

Inspection of Greenleys Junior School

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

Inspection dates: 20 and 21 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Staff, parents and carers describe this school as an 'oasis of calm'. Many pupils eat together at breakfast club, excited for the day ahead. Pupils have well-developed independent learning skills. They are keen to do well in their lessons. Pupils are comfortable in using different resources, such as laptops and books, to help them learn. These skills allow them to make the most of the carefully planned lessons.

Behaviour is exemplary. At break and lunchtime, pupils enjoy each other's company. They play well together, with mutual respect. This means that they can focus freely and enjoy the games they play and their free time. At the end of lunchtime, all pupils collect together in mixed-year 'circles'. Here, they reflect on their weekly themes or discuss an important topic. Pupils look forward to this shared experience. It helps ready them for their afternoon learning and strengthens their sense of community.

Leaders prize positive relationships. They see these as the foundation to their school. Pupils understand this too. They say that one of the best things about their school is how caring and kind staff are. Pupils describe bullying as very unusual. They are confident that staff would deal with any incident quickly and effectively.

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

Leaders have a very strong vision for education at this school. They are ambitious for every pupil. Staff teach pupils to be curious about the wide world beyond where they live. Pupils are used to linking knowledge from different topics. They discuss and evaluate ideas and clearly enjoy their learning. As a result, the school is a joyful, vibrant place.

Leaders use their research-based knowledge of curriculum development as they implement their vision. In many subjects, including English and mathematics, what pupils will learn is precisely identified. Teachers have the expertise they need to check what pupils know and to fill any gaps. This means that pupils build a depth of knowledge from Year 3 to Year 6. Pupils with special educational needs and/or disabilities are well supported to learn the intended curriculum. Teachers ensure that adaptations are made when individuals need extra help. However, leaders acknowledge that there is further work to ensure that their vision is fully implemented to ensure that pupils achieve well in every subject.

Reading is prioritised. The different themes in the year-group libraries help pupils to immerse themselves in the high-quality books they read. Opportunities to read in class are frequent. Leaders check pupils' reading progress regularly. Phonics teaching is in place to help pupils who find reading more difficult. Staff have had the required training they need to teach pupils how to read. However, there is variation in how staff use these techniques to help all pupils become confident and fluent readers.

Leader's thread teaching about relationships and behaviour throughout the curriculum. This constant focus underpins the very high expectations that staff have for pupils' conduct. Pupils understand why they should treat each other well. Pupils know that they are each entitled to their own opinion, and they address each other in a mature manner. Pupils who live up to the school's values earn a 'school trustee' badge. Pupils value this award highly. It helps them to recognise their part in creating a positive community. Pupils are proud of their school and naturally offer visitors a welcoming hand to shake.

Leaders have carefully adapted the building to help it feel welcoming and inspiring. Lighting and music create calm and engaging spaces. Pupils highlight the range of places to learn as an important feature of the school. They eagerly describe 'the immersive room', where they learn about far-flung locations. Trips and clubs further support pupils to experience a wide range of activities and experiences.

Leaders work to continually improve their school. They seek new ideas and research and decide if it is right for their pupils' learning. Staff are very positive about this work and how it supports school improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed robust systems, including a leadership structure, to put safeguarding at the heart of the school. This means that the school is both reactive and proactive in taking action to keep pupils safe. Leaders use their understanding of their local context in considering the risks pupils may face.

Staff training is regular, and staff understand their safeguarding responsibility. They make sure that pupils understand how to keep themselves safe and what to do if they have concerns. Pupils say that they feel safe at school, and this means that they can enjoy themselves and learn.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' vision for the curriculum, in every subject, is not fully implemented. This means pupils do not yet achieve as well as they could across the full curriculum. Leaders should provide the further support staff require to embed the curriculum securely and consistently in every subject.

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](#)' 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	10256295
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair of governing body	Myra Hall
Executive headteacher	Mike Talbot
Website	www.greenleysjunior.org
Dates of previous inspection	9 and 10 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school offers a morning breakfast club for pupils that is run by school leaders.
- 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.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The lead inspector met with two governors, including the chair of governors. He also talked to a local authority representative.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector listened to a sample of pupils read.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspectors scrutinised safeguarding records, checked staff's safeguarding awareness and met with the designated safeguarding leaders.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

Gavin Thomas

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023