

Green Park School

Green Park Drive, Newport Pagnell, Milton Keynes, MK16 0NH

Inspection dates 23–24 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The excellent leadership, well supported by leaders across the school has led to many improvements in the quality of the school's work since the previous inspection.
- Pupils make good progress from their starting points because staff know them well and tailor their learning to their individual needs.
- Teachers make sure lessons are interesting and engaging so pupils learn well.
- All pupils say that they enjoy school, that their lessons are fun and that they want to do well.
- Pupils' behaviour is exemplary. They are respectful, have excellent attitudes to learning and feel safe.
- The school offers a range of interesting subjects and activities that motivate pupils.
- The governing body is very clear on the school's main areas for development and has supported the school to bring about positive changes since the last inspection.
- The school has a good reputation in the local community. Parents and carers are very positive about all aspects of its work.
- Leaders, managers and staff promote pupils' spiritual, moral, social and cultural development very well.

It is not yet an outstanding school because:

- There is not enough outstanding teaching. Occasionally, the pace of learning slows because the work set is not always hard enough for pupils.
- Teachers' marking does not always provide enough guidance on how pupils can improve their work.

Information about this inspection

- The inspection team observed teaching and learning in 20 lessons. Several of these undertaken jointly with senior leaders from the school. Inspectors also observed the teaching of small groups of pupils and one assembly was observed.
- The inspectors looked at work in pupils’ books and listened to pupils from Year 2 and Year 6 read. They also held meetings with two groups of pupils including the ‘school leaders’. Inspectors used break times to talk to pupils around the school.
- Inspectors spoke to the Chair of the Governing Body, members of the school management team, subject leaders, and a representative of the local authority. These meetings included discussions about the analysis of performance information, the tracking of pupils’ progress and the monitoring of the quality of teaching. Documents relating to safeguarding were scrutinised.
- The start and end of the school day were used to meet with some parents and carers.
- The inspectors took account of the 83 responses to the online Parent View questionnaire, as well as evidence from the school’s recent parent survey.
- The inspection team also considered the 26 questionnaires completed by school staff.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
Ian McAllister	Additional Inspector
Verna Plummer	Additional Inspector

Full report

Information about this school

- Green Park School is a larger than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium is below average. This is additional government funding for pupils eligible for free school meals, those in the care of the local authority and those with a parent or carer in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of awards and accreditations including the International School Award, the Personal Finance Education Award, the Speakers School Council Award, the Get Active Award and Healthy Schools.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that teachers consistently:
 - set work at the right level of difficulty so that it is not too easy and that pupils' progress is not too slow
 - provide clear written feedback to pupils with guidance on how they can improve their work.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with knowledge and skills that are generally below the levels expected for their age. Good quality teaching and interesting learning activities within a creative learning environment enable all children to make at least good progress throughout the Early Years Foundation Stage.
- Pupils make good progress through the school and by the end of Year 6 are reaching average standards overall in reading, writing and mathematics. There are no significant gaps between boys and girls.
- All groups, including disabled pupils and those with special educational needs, make good progress. The school is very aware of the needs of these pupils and makes sure that the necessary support is put in place to enable them to succeed in all areas of their learning. They also gain confidence in their own ability to do well.
- Pupils have the opportunity to practise their numeracy skills in other areas, such as in science when investigating light and shadows. Pupils applied their mathematical skills well, presenting their calculations accurately in their books.
- Pupils' literacy skills are improving because writing, reading and speaking activities are included in other subject areas. This was seen in the writing completed by Year 2 pupils based on their experience of 'Africa Day', a day of activities that included all children wearing traditional clothing, trying new food and singing and dancing. Their writing about life in Africa showed empathy because the effective teaching and experience had ensured they had the skills and vocabulary to complete the tasks.
- Pupils read well. They link sounds to letters effectively and like the fact that this helps them read difficult words. They use their reading skills well when completing research; this was observed in a Years 3 and 4 lesson when pupils were researching about the Romans as part of their 'Invaders and Settlers' topic.
- The more-able pupils make good progress because teachers and teaching assistants make sure work is demanding and adapted to their particular needs. Pupils like the opportunity to select their own areas of research and choose how the work will be presented. However, the work set for some pupils is, at times, too easy, and their progress slows as a result.
- The few pupils from minority ethnic backgrounds who speak English as an additional language make good progress and in line with others. Staff help them to settle quickly within a supportive learning environment and provide good support so that they develop their language skills quickly.
- Small-group work and additional classroom support for pupils for whom the school receives additional funding through the pupil premium helps pupils to progress as well as their peers in both literacy and numeracy. Pupils eligible for this additional support attain at similar levels to their classmates.

The quality of teaching is good

- A strength of the teaching in the school is the good quality planning that arises from the in-depth knowledge staff have of every pupil. Teachers make good use of rigorous tracking to set challenging targets and to check pupils' progress. Where teaching is outstanding, teachers plan creative and stimulating activities and pupils are encouraged to use their skills in a range of activities.
- Teachers have good subject knowledge and expertise, which they use effectively to provide a wide range of activities that promote pupils' skills well in literacy and numeracy.
- Teaching assistants make a valuable contribution to learning by supporting pupils in lessons and in small groups that are withdrawn from classes for particular help. Careful planning and tasks are designed to enthuse and engage all in the group.

- Warm relationships and consistently applied routines help children settle well in Reception. Teachers encourage the children to work with each other and share ideas.
- Although there is some good quality marking, not all teachers give enough guidance to pupils about how to improve their work.
- Occasionally the work set is too easy for some pupils. As a result, they do not always make the rapid progress that they are capable of.
- The parents and carers who responded to the questionnaire and those parents and carers who spoke to the inspectors thought that their child was taught well and made good progress at the school.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding. Pupils' attitudes to learning are excellent; they are enthusiastic about their lessons and what they are learning. In lesson they are well focused and enjoy the working relationship with adults in the class.
- Parents and carers, staff and pupils are all very positive about the behaviour in the school, including the care and respect children have for each other. One child said to an inspector, 'Behaviour is good because everyone follows the rules.'
- Pupils' behaviour around the school and in their lessons is exemplary. They are polite, friendly and courteous. They feel part of the school and are proud to belong to it. Pupils like the opportunity to get involved and take on responsibilities, for example as 'school leaders', peer tutors working with younger pupils and playground leaders. The work of these young leaders was observed both in class and at break time.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe and know who to talk to if they have any concerns. They understand how to stay safe online, including when they are using the internet when researching information.
- Pupils are aware of what constitutes bullying and report that there is no bullying in the school. They are confident that should there ever be any, the staff, who they trust, would quickly deal with it.
- Attendance is average and the school has clear procedures in place to tackle absence including taking holidays during term-time.

The leadership and management are outstanding

- The headteacher's highly successful determination to drive the school forward is evident in many of the improvements the school has made since the previous inspection. The headteacher is supported by a strong leadership team and active governing body, all sharing the commitment to make the school outstanding.
- A rigorous programme to check the quality of teaching and provide well-focused professional development has led to an improvement in pupils' progress. Senior leaders and teachers track pupils' progress rigorously to find out how well pupils are achieving and review support programmes to suit the needs of individual pupils.
- The headteacher regularly observes lessons and gives high-quality detailed feedback to teachers that enables them to improve their practice. There are also opportunities for teachers to observe each other as part of their professional development. This is helping to increase the proportion of outstanding teaching.
- Teamwork throughout the school is excellent. Teachers are keen to learn from one another and the senior leadership team are highly effective role models who help teachers improve their teaching to become good or better.
- The school's systems for managing teachers' performance have been exceptionally well used to raise expectations and to set helpful targets for teachers. Staff have specific targets which focus on pupils' achievement, staff responsibility and professional development. There are clear links between performance and pay progression.

- Teachers report the school 'is a lovely place to work' and say that 'the school is exceptional in the support given to children and staff'.
- The range of subjects and activities on offer is vibrant, very well planned and meets the needs and interests of all pupils very well. Pupils enjoy the many opportunities presented to them to develop a wide variety of skills and talents. For example, during the inspection, Year 6 pupils led a whole-school assembly that focused on their topic on India. They presented a range of experiences that included dance, music, storytelling and prayer for all children to enjoy and learn from.
- Pupils' spiritual, moral, social and cultural development is excellent due to the school's outstanding work in this area. Pupils benefit from opportunities such as assemblies and fund raising, to reflect and consider the needs of others. This, in turn, contributes effectively to the pupils' day-to-day behaviour and respect for each other.
- Parents and carers who responded to the Parent View survey, as well as those spoken to in the playground, were generally very positive about the school. One parent or carer reported that they would 'recommend the school to anyone, as they go far and beyond whatever they do for the children'.
- The local authority provides 'light touch' support for this good school. New governors have been supported by the local authority's training programme.
- Safeguarding procedures meet all current requirements.
- **The governance of the school:**
 - The governing body has a clear knowledge of the school's strengths and what it needs to do to keep improving. Governors provide effective support and challenge within the context of the school and the community it serves. There is a very good understanding of the school's performance compared to that of other schools. The governing body is very clear on the targets for the school and how these can be met. Governors make sure that statutory responsibilities are met, such as the management of teachers' performance and the implementation of the Teachers' Standards, and understand how they affect salary progression. Governors are well informed about quality of teaching from first-hand evidence. They monitor spending carefully and are aware of how the school is using the pupil premium funding to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding leaders to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110395
Local authority	Milton Keynes
Inspection number	440463

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Mark Kelk
Headteacher	Claire Worrall
Date of previous school inspection	17 March 2011
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