

Inspection of an outstanding school: Greenleys Junior School

Marron Lane, Wolverton, Milton Keynes, Buckinghamshire MK12 5DE

Inspection dates: 9 and 10 March 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Greenleys' pupils are taught to be thoughtful and considerate citizens. The school rules, to be 'ready, respectful and safe', weave into everyday life. Pupils who shine as role models are awarded a 'trustee' badge, which they wear with pride. They greet each other with a wave and a smile. Pupils describe their school as a safe and happy place. Staff quickly deal with any incidents of poor behaviour or bullying.

Pupils behave well in lessons and around school. They look forward to catching up with their friends at playtimes. Pupils enjoy playing on the extensive outdoor equipment. They cheerfully work out with their friends in the outdoor gym, create dance routines in the 'performance area' or play board games in the 'quiet area'. Pupils are extremely enthusiastic about the interesting range of after-school clubs. These include table tennis, dance, art and craft, gardening, mindfulness and tag rugby. They relish trips to the local woodland area, places of historical interest and museums.

Leaders and staff have high expectations of what pupils can achieve. They want all pupils to aim high and reach their goals. Leaders know what improvements are needed to the curriculum to help pupils really flourish and succeed.

What does the school do well and what does it need to do better?

Leaders and governors are highly ambitious for all staff and pupils. They ensure that pupils with special educational needs and/or disabilities (SEND) are included fully in all aspects of school life. Careful identification enables staff to provide high-quality support. Links with external agencies enhance the provision for pupils with SEND. Staff say that they are well supported and valued. There is a strong team spirit and collegiate ethos at Greenleys Junior.

The curriculum in most subjects, including English and mathematics, is well sequenced. Leaders have thought very carefully about what pupils should learn and when. In subjects such as science, design and technology, computing and music, teachers routinely check pupils' learning and help pupils make links in their learning. In these subjects, pupils achieve well. However, the content and sequence of the curriculum in art and geography are not organised as clearly and precisely. Leaders are taking action to improve this.

Leaders promote pupils' love of reading. Teachers provide pupils with an interesting and diverse range of texts to read and enjoy. Leaders are clear that all pupils should become confident and independent readers. The phonics programme is well sequenced. However, some staff do not deliver phonics effectively. Books are not always matched to the sounds pupils learn in lessons. This slows some pupils' ability to read with increased fluency and comprehension. Leaders are in the process of addressing these issues.

Lessons are exciting and fully engage pupils with their learning. In mathematics, teachers use their strong knowledge to make sure that pupils understand how their learning builds on what they already know. Pupils, including those with SEND, are well supported and achieve well. One pupil said, 'I like mathematics because we practise, practise, practise before we move to the challenges. That means our learning stays in our head forever.'

Pupils' personal development is first class. Leaders and staff skilfully develop pupils' understanding of the world they inhabit. Pupils have opportunities to learn about the importance of democracy, individual liberty and tolerance. Through the 'pupil voice' programme, pupils make important decisions about what they want for their school and community. For instance, pupils volunteer at the local 'Community Orchard', raise funds for national and international charities they support, organise collections for the food bank, take part in events in Milton Keynes and plan school events for their families to enjoy. Pupils discuss topics such as climate change, racism, conflict and immigration with respect for the opinions of others. They understand that all people should be treated equally. Pupils are very knowledgeable about diversity in modern Britain.

In discussion with the headteacher, the inspector agreed that geography and art may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established an extremely strong culture where the well-being and safety of pupils is of paramount importance. Well trained staff know what to do if they have a concern. Leaders use their expertise and knowledge about pupils very well when assessing levels of risk and deciding on appropriate next steps. They work effectively with other professional agencies to help pupils and their families get the support they need. Pupils have a strong understanding of how to stay safe in different situations, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that in art and geography the curriculum does not sufficiently identify the essential knowledge pupils should learn and remember. As a result, pupils do not learn as well as they could in these subjects. Leaders need to continue their work to ensure that all subjects are coherently planned with the essential knowledge that pupils need to learn and remember well.
- Some staff do not teach phonics effectively. In addition, the books that some pupils read do not help them to read with increased fluency and comprehension. Leaders need to make sure that all staff who teach phonics are well trained and that the books pupils read match the sounds pupils learn.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in November 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110367
Local authority	Milton Keynes
Inspection number	10199472
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair of governing body	Myra Hall
Executive headteacher	Mike Talbot
Website	www.greenleysjunior.org
Dates of previous inspection	24 and 25 November 2015, under section 5 of the Education Act 2005

Information about this school

- The school currently does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the executive headteacher, the head of school, the deputy headteacher, senior leaders and staff.
- The inspector evaluated the quality of education by looking in detail at the teaching of early reading, mathematics and geography. The inspector discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.
- To evaluate the effectiveness of safeguarding, the lead inspector spoke with staff and pupils. She met with the designated safeguarding leaders to examine their knowledge, records and actions. This included reviewing checks on the safer recruitment of staff.

She sampled case files to explore how the school identifies and supports pupils at risk of harm.

- The inspector met with four governors, including the chair of governors.
- The inspector met with a representative from the local authority.
- The inspector considered the views of members of staff who responded to Ofsted's online staff survey.
- The inspector took account of the responses to the Ofsted Parent View survey, and the free-text comments. She met with several parents during the inspection.
- The inspector met with pupils to discuss their views about the school and talked to them informally about the school.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

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