

Inspection of Greenleys First School

Ardwell Lane, Greenleys, Milton Keynes, Buckinghamshire MK12 6AT

Inspection dates: 12 and 13 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and safe at this inclusive school. Pastoral care is strong and ensures that pupils' physical and mental well-being is a priority. There is a focus on developing the skills that pupils need to keep themselves safe, including when online.

The school's values of 'respect, courage and cooperation' are at the heart of this community. Those at the school want the very best for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils benefit from the improved school curriculum. They want to learn and rise to the challenges the school provides. On the whole, pupils now achieve well.

Pupils behave appropriately in and out of lessons. Right from the start they learn how to listen to others, follow instructions and embrace school routines. Pupils trust staff to help with any worries or disagreements. Pupils play enthusiastically at social times when there is always plenty to interest them. They understand the importance of treating everyone fairly.

Enrichment beyond the academic curriculum is an important part of the school's vision. Pupils enjoy the range of trips, visitors, special events and clubs offered. They look forward to celebrating their achievements in assemblies.

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

The determination of the school to provide a high-quality education for all pupils is unwavering. They have made improvements to most key aspects of the school, following a period of change. Pupils' achievement at the end of key stage 1 does not yet reflect the impact of these changes. Current pupils are catching up quickly. More of them are now making progress through the planned curriculum, although not all disadvantaged pupils are achieving as well as they could.

Overall, the curriculum is well sequenced and broken down into the small steps that build towards the important knowledge the school wants pupils to learn. However, it is not always clear what key subject vocabulary the school wants pupils to learn over time. Pupils with SEND have access to the full curriculum offer. The school identifies any additional needs early and works closely with other professionals to provide adaptations and extra support when necessary. Most pupils remember, often in great detail, the subject knowledge that teachers help them to learn. In some subjects, the delivery of the planned curriculum is not as consistent as it could be. This means that there are gaps in pupils' knowledge that are not closed as quickly as they could be.

The school has prioritised the teaching of reading. Teachers begin this work as soon as children join the school. Staff receive excellent training and have the resources they need to teach early reading. The school checks pupils' progress regularly. Most pupils struggling to learn to read get the help they need to catch up quickly. Staff

read aloud carefully selected high-quality books from a range of authors. This develops pupils' love of reading and exposes them to texts they might not read themselves.

The early years learning environment is welcoming and engaging. It is a place where children flourish, with purposeful activity and positive relationships. Staff work relentlessly to secure children's language and communication skills. Right from the start, children develop vital skills for learning, such as curiosity and resilience. Staff teach children to regulate their emotions, take turns with equipment and settle into school routines.

Pupils are polite and courteous. In lessons, staff help pupils to focus on their work. Pupils happily follow the established school rules of 'ready, respectful and safe'. Pupils with the most complex social and emotional needs get the support needed to be successful. The school understands the importance of good school attendance and, overall, this has remained strong. The school is working with a small number of families to improve the attendance of pupils who miss too much time at school.

There are comprehensive plans that are followed well to support pupils in their personal as well as academic development. Personal, social, health and economic education is well sequenced. It helps get pupils ready for their move to junior school and life in modern Britain. The school ensures pupils learn about the wider world. It deepens pupils' understanding of other cultures and religions. Pupils think about the views and experiences of others and reflect upon what this means. Many pupils enjoy the range of clubs on offer that help to develop their interests and talents.

Leaders fulfil their responsibilities well. They provide appropriate support and challenge. Staff are very proud to work at this school. They appreciate the help they receive to improve professionally and maintain their well-being. Parents are overwhelmingly positive about the school and are deeply grateful for the care shown to their children. One parent summed up the views of many, saying, 'The school have gone over and above to support my child and help make them feel happy and comfortable every step of the way!'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The most important vocabulary that pupils need to learn has not been fully thought through and agreed. This means that some pupils, particularly the most disadvantaged, do not achieve as well as they could. The school should continue to implement the improvements that are planned and ensure that each unit of work builds upon the key vocabulary that pupils already know.

- The monitoring and support needed for the planned curriculum to be delivered consistently are not yet fully established. Consequently, delivery of the planned curriculum is not as effective as it could be. The school should ensure that teaching and learning in all curriculum areas are high quality and gaps in pupils' knowledge are closed quickly.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 110345 |
| Local authority | Milton Keynes |
| Inspection number | 10287837 |
| Type of school | Infant |
| School category | Maintained |
| Age range of pupils | 4 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 108 |
| Appropriate authority | The governing body |
| Chair of governing body | Kate Thurgood |
| Headteacher | Douglas Campbell |
| Website | www.greenleysfirstschool.org.uk |
| Date of previous inspection | 15 March 2018, under section 8 of the Education Act 2005 |

Information about this school

- Changes in the leadership of the school since the previous inspection include the appointment of the headteacher in September 2021, deputy headteacher in September 2022 and chair of governors in May 2023.
- The school runs a breakfast club for pupils who attend the school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector met with a group of governors, including the chair of governors. He also held a meeting with a representative from Milton Keynes local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read to a member of staff.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of parents' responses to Ofsted's survey, Ofsted Parent View, and parents' written comments. An inspector also spoke to groups of parents on the afternoon of the first day of inspection.
- Inspectors gathered pupils' views throughout the day, including during lesson visits, at playtime and at lunchtime.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.

Inspection team

Alan Derry, lead inspector

His Majesty's Inspector

Lorraine Greco

Ofsted Inspector

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