

Greenleys Junior School

Marron Lane, Greenleys, Milton Keynes MK12 5DE

Inspection dates

24–25 November 2015

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Since the last inspection the school has made dramatic and rapid progress, and it is now outstanding. As a result, Greenleys Junior School is a fabulous place for pupils to learn.
- The headteacher provides exceptional leadership. He is committed to providing the very best education and care for pupils. The strong senior leadership teams share his ambition for every pupil to achieve their very best. The focus on ensuring all staff continually improve their practice contributes significantly to teaching being outstanding.
- The headteacher and staff have focused effectively on the needs of every pupil. Leaders have worked swiftly to ensure the right people and systems are in place, so that pupils make outstanding progress regardless of their starting points.
- The use of information by all staff is a key strength of the school. This ensures that no child is left behind in their learning.
- There is a very well-articulated vision that is promoted by all members of the school's community. The school's '14 Values' are threaded through every aspect of school life.
- Governors carry out their roles extremely effectively and are totally committed to the school. They relate any decisions they make to the needs of the pupils and hold the school's leaders to account by asking challenging questions and offering appropriate support.
- Teaching is outstanding, as a result of the effective and decisive action by senior leaders. Lessons are innovative and exciting with a high level of challenge. Teachers' highly effective questioning ensures that pupils make outstanding progress.
- Generally, teachers give useful feedback to pupils to help them with their next steps in learning. However, leaders recognise this good practice is not always consistent across the school. They plan to share the exceptional practice of some teachers to help others.
- Pupils love coming to school and can't wait to begin their learning. They are very proud to be at Greenleys Junior School and highly recommend it to others.
- Pupils feel very safe at school. They have a very good understanding about how to keep safe and help one another to do so. They are well-supported by the school's meticulous attention to detail for the safety of everyone.
- Disadvantaged pupils, those with English as an additional language, those from multi-ethnic backgrounds and disabled pupils and those with special educational needs are extremely well supported. Staff receive high-quality, focused support and training to ensure that teaching supports these pupils to make outstanding progress.

Full report

What does the school need to do to improve further?

- Further develop marking and feedback so there is consistently exceptional practice across the school.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher provides outstanding leadership. His energy and passion is infectious and he is highly respected by the school community. Pupils want to come to school to learn and families know that once at school their children are safe, nurtured and well-educated. The headteacher ensures that every pupil makes outstanding progress from their different starting points. He has adopted many rigorous systems and processes which are well-used by all staff to ensure that all pupils have the very best opportunities to be 'Learners for Life'.
- The headteacher is very skilful at building on staff's strengths and has developed two strong senior leadership teams. Their commitment to improving outcomes for pupils has been seen in the very effective support given to developing outstanding teaching across the school.
- Leaders have a very accurate understanding of their school and take swift action to address any concerns. They make good use of all the information they have about each pupil to ensure that their needs are well met and that pupils achieve well.
- Staff are well-motivated and engaged in continually improving their own performance. Leaders manage the performance of staff well, with a sharp focus on outcomes for pupils and the expectation that all pupils will make accelerated progress. High-quality support and challenge are provided for all staff and any underperformance is tackled swiftly. Teachers are awarded with an increase in their salary when there is good evidence to show sustained improvement in performance and pupils' progress.
- Greenleys Junior is a highly inclusive school where everyone is respected and differences are valued. The development of British values is strong and maintaining the school's '14 values' is the key to successful outcomes. Pupils from across the school have been elected to sit on a range of committees such as the charities committee and the curriculum committee. These committees are in place of the school council so that more pupils can be actively involved in decision-making and discussions around current issues. These working groups give pupils a high level of responsibility and develop respect and tolerance for others and different viewpoints.
- Leaders have led a review of the curriculum in light of recent changes. Their active engagement with all staff in developing planning and enrichment activities has contributed effectively to pupils' deeper learning of subjects and outstanding development of learning. Pupils enjoy a broad range of experiences such as painting landscapes with a local artist and carrying out a history project to research the journey of the Titanic. The school also offers a wide range of extra-curricular activities which are carefully managed to ensure that all pupils have the chance to sign up for their activities of choice.
- The school's curriculum offers a wealth of opportunities for spiritual, moral, social and cultural development. For example, the 'Avenue of Excellence' celebrates cultural diversity and displays information celebrating families from other parts of the world who make up over a third of the school community, many of whom speak two languages. Daily circle time is held in the playground at the end of lunchtime and is used for small groups of pupils and adults from across the school to stop and focus on a question. This allows pupils time to reflect on their values and share responses. The example inspectors saw was 'I feel angry when...'. Every member of the group responded and listened to each other and the adult ensured clear links with the school's values. As a result, pupils were well prepared to begin their next piece of learning.
- Parents are overwhelming in their support for the school. One parent commented, 'I am 100% happy with this school. If I could make it more, I would'.
- Leaders have made very sound decisions about the spending of additional government funding. Pupil premium funds are used in part to run the breakfast club, which is free to all pupils. It is attended by, on average, 100 pupils per day and is highly influential in getting pupils to lessons on time. Pupils love the healthy food choices and one of them told me, 'Eating breakfast means I learn more and it makes me more intelligent'. Pupils in receipt of this funding are making similar or more rapid progress in comparison to other pupils because the support is well targeted.
- The physical education and sports premium funding has made a positive difference to pupils' health and well-being. The school has invested in some specialist sports coaching as well as training for staff. Activities range from Tag Rugby to Zumba and are very popular.
- The local authority has provided light touch support to this school, recognising its strengths.

■ **The governance of the school:**

- Governance is of the highest quality and challenges leaders to constantly improve.
 - The governing body fulfils all its statutory duties effectively and ensures that the budget is well-managed. Governors are perceptive in their discussions about the value of spending decisions and the impact these have on pupils' progress. The impact of additional funds is well-documented and reported.
 - Governors rigorously manage the performance of the headteacher and offer appropriate support and challenge. They have a clear understanding of the school's strengths and areas for improvement, and know how well the school is performing in relation to pupils nationally. They receive regular evaluative reports from the headteacher which directly link to Ofsted's framework. They question and challenge robustly.
 - Governors are highly visible in school and contribute in many ways to supporting school improvement. One governor runs an after-school club for pupils who are interested in cracking codes. Other governors regularly attend the coffee mornings held for parents. Being seen frequently in school means that pupils and parents know who the governors are and how they support the school.
- The arrangements for safeguarding are effective. Safety, welfare and the protection of pupils is of paramount importance to the school and due to rigorous practice pupils are safe and very well cared for. The policies and protocols provide a framework to enable the focus to be on learning so that pupils' life chances are improved. The appointment of two learning mentors was a decision made by governors and leaders to ensure that the school was a safe place and one where, by working with pupils and their families, the best possible outcomes could be achieved.

Quality of teaching, learning and assessment is outstanding

- The high expectations of senior leaders, supported by high-quality training for staff, have resulted in significant improvements in the quality of teaching, learning and assessment: it is now outstanding. Since the last inspection staff have received an exceptionally high level of support from senior leaders to meet their individual needs and to improve their practice. They have become very skilled professionals and challenge their own practice daily. All staff are keen to continually make improvements in what they do and rise to new challenges. This in turn means that all pupils benefit from opportunities to experience outstanding teaching, learning and assessment.
- Teachers demonstrate a deep understanding of and real enthusiasm for their subjects and pitch lessons appropriately to engage all learners and support their progress effectively. Teachers use their strong subject knowledge very well to support other staff in their work with pupils.
- Teachers skilfully use questioning in highly effective ways to develop pupils' thinking. They use pupils' responses to take the learning forward, adjusting plans as necessary. Teachers make sure that pupils who have not understood the teaching are supported and are not held back in their learning.
- If a pupil makes a mistake, teachers take the opportunity to support their learning and understanding. Pupils know that if they get something wrong it is not a problem but an opportunity to learn something new.
- Teachers meticulously check pupils' work and their understanding as lessons progress. In a Year 5 mathematics lesson, pupils held up their work and the teacher carried out a rapid assessment and then supported those children who needed extra help. No time was wasted and everyone's learning could continue uninterrupted. The lesson moved swiftly and the maximum amount of learning was achieved. The teacher's passion for his subject was shared by his pupils and their learning was focused and fun. They loved rising to the pace and challenges set by the teacher and were not afraid to challenge him or each other. Consequently, exceptional learning took place in this classroom.
- Challenging homework is set in line with the school's policy. In Year 6 every child had completed their homework based on the topic of evolution, so all could contribute to the debate in class.
- A very interactive and attractive learning environment promotes curiosity and a commitment to being the best and achieving excellence. For example, being able to read 'in a deckchair on the beach with the sound of the sea' or 'settling down in the potting shed in your garden with your favourite comic book' has meant that reading is a pleasure that is valued by the school. The emphasis on teaching reading and improving the teaching of phonics (letters and the sounds they make) has meant that the vast majority of pupils are reading fluently, and those that are not are being well supported to get there.

- Learning support assistants provide invaluable support to pupils in lessons and with small groups. They are well briefed by teachers.
- Teachers give feedback through marking in line with the school's policy. A few teachers limit their feedback to general comments and do not make their expectations absolutely clear. This means that some pupils are not given opportunities to use feedback effectively.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Every pupil is important and the school identifies any barriers to learning at an early stage so that appropriate support is delivered quickly and learning can be the focus.
- Pupils are exceptionally proud of their school. They are very eager to get to school every morning and their attendance continues to improve. Each morning they queue up for breakfast club, where they love the choice of healthy breakfasts as well as the opportunities to chat to one another and take part in activities on offer. The atmosphere is buzzing but is calm and purposeful. It provides an excellent start to the school day.
- Pupils are extremely positive about their learning and fully engage in lessons. They are always keen to make contributions to the lesson and to respond to questions. They are often given opportunities to discuss and debate issues, and express their views coherently and with passion. They relish the opportunity to tackle challenging work in lessons and are committed to doing the best they can. Pupils know exactly what they need to do to improve their learning. Pupils are proud of their achievements. Pupils explain confidently how they stay healthy. They like to stay fit, and make the most of the activities on offer. Particularly popular is Tag Rugby and Zumba and pupils spoke enthusiastically about last year's Strictly Come Dancing competition.
- Pupils understand all types of bullying, including cyber bullying, and are confident in how to stay safe. They feel that there are very few incidents of bullying but if there are concerns, they are addressed quickly. The school has very clear guidance about staying safe online and pupils explained the risks clearly.

Behaviour

- The behaviour of pupils is outstanding. They conduct themselves extremely well and show respect for one another and school property. The environment is well planned and inviting and supports positive behaviour. For example, playground areas are zoned so that pupils can move to a reflective area if they want to be quiet.
- Pupils are extremely polite to visitors and to each other. Any low-level behavioural issues are calmly dealt with. The 'Listening Lounge' run by the learning mentors is a safe haven for pupils. They know that they can share any concerns safely and that help will be forthcoming. Consequently, learning is not interrupted. The learning mentors are very skilful and caring. They support pupils appropriately but do not allow them to become dependent, instead giving them the tools required to manage challenging situations.
- As teaching is so engaging, there is very little disruption in lessons. On the one occasion during the inspection that a pupil's behaviour was inappropriate, the learning support assistant skilfully intervened, focusing the pupil back on his learning swiftly and effectively.
- Attendance continues to improve. The school has this as a key priority as they want every child to be safe and able to learn. The use of attendance rewards for pupils and direct contact with parents via text or home visit are all ensuring the need for good attendance is understood.

Outcomes for pupils are outstanding

- Currently and over the past three years, pupils in each year group have made outstanding progress in English and mathematics from their different starting points. This has ensured that by the time they leave for secondary school their achievements are at least in line with national expectations, but for many they are above. Pupils leave Greenleys Junior School extremely well prepared for their next steps in education.
- Progress for disabled pupils and those with special educational needs, pupils who speak English as an additional language, those from ethnic minority groups and disadvantaged pupils has improved significantly since the last inspection. Their achievements are now above average. This is as a result of pupils being quickly assessed on entry to the school to ensure that risks of underachievement are recorded. Targeted support is given to those pupils with the highest needs, so they do as well as they should.
- Leaders meet regularly with teachers to check on pupils' progress, and identify new strategies as needed. Staff respond quickly to changing circumstances and are able to identify the appropriate support from within school or from local agencies.
- There has been a strong focus on tackling reading through improving pupils' phonics skills. This has had a significant impact, with pupils reading frequently and fluently. This helped them to achieve and exceed the expected levels in reading in 2015.
- The proportion of pupils in 2015 achieving and exceeding the national levels in writing and mathematics also exceeds national expectations, with outcomes in mathematics being particularly strong.
- Pupils' writing skills are further developing and inspectors saw many outstanding examples of writing in school. Outcomes for disadvantaged pupils are currently above national expectations, and a large proportion of these pupils are on track to be well above national expectations at the end of the year.
- Pupils are currently making exceptional and rapid progress as the school knows where every pupil needs to be in their learning and the best routes to get there. Staff work closely with pupils and their families to make sure that pupils are in school every day and are ready to learn. Staff know where pupils have gaps in their learning and ensure that exceptional teaching and high-level support are quickly available to achieve outstanding learning, regardless of a pupil's starting point. Due to outstanding teaching, pupils are developing high-level skills in literacy and numeracy. They articulate their knowledge and understanding clearly and apply their reading, writing and mathematical skills across the curriculum.

School details

Unique reference number	110367
Local authority	Milton Keynes
Inspection number	10004606

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Myra Hall
Headteacher	Mike Talbot
Telephone number	01908 312551
Website	www.greenleysjunior.org
Email address	mtalbot@greenleysjunior.org
Date of previous inspection	12–13 November 2013

Information about this school

- Greenleys Junior School is a smaller than average primary school but numbers have risen significantly since the last inspection.
- The proportion of pupils who receive support from the pupil premium is significantly above the national average. The pupil premium is additional funding for children who are looked after by the local authority and pupils known to qualify for free school meals.
- Almost half of the pupils are from a wide range of minority ethnic groups.
- Over a third of pupils have English as their second language. This figure is higher than the national average.
- The proportion of disabled pupils and those with special educational needs is higher than the national average.
- Currently there is one child looked after by the local authority in the school.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in reading, writing and mathematics.
- The school employs a chef who runs a healthy and highly successful breakfast club.

Information about this inspection

- Inspectors analysed a range of school information including: the school's website; self-evaluation documentation; governors' minutes and reports; development planning, monitoring and evaluation records; and data related to pupils' progress and attainment.
- Inspectors scrutinised the school's policies and procedures, particularly those relating to pupils' safety. They also analysed a selection of pupils' work in mathematics and English.
- The inspection team observed learning in all classes. Some were joint observations with the headteacher, the deputy headteacher and the quality of teaching leader.
- Inspectors walked around the school to find out more about the school's work from displays and extra-curricular activities.
- An inspector attended breakfast club, where she talked in detail to pupils about their views of the school.
- Inspectors analysed the four responses to the online questionnaire (Parent View) and used the responses from parents and pupils collated by the school from its own questionnaires. Informal discussions were held with 30 parents, and 25 staff questionnaires and 34 pupil questionnaires were also scrutinised.
- Meetings were held with senior and middle leaders, a representative of the local authority, two governors and a number of pupils.
- Pupils from Year 3 and Year 4 read to an inspector.

Inspection team

Sarah Varnom, lead inspector

Ofsted Inspector

Jo Lakey

Ofsted Inspector

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