

Greenleys Infant School

Ardwell Lane, Greenleys, Milton Keynes, MK12 6AT

Inspection dates 13–14 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- This is a rapidly improving school. The clear direction from the leadership team has supported the improvements both in pupils' achievement and in the quality of teaching.
- The achievement is good overall because most pupils make at least good and some make outstanding progress from well below average starting points.
- Pupils' progress is checked regularly throughout lessons and work adjusted to meet individual needs.
- Pupils who have special educational needs make progress in line with their peers in all areas of learning.
- The nurturing environment of the school is supportive to all pupils.
- Behaviour and safety are outstanding. Pupils show respect to each other both in and out of the classroom. All pupils say they feel safe and know who to talk to should they have any concerns.
- Governors are knowledgeable about the school's work. The Chair of the Governing Body regularly visits and monitors all aspects of its work. Governors provide both challenge and support to hold leaders to account to raise standards in achievement and teaching.
- Children have a good introduction to school in the Early Years Foundation Stage and this prepares them well for Year 1.

It is not yet an outstanding school because:

- There is not yet enough outstanding teaching to ensure all pupils make the progress of which they are capable.
- Teachers do not always provide enough guidance to pupils on how they can improve their work.
- Although standards are rapidly improving pupils do not achieve as well in writing as they do in reading and mathematics.

Information about this inspection

- The inspector observed 12 lessons, all of which were jointly observed with a member of the leadership team. In addition, several short visits were made to lessons including where pupils were being taught by teaching assistants.
- The inspector also observed an assembly and visited the breakfast and after-school gym club.
- The inspector heard children from Year 2 read and looked at pupils' workbooks.
- Lunch and break times were used to talk to pupils around the school and a meeting was also held with the school council.
- The inspector held meetings with the Chair of the Governing Body, staff and a representative from the local authority. These meetings included discussions about analysing data, tracking pupils' progress and monitoring the quality of teaching. Documents relating to safeguarding were scrutinised.
- Questionnaires were analysed from 23 members of staff.
- The inspector took account of the responses of 12 parents and carers to the online Parent View questionnaire during the inspection. She met some parents and carers at start of the school day.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Greenleys is a smaller than average sized infant school.
- A significant number of pupils who attend Greenleys Infant School are from minority ethnic groups, including a higher proportion than nationally of those whose first language is not English.
- The proportion of pupils supported through school action is above average and the proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium, which is additional government funding for specific groups including those known to be eligible for free school meals, is above average.
- The school received the Basic Skills Award in January 2014.

What does the school need to do to improve further?

- Improve teaching and achievement to outstanding by making sure that:
 - teachers always give guidance on how pupils can improve their work and provide opportunities for pupils to follow the advice they give
 - a wider range of opportunities is provided for pupils to develop their writing in all subjects.

Inspection judgements

The achievement of pupils is good

- There has been a steady rise in standards with achievement in reading and mathematics broadly in line with national averages in 2013. Pupils' good progress is seen in the quality of their work in their books, reflecting their positive approach to learning.
- The school has directed its work to improve writing well and pupils' progress is clearly evident as a result, improving year on year with a significant improvement in 2013. Plans are in place to embed this work further in all subjects.
- The school has been successful in addressing the key issues from the previous inspection in offering challenge to support the progress made by the more able pupils. Pupils enjoy the challenges presented to them and work with enthusiasm; they are keen to do well and achieve.
- Children join the Early Years Foundation Stage with skills well below the levels expected for their age. The progress they make is good because staff understand their needs and provide opportunities for children to develop and thrive. They make sure they are more confident and well prepared to start Year 1.
- Letters and the sounds they make are taught well. Pupils read confidently and with understanding. They enjoy reading from a wide range of texts in school and some children read at home.
- Disabled pupils and those with special educational needs make good progress. The school is aware of the needs of these pupils and makes sure that the necessary support is in place to enable them to succeed in their learning. The teachers are quick to adjust work if it is not supporting the pupils' needs
- Pupils known to be eligible for pupil premium funding make good progress and in line with their peers. Support is provided both in class and in additional small groups outside the lessons. The sensitive approach helps pupils gain in confidence and in turn develops their learning. The success of this strategy means that there is no attainment gap between these pupils and others.
- All parents and carers who spoke to the inspector during the inspection and those who responded to Parent View agree that their children make good progress.

The quality of teaching is good

- Teaching over time is consistently good. This is an improvement since the last inspection. In each lesson the teachers make sure that pupils know what they are expected to learn. Teachers make use of their knowledge of pupils to set targets and check on progress.
- The routines and warm relationships in the Early Years Foundation Stage help the children to settle and work well. This was evident in all observations in Reception.
- Teachers were observed to encourage pupils to work with each other to share and discuss ideas on how they approach a piece of work. This helped pupils learn to accept each other's opinions and value the importance of working together for a positive outcome.
- Pupils with special educational needs make good progress as the effective partnership between the teacher and the teaching assistants contributes well to their learning. They make good progress whether in the classroom or in small groups. Teaching assistants use their skills well to support pupils and encourage them to work independently.
- Teachers have good subject knowledge and use questioning effectively to assess pupils' understanding and improve their learning. However, they do not always get pupils to explain their ideas and show how well they understand before moving them on to the next steps; this can sometimes limit their progress.
- Pupils say they enjoy the lessons, especially when the lessons are fun. During the inspection a Year 1 class were completing a piece of 'exciting writing'. Children enjoyed the opportunity to use language effectively, as well as add suspense to their written work.

- Teachers regularly assess pupils' progress and use the information well to plan activities. The quality of marking and feedback pupils receive varies. At its best, marking gives pupils guidance on how to improve their work and teachers make sure pupils follow the advice they give. However, marking does not always tell pupils clearly enough what they need to do to make better progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Their exemplary behaviour and attitudes to learning make an important contribution to the success of the school. A pupil in Year 2 said during a mathematics lesson, 'I love numbers; I keep trying; it is important not to give up.'
- Pupils are extremely polite to each other both in class and at break times. They show each other respect and are thoughtful about each other's feelings.
- Pupils say that they really enjoy school. They take great pleasure in their lessons, in particular those that are fun, such as when working outside in the mud kitchen in Reception.
- The school's work to keep the pupils safe and secure is outstanding. Pupils feel safe in the school. They recognise different forms of bullying such as name calling and have confidence that should there be an incident adults would quickly sort out the problem.
- Pupils are very aware of personal safety, including the safe use of the internet.
- Attendance has improved since the last inspection. The school's learning mentor works extremely well with families to ensure all pupils attend regularly.
- A core value of the school is expressed in the school's statement 'where children come first'. The school recognises the importance of providing all children with the opportunity to succeed and make sure they are best prepared for the next stage of their education. This is evident in all pupils do. The school offers them the chance to thrive within a nurturing environment.

The leadership and management are outstanding

- The headteacher has a clear drive to ensure that all in the school achieve as well as they are able. The assistant headteacher provides strong support and they work effectively together to improve standards year on year. There is a whole-school commitment to make the school outstanding.
- The school's rigorous tracking and monitoring pupils' progress give clear evidence of sustained improvement. The leadership team, including middle managers, regularly checks the progress of pupils in lessons and in their books.
- Self-evaluation is very accurate. It is based on monitoring teaching and learning and reviewing the effect of the school's priority to support pupils' progress in all areas. This is having a beneficial impact on pupils' achievement.
- The school's curriculum provides pupils of different ages and abilities, including the disabled and those with special educational needs, with a wide range of experiences. This supports their understanding and makes a significant contribution to their spiritual, moral, social and cultural development.
- The additional sports education funding is being used effectively to support lunchtime activities as well as developing teachers' skills in physical education to create a sustainable approach to physical education both in and outside of timetabled lessons.
- Pupil premium funding is used well to make sure no pupil is prevented from taking part in activities both within class and in after-school activities.
- The headteacher and governors speak highly of the support received from the local authority. This includes school visits, moderation of teachers' marking of pupils' work and shared lesson observations.
- Performance management is effective, because there is a clear link to the impact of teaching, the progress pupils make and the school development plan. The school provides support for staff

to develop their teaching expertise and areas of responsibility. Governors are kept well informed about this process.

- The school's arrangements for the safeguarding of pupils meet statutory requirements and demonstrate good practice in all areas.
- Parents and carers, including those who spoke to the inspector and responded to Parent View, report how happy they are with the school. One parent or carer said, 'I am very happy with the school, it does a lot to support both the children and parents. My main priority is happiness and if my child is happy, so am I.'

■ **The governance of the school:**

- The governing body is very supportive of the school. Governors are clear about the school's targets, how these can be met and what the school needs to do to improve further. Governors have a good understanding of the management of teachers' performance and the implementation of Teachers' Standards and how they affect salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. There is a wide range of expertise within the governing body, such as knowledge of building regulations and financial management and this is used effectively to support the school. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding the headteacher to account. The governing body fulfils its statutory duties, such as safeguarding requirements.

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

Unique reference number	110345
Local authority	Milton Keynes
Inspection number	431036

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Dave Eyeington
Headteacher	Sue Harrington
Date of previous school inspection	26 June 2012
Telephone number	01908 314698
Fax number	01908 314698
Email address	greenleysf@milton-keynes.gov.uk

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