is made of additional adult support to target pupils in danger of falling behind in their learning.
- The headteacher and other senior and middle leaders regularly check the quality of teaching and have taken strong action to address any inadequate teaching and so increased the proportion that is good. Outcomes from checks on teachers' performance are used rigorously to hold teachers to account for pupils' progress. There are clear links between pay progression and pupil outcomes.
- Leaders use good practice within school to help other colleagues develop their practice and the system is being extended to use outstanding teachers from other local schools in sharing exemplary practice.
- Middle leaders have clear responsibilities for leading key subjects. They have good improvement plans that highlight where practice needs to develop. These have led to recent improvements in mathematics and writing and are starting to have an impact on the teaching of reading.
- There is a very strong focus on supporting pupils' spiritual, moral, social and cultural development. Pupils work collaboratively in paired and group work with pupils from different backgrounds. They are encouraged through assemblies to reflect upon spiritual and moral issues and the success of this is shown in the improvements in behaviour and the care pupils demonstrate towards each other and adults.
- Much work has been undertaken over the past year to develop a curriculum that motivates pupils and which allows them to apply the skills learnt in mathematics and English.
- The school is making good use of the primary sport funding to increase participation and improve the quality of physical education and sport provision. Links with a secondary school are allowing pupils greater access to competitive games and specialist staff in improving teachers' skills.
- The local authority recognised that the school had been underperforming and has worked closely with it over the past three years to ensure that the necessary improvements were put in place. The authority recognises the progress that has been made over the past two years and has confidence that the leaders now have the capacity to improve the school further.
- **The governance of the school:**
  - Governors have a clear understanding of the school's strengths and what needs to be improved. They are well informed about the school's priorities and the quality of teaching and use performance data to see how the school performs compared with other schools. They set challenging targets for the leadership to bring about the necessary improvements, including

the setting of performance targets for teachers that are linked firmly to pupil progress and rewards for good teaching. They have a clear understanding of how the school uses its resources to support the needs of all pupils and ensure that pupil premium funding is used to improve achievement. They make sure all statutory requirements are met, including those relating to safeguarding of children.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |               |
|--------------------------------|---------------|
| <b>Unique reference number</b> | 110367        |
| <b>Local authority</b>         | Milton Keynes |
| <b>Inspection number</b>       | 426427        |

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

|  |                                      |
|--|--------------------------------------|
| <b>Type of school</b>                      | Junior                               |
| <b>School category</b>                     | Community                            |
| <b>Age range of pupils</b>                 | 7–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 177                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Myra Hall                            |
| <b>Headteacher</b>                         | Mike Talbot                          |
| <b>Date of previous school inspection</b>  | 6–7 October 2011                     |
| <b>Telephone number</b>                    | 01908 312551                         |
| <b>Fax number</b>                          | 01908 312884                         |
| <b>Email address</b>                       | greenleysjunior@milton-keynes.gov.uk |

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