

# Inspection of a school judged good for overall effectiveness before September 2024: Great Linford Primary School

St. Leger Drive, Great Linford, Milton Keynes MK14 5BL

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Inspection dates:

24 and 25 June 2025

## **Outcome**

Great Linford Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils enjoy coming to school. The school has a positive and welcoming atmosphere, which helps pupils to feel settled. Pupils value their teachers because they know that staff only want the very best for them. Should pupils have any worries or concerns, they know who to talk to. Pupils recognise that staff will act quickly and decisively to help them.

Pupils behave well at this school. They are proud of the calm and friendly environment, both in and outside of the classroom. Pupils are respectful towards each other and adults. They are taught to respect each other's differences and show kindness to each other. Pupils consider bullying to be very rare and quickly dealt with.

The school has high expectations for what pupils will achieve. Pupils keenly strive to achieve these. Focused staff training and a detailed curriculum support pupils to participate fully in their learning and enjoy working with their classmates.

Pupils are very familiar with the school's 'ROOTS' values of: 'respect all, overcome challenges, open minds, take care and speak kindly'. They use these to consider how they should treat each other. Pupils of all ages are taught how to help keep themselves safe and healthy.

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

The school's curriculum precisely identifies what pupils need to learn and when they should learn it. In most subjects, the curriculum is taught well. Pupils' knowledge builds steadily over time. Pupils enjoy applying their knowledge to develop their understanding of new ideas and concepts. However, in a few subjects, the curriculum is not used as effectively, meaning some pupils remember less and achieve less well. The school is

aware of this variability and is continuing to refine the way the curriculum is used to ensure all pupils know and remember as much as possible.

The school recognises that phonics outcomes were too low last year. Effective action has been taken to improve phonics teaching. Delivery of phonics is consistent and effective. Pupils quickly build their reading knowledge and skills and become fluent readers. When pupils need extra help, individual or group support helps them keep up. Opportunities to read are frequent in all year groups. Pupils value the way the chosen texts help them to understand other topics they are learning about.

Staff have detailed subject knowledge. Routines in lessons are consistent, and teachers present subject matter clearly. Teachers check what individual pupils know and address any immediate gaps they find in pupils' knowledge. However, some of the school's other checks on what pupils know and can do are not used consistently to inform planning to help pupils build their knowledge. The school recognises this and, where necessary, continues to provide staff training to improve consistency.

The school knows its pupils well. The needs of pupils with special educational needs and/or disabilities (SEND) are identified swiftly. Staff have a detailed understanding of how to adapt their lessons for pupils. Pupils with SEND routinely learn alongside their peers and achieve well. Where pupils have more complex needs, the school sensitively supports them to follow an ambitious curriculum and integrate into the school as fully as possible.

Children in the Reception Year are exceptionally well focused on their learning. They have a strong recollection of their prior learning. They delight in taking turns, sharing ideas and learning together. The early years curriculum prepares pupils for their move to Year 1 and their growing independence.

Pupils behave well at school. Lessons are calm and purposeful. The school's focus on a positive approach is appreciated by pupils. Pupils respond by meeting the school's high expectations of pupils' conduct. Pupils who need support to manage their feelings or behaviour receive targeted individual help from well-trained staff.

The school provides pupils with a wide range of extra-curricular activities to broaden their experiences. Many pupils represent the school at sporting activities. Pupils consider the Year 3 residential trip to be a highlight. They keenly explain how this trip helps pupils to bond as a group and try new outdoor activities. The wider personal development offer strengthens pupils' understanding of how to stay safe and their knowledge of the wider world. This prepares them well for life in modern Britain.

Leaders and governors have a detailed, shared understanding of their school priorities. This has led to steady improvement across a range of the school's work, including aspects of behaviour, learning and attendance. Leaders are effective at supporting staff workload and well-being. Consequently, staff enjoy working at the school and are proud to do so.

## Safeguarding

The arrangements for safeguarding are effective.

### What does the school need to do to improve?

#### (Information for the school and appropriate authority)

- At times, there is some inconsistency in how well the foundation curriculum is taught. Where this is the case, pupils do not remember as much as they could. The school must ensure that teaching approaches match the intent of the curriculum and lead to pupils securing the necessary knowledge and skills across all subjects
- There is variation in how well assessment is used to identify gaps in pupils' knowledge. As a result, teachers do not always know which aspects need to be reviewed and recapped to ensure pupils remember everything they should. The school must ensure that all checking is consistently effective in identifying and remedying any gaps in pupils' knowledge and understanding.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

### 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	110366
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10341286
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Myra Hall
<b>Headteacher</b>	Mike Talbot (Executive Headteacher)
<b>Website</b>	<a href="http://greatlinfordprimaryschool.co.uk">greatlinfordprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	11 and 12 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Aspire Learning Partnership of Schools federation.
- The executive headteacher and other members of the senior leadership team have joined the school since the previous inspection.
- The school uses one registered and one unregistered alternative provision

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector held meetings with the executive headteacher, the head of school, the special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The inspector met with representatives of the board of governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the staff and pupil surveys, as well as speaking to staff and pupils throughout the inspection.

### **Inspection team**

Ed Mather, lead inspector

His Majesty's Inspector

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