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Mr S Dormand
Headteacher
Greenleys Junior School
Marron Lane
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Dear Mr Dormand

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 16 September 2010, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please also thank the governors I spoke to and also the pupils from the school council.

There have been a number of significant changes to the school leadership and governing body since the last inspection. On the resignation of the headteacher at the end of the summer term 2010, an interim headteacher was appointed from September for one year in the first instance. This is because there are proposals for a reorganisation of the school, which have yet to be decided. There are seven new governors and three new members of staff. Following disappointing results in 2009, the local authority judged the school to be in need of additional intervention and it now has a 'World Class Primary Plan' which is monitored closely.

As a result of the inspection on 20 May 2009, the school was asked to:

- increase the proportion of good or better teaching to accelerate pupils' progress, particularly higher attainers, and further raise standards
- ensure that subject coordinators use the outcomes of monitoring activities more sharply to ensure that the quality of learning is consistently good across all classes
- build on the good start at using target setting to involve all pupils more in assessing their work so they have a clear understanding of the next steps for improvement.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvement and good progress in demonstrating a better capacity for sustained improvement.

Pupils' achievement is satisfactory overall. Results in 2009 were significantly below average at the end of Key Stage 2 but, following good intervention from the local authority and better coordination of monitoring and evaluation within the school, pupils made good progress from Year 3 to Year 6 in 2010. Attainment remains below average in English but is now broadly average overall, with most progress being made in mathematics. Pupils achieve better at the higher levels, and the progress of pupils identified with special educational needs and/or disabilities is good and many outperform their peers nationally. The large proportion of pupils eligible for free school meals also perform better than their peers.

The school management, in conjunction with local authority consultants, has worked hard and successfully during 2010 to improve its monitoring and self-evaluation systems, which are now good. Governors have also adopted a more critical approach to reviewing performance and are now more effective than at the time of the last inspection. The interim headteacher is already using his excellent previous headship experience to improve teaching and learning strategies, effectively engaging parents in the work of the school and monitoring behaviour for learning. There are some good systems for evaluating teaching and learning, and senior leaders and coordinators regularly assess their colleagues' teaching in class. They keep a record of how teaching improves and have supported colleagues who are the weaker teachers in the school. The school has good data to track pupils' progress in class and make stronger predictions of how well pupils perform as well as tracking those that are underperforming. Tighter target setting procedures are being introduced gradually but pupils already have a better understanding of how well they are doing and what needs to be done to improve their work further. Consequently there has been good progress in building capacity within the school to make further sustained improvements.

There has been good evaluation of attendance and this has resulted in the implementation of more strategies to improve attendance and reduce persistent absences. Attendance is now high. Pupils' behaviour remains good. The provision for care, guidance and support also remains strong. Pupils said they felt safe and they valued the learning mentors for providing good advice and guidance when needed. Pupils in Year 6 know how well they are expected to do in their work. As a consequence of all these strategies, teachers, pupils and parents are better informed about the school's strengths and weaknesses, and improvement has been satisfactory.

The extra focus on learning has enabled teachers to focus more effectively on the needs of individual groups, with positive effects on learning and progress. Pupils are more engaged and motivated by lessons that are pitched at the right level to support their learning, particularly for the more able. Pupils spoke about how much

they enjoyed school because of all the things they do. Pupils have been given many more opportunities to work independently and are being involved more in making decisions about their own learning. This is having a positive impact on the progress made by pupils. Teaching assistants contribute well to this improvement and work well to support groups in the classroom and enable the teacher to focus on specific groups such as the more able. This is helping to raise attainment.

The school has benefited from the support of a School Improvement Partner and the work of local authority consultants, one of whom was resident at the school for one day a week to improve performance in mathematics.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Peter Limm
Her Majesty's Inspector