

# Green Park School

## Inspection report

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<b>Unique Reference Number</b>	110395
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	310285
<b>Inspection dates</b>	14–15 February 2008
<b>Reporting inspector</b>	Keith Williams

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 on roll</b>	
School	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Kelk
<b>Headteacher</b>	Mrs C Worrall
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Green Park Drive Newport Pagnell MK16 0NH
<b>Telephone number</b>	01908 216389
<b>Fax number</b>	01908 216389

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Almost half of pupils at this larger than average school are from outside of its designated area. Most are from White British backgrounds, although a wide range of ethnic groups are represented. Fewer pupils than in most schools are learning English as an additional language, are eligible for free school meals, or have been identified with learning difficulties. The proportion with a statement of special educational need is above average. More pupils than is typically found transfer in or out of the school at other than the usual times. The school has the Healthy Schools gold, Artsmark silver and Activemark awards, the Basic Skills Quality Mark and the Effective Early Learning award with Investors in Children accreditation. At the time of the last inspection, the school took pupils up to Year 7.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The school takes excellent care of its pupils and provides an exceptional range of activities in-and-out of lessons. Combined with good teaching, this means that pupils achieve well academically, make excellent progress in their personal development and enjoy school immensely. The school aims to move 'from good to great,' and is on the way to achieving its goal.

School leaders, under the guidance of the excellent headteacher, keep a very close check on the school's performance. They make very good use of a wide range of data gathered from assessing and tracking pupils' progress and from monitoring teaching and learning. The make-up of each year group varies considerably, particularly in relation to pupils' social, emotional and language development. However, robust tracking systems ensure that the progress of each pupil is well known to staff. Consequently, any pupil at risk of underachieving is identified early, and given the help they need to catch up. The school is equally focused on ensuring that more able pupils make good progress and lessons invariably contain further challenge for these pupils. In addition, there are many very well organised activities, often led by a dedicated teaching assistant, to extend and enhance the learning of the most able, including those identified as gifted or talented. This high quality support means that pupils of all abilities achieve well from their average starting points and, by the end of Year 6, standards are above average.

The outcomes of assessments and monitoring activities are used very well to set challenging targets, hold teachers to account and measure and guide improvements. Areas for development are identified and are tackled tirelessly. Work to improve pupils' writing, for example, has resulted in above average standards by the end of Year 2 and Year 6. Recent work to raise standards in mathematics is also proving effective, although it is too soon for many of the initiatives to have achieved their aim and this, rightly, remains a priority. In particular, staff have identified the need to improve pupils' ability to use their mathematics skills in real-life and meaningful situations. Governors contribute well to the school's understanding of what is working well and what can be improved. They have well-devised systems for gathering first-hand information and this contributes to the outstanding self-evaluation processes. All staff share their leaders' commitment to improving the school's provision. Their successful track record shows that they are exceptionally well placed to do so.

The school plans very well for pupils' personal development and pupils respond extremely well. They are highly self-motivated, behave exceptionally well and, from early days, are eager to learn. Staff ensure that they have a clear understanding of what they are expected to learn and how they will know if they have done so. As a result, pupils of all ages have a mature understanding of their learning, one Key Stage 1 pupil explaining that she was, 'learning to collaborate, because that's what we do at Green Park.' Staff enhance this by giving very good written and verbal feedback. Consequently, pupils have an excellent understanding of their targets and what they need to do to reach them.

Parents are very supportive of the school and are particularly pleased with the levels of pastoral care, the progress made by their children and the wide range of extra activities. Amongst their comments, one reflected the views of many when referring to the school's 'strong sense of community.' 'Above all,' noted another 'my child is happy and enthusiastic about attending school.'

## Effectiveness of the Foundation Stage

### Grade: 2

Children achieve well in the Reception classes. They enjoy a well-balanced and interesting curriculum that covers all areas of learning. At the start of the day, they skip happily into the classrooms, eager to meet with friends and learn new skills. Teaching is good. Staff know children well and plan a wide range of indoor and outdoor activities that meet their needs. Adult-led activities are particularly successful because, through skilful questioning, children are encouraged to take the next steps in their learning. For example, children undertook addition sums in a dice game, gradually improving their ability to work with higher numbers. Exploratory play activities are well organised, although some tasks are directed too closely by staff and, when this happens, the level of challenge and opportunities for making choices are reduced. Nevertheless, from average starting points, most children reach the goals expected of them by the end of the Reception year. Some exceed those goals, particularly in their personal, social and emotional development.

### What the school should do to improve further

- Raise standards in mathematics by increasing opportunities for pupils to use and apply their skills in real-life situations.
- Ensure a consistent level of challenge in exploratory play activities in Reception and provide more opportunities for independent choices.

## Achievement and standards

### Grade: 2

Year 2 results have been above average in recent years. The current pupils in Year 2 had lower starting points than previous groups. They are making good progress and their attainment is above average in writing and just above average in reading and mathematics. Results in Year 6 fell in 2007. This was anticipated by the school, because many of the pupils had significant difficulties and, in addition, many more than usual joined the year group in Key Stage 2. The school's robust records show that most pupils made good progress from the time they joined the school. Current pupils are performing at a higher level, making good progress and their attainment in English and science is above average. Standards in mathematics are average and the school recognises that, compared with their performance in English and science, standards could be higher. There is no significant difference in the progress made by pupils of different background, gender or ability. Those with learning difficulties, including speech and communication difficulties and autism, achieve well.

## Personal development and well-being

### Grade: 1

Pupils make excellent progress in their spiritual, moral, social and cultural development. They flourish in the secure and supportive environment and enjoy all that it offers. Relationships are very positive and outstanding moral and social development means that pupils' behaviour in-and-out of lessons is excellent. Pupils are very appreciative of the way that staff respond to their concerns. Attendance is above average and this makes a significant contribution to pupils' academic achievement. Pupils enjoy taking extra responsibility through, for example, acting as 'school leaders' (pupils selected to help with break-time activities) or 'school representatives' (those who attend meetings to discuss and implement initiatives). Pupils have

an excellent understanding of how to lead safe and healthy lives and many represent the school in regular sporting events. Good progress in basic skills, and activities such as organising and managing the finances of the book club, mean that they are well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers build well on pupils' self-motivation and eagerness to learn. Lessons invariably run smoothly and provide a supportive atmosphere. Very good questioning means that teachers build up a picture of how well pupils understand, and any misconceptions are dealt with quickly and sensitively. On rare occasions, the review of learning at the end of lessons is too hurried, which limits its effectiveness. Teachers use the information they gather from assessments very well to produce detailed planning that identifies clearly how more able pupils will be challenged and how those who find learning difficult will be supported. Teachers and support staff work well together to meet pupils' differing needs. Technology, including interactive whiteboards and laptop computers, are regular features of many lessons. This was seen to particularly good effect when Year 5 and 6 pupils shared their imaginative writing about alien landscapes, against a backdrop of atmospheric sounds and pictures displayed on the interactive whiteboard.

### **Curriculum and other activities**

#### **Grade: 1**

The excellent curriculum is enhanced by an exciting range of additional activities that enable pupils to learn well. Basic skills are very well planned and there are many opportunities for pupils to use these in other subjects. Specialist teachers bring enthusiasm and expertise to subjects such as science, French and dance. This contributes to pupils' good progress and enhances their enjoyment. Special projects and events are used to enliven many subjects and promote a greater depth of learning. In Years 3 and 4, for example, a Roman day informed pupils about life in those times and inspired them to find out more. Strong links are made between subjects and this extends their understanding. For example, pupils in Years 5 and 6 made Tudor purses, linking design and technology to their historical studies. Excellent links with other schools enrich the curriculum and prepare pupils successfully for their future education.

### **Care, guidance and support**

#### **Grade: 1**

The school provides outstanding pastoral care and support for its pupils. Well-established procedures ensure rigorous attention is given to child protection, health and safety, risk assessment and first aid. Personal, social and health education is given a high priority and pupils are taught how to keep safe. Strengths and weaknesses in pupils' academic performance are identified from a thorough analysis of assessment information and robust tracking records. Very good support is provided for individual pupils, enhanced by excellent links with outside agencies. Time is provided for all pupils to assess the quality of their own learning. Older pupils, in particular are analytical about their efforts, and about the school's provision. One Year 6 pupil reported, 'We're challenged at just the right level,' as she described a feeling of success

in a mathematical problem-solving activity. Pupils of all ages are set, and understand, challenging targets for improvement and this has a significant impact on their progress.

## **Leadership and management**

### **Grade: 2**

Careful monitoring of the school's work ensures that senior staff have a very accurate view of the school's effectiveness and a clear understanding of what is working well and what might improve. A high priority is given to providing a safe and secure environment for pupils to learn and pupils' emotional well-being is monitored very carefully. Staff work well together; strong teamwork is promoted and is evident at all levels. The headteacher and capable assistant heads use their complementary skills well, particularly to provide high quality analysis of assessment information. This information is used very well to meet pupils' widely differing needs and support staff make a strong contribution to this process. Governors have reviewed their role and increasingly hold the school to account. All staff share a common sense of purpose that is clearly focused on helping pupils to fulfil their potential.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

03 March 2008

Dear Pupils

Inspection of Green Park School, Newport Pagnell, MK16 0NH

Thank you for the friendly way you welcomed us to your school for the recent inspection. We were pleased to be able to speak to many of you. You gave us lots of helpful information. I am writing to tell you what we found out.

Lots of you and your parents told us how much you enjoy school and that you go to a good school. We agree. Your headteacher and staff work hard to make your school a very safe and exciting place to be. We were very pleased to see how hard you work in lessons and how well you behave. Because of this, you are learning well and your work is better than we often find.

Your teachers do a good job at giving you work that is just the right level of difficulty and making sure that, if you need extra help, you get it. It is very pleasing to see that your writing has improved. You and your teachers have worked hard to make this happen. Well done, and please keep it up! Your teachers are now working to help you improve in mathematics, especially the way that you use your skills to solve 'real-life' problems. We agree that they should do this and I know that you will want to help. We would also like them to check that when Reception children take part in their play activities, they have plenty of chances to organise things for themselves.

Your behaviour is excellent on the playground, too. Well done to the school leaders who help to organise the activities - the other children are very grateful. The school representatives do a good job, too. Even though your school is good, your headteacher and the other adults want it to be even better. You might have heard them talk about turning the school 'from good to great.' We know that you will want to help them and we wish you good luck for the future.

Yours sincerely

Keith Williams

Lead Inspector