



Greenleys Junior School

Inspection Report

Unique Reference Number 110367
LEA Milton Keynes LEA
Inspection number 278415
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Alan Jarvis AI

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

Type of school	Junior	School address	Off Marron Lane Greenleys Milton Keynes MK12 5DE
School category	Community	Telephone number	01908 312551
Age range of pupils	7 to 11	Fax number	01908 312884
Gender of pupils	Mixed	Chair of governors	Mrs Myra Hall
Number on roll	193	Headteacher	Mr John Sprittles
Appropriate authority	The governing body		
Date of previous inspection	1 November 1999		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Greenleys is an average sized junior school. Since reorganisation from a Middle school last year, it no longer caters for Year 7 pupils but has taken on two new classes of Year 3 pupils. It serves an area of considerable disadvantage. Three quarters of pupils are of White British heritage but a small minority come from a wide range of ethnic backgrounds. An above average proportion speak English as an additional language. More pupils than normal join or leave the school at other than the usual times between Year 3 to 6. The percentage of pupils with learning difficulties or disabilities is around twice the national average. A high proportion is eligible for free school meals

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Staff and pupils at Greenleys have successfully made the change to a junior school. This and its previous track record of improvement, shows the school has the capacity to improve further. The headteacher and his staff know their school well and rightly judge it to be good. It offers good value for money.

Standards are well below average when pupils start in Year 3. As a result of good teaching and a varied curriculum most groups of pupils achieve well. By the end of Year 6 standards are close to average overall. Generally, they are strongest in science and weakest in English. Pupils make good gains in some areas of writing but overall this is the weakest element of English and progress whilst satisfactory is not as strong as in other subjects. This is especially the case in handwriting, using a wide vocabulary, and applying English skills in other subjects.

Most parents are delighted with the education provided. One said, 'I like the family atmosphere, the approachability of staff and the many extra things my son has done'. Pupils' personal development, including their spiritual, moral, social and cultural development is good. Their abilities to care for themselves and make healthy and safe choices are well developed.

The school takes excellent care of all its pupils. Consequently, they flourish in a harmonious community, enjoy coming to school and feel highly valued and secure. Pupils with learning difficulties and disabilities and those at an early stage of speaking English are integrated extremely well and are effectively supported. Links with outside agencies are extremely good.

The school is well led and managed. The staff have a 'can do' approach which permeates their work. Good improvement has been achieved through well planned developments and good staff training although there is scope for clearer written feedback to teachers in order to sharpen their practice and improve the pace of some lessons. Recruiting governors has proved difficult but their responsibilities are effectively discharged.

What the school should do to improve further

- Improve pupils' handwriting and use of a wider range of vocabulary and provide more opportunities for extended writing in English
- Provide teachers with clearer written guidance on the good points in their teaching and areas where they need to improve, especially regarding the pace of lessons.

Achievement and standards

Grade: 2

When pupils enter the school in Year 3 their skills in reading, writing and mathematics are well below average. Lesson observations, work seen and the school's tracking of progress all show that pupils make good progress in most areas of their work from this low base. Achievement is good for most groups of pupils because of effective teaching

and a strong curriculum. The trend in national test results is now clearly upwards. In the 2005 tests, taken at the end of Year 6, standards were close to average overall. Pupils made particularly good progress in English and science.

Most pupils in Year 6 have met or exceeded the challenging targets set for them and test results are likely to remain close to average. Mathematics results have improved as a result of the school's focus on problem solving and pupils being given clearer targets for learning. Progress in science remains good. For their age pupils have a sound understanding of important scientific facts and ideas and competently carry out investigations.

Pupils make good progress in most areas of English. Speaking and listening skills develop well because of the good opportunities provided for children to talk about their work and how well they have done. Pupils read competently for their age. Their good progress is reflected in the increased fluency in reading. Overall, pupils make satisfactory progress in their writing. Although this remains the weakest element of English the school is taking appropriate steps to address this. For example, presentation of work, punctuation and spelling have all improved as a result of a focus on narrative writing and sentence structure. A new handwriting scheme, 'pen pals' has had a good impact, especially in Years 3 and 4. However, handwriting the use of a wider range of vocabulary and extended writing remain as areas for development.

Personal development and well-being

Grade: 2

The personal development and well being of pupils are good as is their overall spiritual, moral, social and cultural development. The school is a friendly community where pupils feel happy and safe. Throughout the school the quality of relationships and behaviour are good. Pupils competently explain how they are learning to deal with situations that make them angry or upset. They are polite and show good consideration for one another and towards visitors. They are clear that neither bullying nor racism is tolerated. The pupils' attitudes to learning are good, they enjoy coming to school and the improved levels of attendance are now a little above average. Exclusions are at a low level and pupils have been well re-integrated into school life. A pupil commented that she enjoyed the variety of teachers and that the lessons are fun. Pupils participate well in the extra-curricular activities and in events within the community. Although pupils are held back by some aspects of their writing, their good reading and mathematical skills mean that they are prepared satisfactorily for the next stage of learning. The school council takes its responsibilities seriously; members and other pupils feel that the role of the council in improving the school is important and valued.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning have improved since the last inspection and are good. Most teaching is lively, interesting and proceeds at a brisk pace. Teachers make the aim of each lesson clear. They also share success criteria which help the pupils to know what they need to aim for by the end of each lesson. Classroom relationships are particularly good and behaviour is managed well. Good questioning and encouragement to use correct vocabulary are positive features in many lessons. Pupils frequently assess their learning by giving a 'thumbs up' if they have mastered their work or a 'thumbs down' if something needs to be improved. In a few lessons, the pace of learning was compromised when teachers attempted too many activities at once.

Pupils learn effectively because much marking is thorough, positive and gives clear pointers to improvement. Information and communication technology (ICT) also has a positive impact as teachers skilfully use interactive whiteboards to bring learning alive. Pupils say, 'We like the computers, they are wicked'. Pupils with learning difficulties and disabilities and those learning to speak English as an additional language receive good support which helps them meet their personal goals. All pupils have clear learning targets in reading, writing and mathematics. Some pupils said, 'They have helped us improve our multiplication and division skills'.

Curriculum and other activities

Grade: 2

The curriculum offered to pupils is good. The needs of pupils with learning difficulties and disabilities are particularly well met. English, mathematics and science are planned successfully. Strategies already in place have the potential to improve standards in writing, for example the development of pupils' vocabulary. The school does not always provide enough time for pupils to write at length and insufficient attention is paid to the consistent use of a joined script. There has been a good improvement in the provision for ICT.

The vibrant creative curriculum includes wide opportunities for pupils to participate in music, art, drama and design and technology. A myriad of visits and visitors to the school and a wide range of extra-curricular activities enrich and enhance the curriculum. High quality sporting activities help pupils to develop a healthy lifestyle, as does the attention given to helping pupils to stay safe. The school has achieved the Healthy Schools Award.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are outstanding. All adults are committed to the highly caring ethos of the school. In this harmonious, extremely

inclusive community, all are highly valued and learners feel secure and cared for. The 'Kaleidoscope Room' helps raise pupils' self esteem and provides valuable opportunities for pupils to express themselves in a comfortable but structured environment. It is especially supportive to those with emotional and behavioural problems. Unprompted a pupil remarked that the session had made her feel calm and happy. Extremely robust health and safety procedures and arrangements for child protection are in place. Data is being used with increasing effectiveness to provide challenging targets. The school has positive partnerships with parents and very good links with outside agencies enabling all the pupils, including those with learning difficulties and disabilities to make good progress.

Leadership and management

Grade: 2

Leadership and management are good at all levels. A 'can do approach' permeates the work of the school and underpins the accurate and rigorous self evaluation. The headteacher, deputy and senior staff are a strong and effective team. They have been particularly successful in providing outstanding care and a good climate in which all groups of pupils flourish. Staff have successfully met the challenges of becoming a junior school. Provision for pupils with learning difficulties and disabilities and those who speak English as an additional language is well organised and so they are included in all activities. Gifted and talented pupils benefit from a well thought through programme of enrichment.

Several keys have unlocked the good improvement seen in recent years. The school's strengths and weaknesses have been accurately identified and so developments have been well planned. The views of pupils and parents are welcomed and acted upon to aid school improvement. Stable staffing and good training have helped to improve the quality of teaching. Regular classroom monitoring and helpful reviews of performance have provided teachers with useful pointers for improvement, although written guidance is not clear enough.

A particular strength of the school is the willingness of teachers to learn from each other. They are actively involved in local initiatives. Staff are confidently trialling systems to assess pupils' attitudes to school and to track their progress more rigorously. This valuable information is being used effectively to further improve the quality of the pupils' education.

Recruiting able governors has proved very difficult. Most work is undertaken by a committed core who effectively discharge their responsibilities. They check the school's performance and ask searching questions about how well it is doing. The budget is well managed. Resources are used well. The school has good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for being so helpful and friendly when we visited your school. We would particularly like to thank the school council for talking about their work and their future plans.

We agree with you that Greenleys is a good school, and this is why. * You are doing well in your work because your teachers know how to make their lessons lively and interesting. * You have helped the school do well in its first year as a junior school* We think your headteacher, runs the school very well and the 'can do' approach of the staff rubs off on you.* All staff care for you extremely well and many of you told us how happy and safe you feel in school.* Those of you who need extra help for whatever reason get it and you work hard to improve.* You all care for each other and do not like any unkind behaviour.* You do well in reading, mathematics and science and we also liked the many examples of good art work on display around the school.

Even in a good school such as yours there are a few things that could be better. These are the things that should be worked on next.* You can all help make your writing better by joining your letters together more carefully, learning more new words each day and using them in your writing.* Teaching has got better over the years but could be better still if the headteacher let your teachers know what it was they did well and any areas they could be better at.Thank you once again for all your help. We wish you well in the future.

Yours sincerely,

Alan Jarvis

Lead Inspector