

# Great Linford Primary School

## Inspection report

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<b>Unique Reference Number</b>	110366
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	337478
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathon Evans
<b>Headteacher</b>	Milton Keynes
<b>Date of previous school inspection</b>	8 November 2008
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 29 lessons, and held meetings with staff, pupils and governors. They observed the school's work, and looked at documents including policies, pupils' progress records, data analysis, governors' minutes and the school's development plan. The returns from staff, pupils and 43 parent questionnaires were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made in raising standards since the previous inspection
- the quality of teaching
- how much progress pupils make in each year group
- the role of subject leaders in raising standards.

## Information about the school

This primary school is larger than average and serves an increasingly mobile population. The proportion of pupils from minority ethnic groups is above average but few are at the early stages of learning to speak English. The proportion of pupils with special educational needs and/or disabilities, mainly associated with moderate learning difficulties, is lower than average, although a slightly above-average proportion has a statement of special educational needs. The Early Years Foundation Stage provision is in one Reception class. The school holds the Bronze Healthy School award and the Activemark award. The school was inspected in November 2008 and given a notice to improve. A monitoring inspection in June 2009 found that the school had made satisfactory progress in addressing the issues for improvement.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The school has made steady progress in addressing the issues identified during the previous inspection. As systems become embedded, progress is accelerating, mainly as a result of improved teaching. Although standards reached by pupils are still low, pupils are now all making at least satisfactory progress in lessons.

There is now an established leadership team and a committed and determined governing body. They have all been involved in the accurate self-evaluation of the school and have a clear understanding of the strengths and weaknesses. They have a clear vision for the future and have built a secure foundation on which to build. They have readily accepted support from the local authority and are working with other schools to share best practice. Senior leaders and subject leaders are fully involved in monitoring pupils' progress, identifying areas where support is needed and ensuring that pupils get advice on how to improve. Questionnaires identified that pupils overwhelmingly agree that they get good advice on how to improve their work. Tracking systems to follow pupils' progress are comprehensive and monitor the progress of all groups of pupils, with a good focus on those who have special educational needs and/or disabilities and those who have English as an additional language. These groups make the same satisfactory progress as others overall and where additional resources are provided to help them, their progress is good. The successful actions taken by the leaders to respond to the notice to improve demonstrate that they have a satisfactory capacity to improve the school further.

Teaching is good in the Early Years Foundation Stage so that children make good progress, although they still enter Year 1 with skills below average. All the teaching seen during the inspection was at least satisfactory, with teachers soundly using assessment systems within the classroom to monitor pupils' understanding. In all classes, apart from in Reception, there is a mix of year groups as well as a wide range of abilities. Teachers are finding it difficult to use the assessment data to plan lessons that meet the wide range of learning needs that this form of organisation creates. While teachers ensure all pupils make satisfactory progress, it is this challenge that is currently restricting the amount of good teaching. Some of the better learning was seen in mathematics lessons, where pupils were taught in groups with a restricted ability range and activities were better matched to pupils' needs.

Pupils develop satisfactory social skills with an awareness of spiritual, moral and cultural issues. Behaviour is satisfactory throughout the school and there are harmonious

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relationships. Attendance is below the national average mainly owing to families taking pupils on holiday during term time and a few pupils who are often absent. Pupils are very happy, staff work as a good team to support them and parents and carers are generally satisfied with what the school provides, although they are aware of the need for standards to rise. The care and support given to pupils is satisfactory overall with all safeguarding requirements fully met.

**What does the school need to do to improve further?**

- Raise standards by improving learning throughout the school by:
  - increasing the proportion of teaching which is good or better through consistent use of performance data to match activities to pupils' abilities.
- Improve attendance by:
  - working with the local authority and families to reduce the number of pupils with poor attendance records
  - working with families to discourage them from taking their children on holiday during term time.

**Outcomes for individuals and groups of pupils****3**

Pupils achieve satisfactorily in the classroom and say they enjoy their learning. They are excited about the residential trip to the River Dart. The school's results in national tests over recent years show that standards have been low but there have been no significant variations between groups of pupils or between subjects. The school's tracking data also show that this year all groups are making better progress, so that it is now satisfactory overall. Pupils' attainment at the end of Year 6 has been low over the last three years, which is confirmed by the pupils' work seen in lessons. It is too early for the improvements in the school to have raised standards significantly. Pupils' preparation for their future well-being remains inadequate, mainly because of their low attendance.

Pupils get on well together, enjoy sport and eat healthy food. They make a good contribution to the school community through their many responsibilities within the classroom and being school councillors. They are active in developing the school, for example through suggestions about improving the facilities around the school. Through charity fund raising and visits to the local community they make a satisfactory contribution to the community beyond the school.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teaching has some good features including classroom management, good relationships and teachers' commitment to helping all pupils learn. There is variability in the use of assessment within the classes, with inconsistent use of progress data within the planning to provide tasks matched to pupils' abilities. Good support is provided for those who start school with very little knowledge of English, and they soon begin to make satisfactory progress.

The curriculum meets requirements. There is a strong focus on literacy, numeracy and science. Pupils are taught both French and German and this helps develop their cultural understanding. The provision to support pupils with special educational needs and/or disabilities is satisfactory overall but sometimes good, as was seen in a Year1/2 lesson where activities were well matched to their abilities. In general the curriculum is only satisfactory because classroom experiences are not a close fit to the wide range of needs within the mixed-age classes.

Satisfactory arrangements are in place to guide and support all pupils in their personal development and their learning. All the adults in the school look after the pupils well and the understanding that talking to an adult about any problems is well developed.

External agencies are well used to support pupils who need help and parents are fully involved with discussions about this support. Parents and carers say the children settle into Reception quickly and pupils say they are well prepared for moving to secondary school. The school is working hard to raise attendance but this is not having sufficient impact.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The senior leadership team has ensured that all the issues from the previous inspection have been addressed. Pupils' progress is improving but the impact of actions is not fully evident. The team has improved teaching by enabling teachers to develop their skills through support following a robust lesson observation programme and peer support in joint planning. External advice and support have been readily accepted. Subject leaders have also developed their monitoring skills and ensure that pupils are given advice on how to improve. The responses from the staff questionnaire clearly confirm that the ambition to improve is shared by all staff. The analysis of pupils' performance is comprehensive and areas of underperformance are quickly identified and support provided. This ensures that all pupils have equal opportunities to succeed. Leaders and managers work hard to eliminate any form of discrimination, and any incidents, which are few and usually involve name calling, are quickly addressed. The school has a good understanding of its own community and shows a commitment to promoting cohesion outside it. Some national and international links are in place but at present their impact has not been assessed.

Health, safety and safeguarding requirements are fully met. Staff consult the pupils about safety issues and they have been very active in identifying improvements to what is already a secure site. Child protection procedures are comprehensive, with secure records in place. All staff are appropriately trained. Governors have been actively involved in supporting the school and are fully involved in monitoring improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage has steadily improved since the last inspection and is now good. This is due to effective leadership and management which provide clear direction for staff and have built a skilled team committed to continuous improvement. Staff work together to assess children's progress and plan a good range of activities.

Children experience a range of well-planned activities across all the expected areas of learning. Classrooms are well resourced and the attractive outside areas are used imaginatively to provide additional space for children to choose their own resources and work independently. The outdoor activities are not always as well linked to the areas of learning as they are in the classroom and there is scope for supporting physical development better with larger equipment. Children particularly enjoyed learning through singing songs with good rhymes and rhythm while moving and acting accordingly. Staff know individual children well. They plan well to meet individual needs and this contributes to the good progress made by all. Vulnerable children are quickly identified and they receive support through personalised learning plans. The creative curriculum makes learning enjoyable and also contributes well to continuing improvement. Links with parents and carers are well established and include daily diaries and books to read at home. There are good links with pre-school settings which enable a smooth transition. All welfare requirements are secure.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A small proportion of parents and carers returned the questionnaire. The vast majority are happy with their children's experience at the school. There is a significant number of



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parents and carers who have concerns about progress but inspection evidence confirms that pupils' progress is improving. The views about behaviour were investigated during the inspection but the school is aware of where poor behaviour occurs and takes appropriate action.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Linford Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	54	15	35	4	0	1	2
The school keeps my child safe	19	44	23	54	0	0	0	0
The school informs me about my child's progress	15	35	21	49	4	9	2	5
My child is making enough progress at this school	15	35	19	45	6	14	2	5
The teaching is good at this school	17	40	20	47	5	12	0	0
The school helps me to support my child's learning	17	40	19	44	7	16	0	0
The school helps my child to have a healthy lifestyle	14	33	29	67	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	28	19	44	6	14	2	5
The school meets my child's particular needs	8	19	27	63	5	12	2	5
The school deals effectively with unacceptable behaviour	10	23	23	54	5	12	2	5
The school takes account of my suggestions and concerns	5	12	31	72	1	2	3	7
The school is led and managed effectively	12	28	27	63	2	5	1	2
Overall, I am happy with my child's experience at this school	15	35	21	49	4	9	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2009

Dear Pupils

Inspection of Great Linford Primary School, Milton Keynes MK14 5BL

We really enjoyed visiting your school and seeing you learning and playing together. Your school is an improving school which is giving you a satisfactory education. The best things about your school include:

- the satisfactory progress you make in your work as a result of improved teaching
- your enjoyment of school and how well you get on with your teachers and with each other
- your good understanding of how to keep safe, fit and healthy
- how well all the staff ensure your health and safety
- the good progress of the youngest children.

There are a few things we have asked the school to do to make it better. They are:

- ensure the work you are set is matched to your ability
- work with parents/carers and the local authority to reduce the occasions when you are absent from school.

You can help by carrying on working hard and helping your teachers.

Yours sincerely,

John Horwood

Lead inspector

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