

Milby Primary School

Inspection report

Unique Reference Number	130894
Local Authority	Warwickshire
Inspection number	360151
Inspection dates	19–20 October 2010
Reporting inspector	Carolyn Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair	Victor Beardwell
Headteacher	Melanie Aley
Date of previous school inspection	10 June 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 18 lessons taught by 14 teachers and held meetings with pupils, staff and governors. They scrutinised documents, policies, observed the school's work and looked at 118 responses to parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well do the new initiatives in teaching and assessment ensure pupils' progress can be sustained?
- How effective is the school in providing opportunities for pupils to learn about and appreciate the wider community?
- How well does the Early Years Foundation Stage ensure children's learning comes about through independence and choice?

Information about the school

As a larger than average size primary school, Milby has small proportions of pupils eligible for free school meals, who have special educational needs and/or disabilities and from minority ethnic groups. There is a small, but growing, number of pupils for whom English is an additional language and most pupils come from a White British heritage. There is a private Nursery on the site and privately run before and after school care.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Milby Primary is an outstanding school. The headteacher has transformed the opportunities open to her pupils and they have risen to the challenges she and her team have provided for them. Pupil's progress is increasing steadily and achievement has risen, so now most leave with high levels of attainment.

Children arrive in Reception with attainment levels that are broadly average for their age. They make good progress because they settle quickly into the routines of school life and enjoy the wide range of activities on offer. Sometimes children in Reception are led too much by adults, however, and are not always given enough chance to drive their own learning by choosing their own activities through which to progress. When children enter the main school, they are ready for the challenges of Key Stage 1 and most also make good progress. In Years 5 and 6, pupils are working very independently in many subjects, progressing very well. When they leave school their achievement has been outstanding. The few with special educational needs and/or disabilities generally make outstanding academic and personal progress. The school ensures their full support where they face significant barriers. It is comprehensively inclusive in all its undertakings and equality of opportunity is outstanding.

Pupils say emphatically that they feel safe at school and that there is no intimidating or poor behaviour. They understand how to remain safe outside of school or whilst on the internet. Behaviour is outstanding and pupils care about their community, generously giving of their time to other younger pupils, looking after their environment and helping others. They develop excellent understanding of the world away from their local area, very strong values and ethics and they take time to reflect and think about how other people live.

The headteacher and her team ensure most teaching is at least good, with much of it outstanding, and that the curriculum provides excellent levels of challenge and opportunity for all pupils. These aspects are very well monitored and continuously improved so that lessons frequently allow pupils to use and stretch their skills across subjects. Pupils enjoy using information and communication technology (ICT), usually within their well-equipped specialist suite. They do not have sufficient chance to use these skills across other subjects however and this means their preparation for their future economic well-being, although good, is not as thorough as it might be.

Regular assessments provide pupils with good understanding of their next steps and excellent communication with parents and carers ensures everyone understands how well the pupils are doing. Pupils' attendance levels are high.

The school has an outstanding capacity for further and sustained improvement because senior leaders ensure all staff work closely and in harmony. This team's ambition is fully

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appreciated by all of its members and it is communicated very clearly to the pupils. High levels of progress are the result of a concerted effort and effective self-evaluation, orchestrated from the headteacher, through the team of dedicated senior leaders and into the classroom. This clear vision and well-communicated ambition has an excellent track record of success.

What does the school need to do to improve further?

- Ensure teachers in the Early Years Foundation Stage enable children to choose their own learning activities to raise progress from good to outstanding.
 - Provide more extensive opportunities for pupils to use information and communication technology to help prepare them more fully for the world of work.

Outcomes for individuals and groups of pupils

1

Children arrive in Reception with attainment that is typical for their age, make outstanding progress and leave with high levels of attainment. Their achievement during their time at Milby is outstanding. High attendance ensures opportunities are rarely missed for pupils to enjoy and progress in their education.

Pupils in Key Stage 1 make their best achievement in reading and mathematics, which are well above the average by the end of Year 2. Progress in writing is a little slower, though still good but the school ensures there are extensive opportunities to use writing across all subjects. Creativity is encouraged, with ideas for extended writing often coming from pieces of drama, history or geography. Higher up the school, progress in all subjects is excellent. The relatively few pupils with special educational needs and/or disabilities make excellent progress academically, often being transferred out of this group when their progress rises sharply. Their personal development is often outstanding. A pupil spoke enthusiastically about how she helps children in Reception with their eating and socialising at lunchtimes and works to help sustain the ecosystems of their school grounds. Another pupil drew a mind-map diagram showing how the school's support helps her get on so well.

Outstanding behaviour and attitudes add enormously to progress in all classes with an ethos of care and respect evident in all activities. Pupils develop good understanding of how to be healthy, enjoying physical activities and sports. They contribute generously towards the school community, by joining school council and taking part in activities in and related with school. Pupils are aspirational for their futures, with many saying they would like to progress to higher education. They do not have the chance to use ICT across subjects, however, and this holds back their progress in the subject. There are outstanding levels of development in spiritual, moral and cultural aspects of education. Pupils appreciate and produce excellent works of art about other cultures. They choreograph dances and devise works of drama, sometimes based around topics being explored across subjects, such as life during World War 2. Pupils in Year 2 choreographed beautiful dances about fireworks that they developed for particular music and sounds.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most lessons are at least good and a large proportion is outstanding. This ensures that learning is excellent. Lessons regularly motivate and challenge pupils to think across strict subject boundaries. They are fast-paced and engage pupils' interests. Lessons are very well planned and teachers ensure the work of their teaching assistants is integrated into the lesson, through one-to-one support, the withdrawal of small groups or through general support in the classroom for groups of pupils.

The best learning goes on where teachers capitalise on the outstanding attitudes, behaviour and readiness of pupils to steer their own learning and evaluate and assess their own and others' work. These assessments are then used to further promote more learning. Where learning is not quite as fast, pupils' outcomes are held back by over long sessions where teachers talk, tasks are not stretching enough, misunderstood, or the learning objectives are not clear. The marking of books is excellent, promoting a dialogue between pupil and teacher, ensuring pupils fully understand their next steps.

The outstanding curriculum has been re-designed over the past two years so it now has excellent breadth and balance. Appropriate adaptations are made for pupils with different abilities. Across subject provision is exemplary, with innovative approaches to subjects, for example by creating a 'Tardis' for time travellers to explore different eras in history, bringing the curriculum to life for pupils. Enrichment activities are numerous, with a high rate of uptake and future planning always involves the whole staff team.

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Pupils develop pride in their school and are confident individuals because staff ensure they are very well supported. The school is continually developing arrangements for pupils arriving at school, both at and outside normal transition times. Pupils settle quickly, soon wishing to be part of the 'Milby family', as one said. Those who are potentially vulnerable receive care that ensures they may reach their potential and play a full and active part in school life.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is very well supported by her senior team, who, along with the staff, have changed the school culture to one of high expectation and challenge. This has had an obvious impact on the attainment of pupils. The vision of continuing improvement is now fully embedded in the everyday workings of the school community. Targets for learning are aspirational and challenging and this in turn has positively influenced the governing body. The rigour with which tracking and monitoring of pupil progress are carried out is exemplary. Teaching is also monitored robustly, ensuring high accountability and morale amongst staff.

The governing body has developed strongly and now has a good understanding of the school's strengths and areas for improvement. Statutory duties are effectively discharged and many members of the governing body take steps to analyse and monitor pupil attainment. This enables close cooperation with senior leaders in strategic planning. Safeguarding procedures are robustly monitored with all policies regularly reviewed. The school has a very safe site, pupils' behaviour is exemplary and staff have all been trained to cope with any emergencies that might arise. There are good links with educational and other partners, such as in sport, business and music, to promote effective learning in these areas.

The school itself provides expertise for other educational institutions. Parents and carers engage with the school very closely. Their views are regularly sought and acted upon and the school ensures they understand how their child is doing. The home-school book provides regular opportunities for written dialogue to ensure everyone is active in raising pupils' attainment. The school works hard to ensure its community is strong, while also reaching out to other institutions. There has been less emphasis about the broader United Kingdom community, but there have been projects that ensure pupils develop a deep understanding of the wider world.

The equality of opportunity for all is outstanding because the school is committed to providing excellent outcomes for pupils and an educational experience that is positive.

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Pastoral care and academic performance are carefully monitored, ensuring progress has sharply risen over the last two years.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good progress in all areas of their learning, even though their initial ability levels are variable. Teaching is generally good, providing for good development of attitudes and behaviour, curiosity about the world, skills in literacy and numeracy. All activities, both indoors and outside, are well planned for each area of learning, producing a rich range of experiences. Children are excited by their learning because there is so much for them to do, using the many toys and pieces of equipment, experimenting with arts and craft. Reception is a vibrant and colourful area where imaginations can be developed and experiences explored.

Teacher's planning is thorough and shows a keen eye for children's ability levels and the progression of their learning. Teachers are not fully aware, however, of sometimes becoming over prescriptive when designing activities for their children to choose from. They also do not always fully use the time available for learning, spending too long finishing off sessions or waiting for lunchtimes to begin.

Parents and carers are well engaged as partners in their child's learning so that there is good transfer of information on what children can do and how they might be further helped.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The responses to parental questionnaires showed that most parents are very happy with their child's education because they believe teaching is good. A few parents expressed concern over the school not taking note of their suggestions and that it does not tackle instances of poor behaviour. The inspection found behaviour to be outstanding and that there were extensive efforts made by the school to communicate effectively with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Milby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 118 completed questionnaires by the end of the on-site inspection. In total, there are 422 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	66	38	32	1	1	0	0
The school keeps my child safe	74	63	41	35	2	2	0	0
My school informs me about my child's progress	46	39	69	58	1	1	0	0
My child is making enough progress at this school	55	47	58	49	3	3	0	0
The teaching is good at this school	70	59	47	40	0	0	0	0
The school helps me to support my child's learning	55	47	55	47	3	3	0	0
The school helps my child to have a healthy lifestyle	60	51	55	47	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	44	51	43	2	2	0	0
The school meets my child's particular needs	62	53	54	46	1	1	0	0
The school deals effectively with unacceptable behaviour	51	43	59	50	6	5	0	0
The school takes account of my suggestions and concerns	45	38	64	54	7	6	0	0
The school is led and managed effectively	51	43	59	50	5	4	3	3
Overall, I am happy with my child's experience at this school	72	61	45	38	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2010

Dear Pupils

Inspection of Milby Primary School, Nuneaton CV11 6JS

Thank you very much for making the inspection team so welcome when we recently visited your school. We found that your school provides you with an outstanding education.

We also found that you are extremely well behaved and try very hard to do your best. This helps you to make outstanding progress through school and ensures you get on very well together. You give your time very happily, both to each other and to your school. Some of you help with the environment around school while others help with younger pupils.

We have asked the school to improve a few things so it can become even better. These are:

- to make sure children in Reception class have the chance to choose what they do, rather than have many of their activities organised for them
- give you more opportunities to use computers and technology across all your subjects, to help you further develop skills that will be useful when you go on to secondary school and beyond

You can help yourselves by continuing to work hard and do your best.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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