

# Milford Primary School

## Inspection report

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<b>Unique Reference Number</b>	112788
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357189
<b>Inspection dates</b>	5–6 April 2011
<b>Reporting inspector</b>	Susan Walsh

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 of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gareth Davies
<b>Headteacher</b>	Simon Field
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Chevin Road Milford, Belper DE56 0QH
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 11 lessons or parts of lessons and saw four teachers teach. Meetings were held with staff, the Chair of the Governing Body and pupils. Inspectors observed the school's work and looked at the school's development plans, the school's records of pupils' progress and samples of pupils' work in English and mathematics. They scrutinised responses to questionnaires by 54 parents and carers, as well as from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the current rates of progress in English and mathematics?
- Are pupils aware of other faiths and cultures, and what contribution does the school make to the wider community?
- How well does the school cater for Reception-aged children, particularly in terms of their social and emotional development, the use of the outdoors and the way the school manages a mixed Reception and Year 1 class?
- What impact have recent changes to staff roles and the arrival of the new headteacher had on outcomes for pupils?

## Information about the school

The school is much smaller than most primary schools. Relatively few pupils are known to be eligible for free school meals. The proportion of pupils identified as having special educational needs and/or disabilities is similar to the national average. Currently an above average number of pupils have a statement of special educational needs. Most pupils are from White British backgrounds. A higher proportion of pupils than usual join the school at different points in the school year. A new headteacher joined the school in 2010 and some other members of staff are relatively new to their posts.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

Milford Primary is a good school. It has improved many aspects of its work since the previous inspection. Parents and carers frequently comment about the way the school is at the centre of the local community and the wide range of enriching activities that are available to their children. They appreciate the good quality of care, guidance and support that the school provides. Pupils whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities are especially well supported. Pupils' enjoyment of school is reflected in their high attendance levels, and those who join the school partway through the year say they receive a very warm welcome and settle in quickly.

Year 1 children are well catered for in the mixed Reception and Year 1 class, and as a result they make good progress. However, there are restricted opportunities for Reception-aged children to make choices, and to develop their social skills and creativity by learning through well-planned play. Additionally, when children do have the opportunity to learn through play the adult support is sometimes limited. The school is aware that the outdoor area that serves the Early Years Foundation Stage is underdeveloped and is not always used effectively enough to support learning. Pupils make good progress through Key Stage 1, and their progress accelerates further in Key Stage 2, because of good teaching. In upper Key Stage 2, where lessons are particularly lively and engaging, their progress is sometimes exceptional. Attainment is rising and by the time pupils reach the end of Year 6 it is above average, with an above average proportion of pupils reaching the higher Level 5.

The new headteacher and the whole staff share a strong sense of purpose, and an ambitious vision for the school. The school has a secure view of its overarching strengths and weaknesses. The new headteacher has moved quickly to provide a more structured approach to monitoring and evaluation. Although pupils' progress is regularly checked, the school is aware that its current systems are not rigorous enough in terms of checking the work of individual pupils. The school gathers appropriate data relating to pupils' progress, but it is not always robustly analysed to provide specific information about the rates of progress of pupils in different year groups or those with special educational needs and/or disabilities, or the impact of specific teaching programmes. Additionally, information about attainment and progress is not always readily accessible to others, such as members of the governing body. This restricts the way the governing body can fulfil its role in challenging as well as supporting the school. Nevertheless, the staff's whole-hearted commitment to improving pupils' attainment and progress as well as providing a nurturing environment is reflected in important improvements to pupils' achievement, the quality of teaching, the curriculum and aspects of leadership and management. This illustrates the school's good capacity for further improvement.

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

- Accelerate the social, emotional and creative development of Reception-aged children by ensuring that:
  - children can choose for themselves from a good range of well-planned, purposeful activities
  - adults provide timely support for these activities
  - urgent improvements are made to the outdoor area so that it can be used more effectively to support learning.
- Enhance the way the school monitors the impact of its work by:
  - making certain that teachers' assessments of pupils' work are of the highest possible standard
  - using data more effectively to check progress in each year group
  - robustly monitoring the progress made by pupils with special educational needs and/or disabilities and the impact of additional teaching programmes
  - ensuring that the governing body is provided with clear information about attainment and progress across the school.

## Outcomes for individuals and groups of pupils

**2**

Not only has attainment improved at the end of Year 6, it is has also improved to above average at the end of Key Stage 1. Progress in mathematics has been boosted because mathematics is now taught in different areas of the curriculum and pupils are learning how to solve everyday problems using mathematics. More pupils are reaching the higher Level 5 in writing at the end of Year 6. Interesting topics like 'The Titanic' not only give pupils the opportunity to write at length about something that interests them, but also give them plentiful opportunities to develop their research skills. Pupils are always very keen to do well and work hard in lessons. Many lessons promote the development of a wide variety of skills. For example, in a lesson about performance poetry pupils developed their understanding of the features of poetry including rhythm. They were also able to develop skills of collaboration by working exceptionally well together and gave an outstanding performance at the end of the lesson. Pupils with special educational needs and/or disabilities and those who face other challenges that make them potentially vulnerable make good progress. This is because the school uses a good range of individual teaching programmes that are well delivered. A considerable effort is also made to develop the social skills of those pupils who find interactions with others challenging and to ensure that they are fully included in school life.

Pupils feel safe and secure in school. Behaviour is good and pupils report that bullying is very rare. Their attitudes are mature and realistic. They recognise that trivial fallings-out are sometimes inevitable but they are often able to resolve these minor disagreements themselves. The importance of a healthy diet is recognised and pupils are keen to take part in sport. Pupils are eager to take on responsibilities and are enthusiastic about their roles as monitors and school councillors. They have been very actively involved in the local community. For example, they have planted local flower beds and a pupil's design was used for the village flag which is often displayed prominently in the village. Pupils are

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knowledgeable about and very respectful of other faiths and cultures. They value diversity. A good work ethic, well-developed research skills and excellent attendance rates, combined with above average attainment in basic skills, mean that these pupils are well placed for future success.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

Lessons are often lively and a good range of strategies are used to keep pupils interested and involved. A strong emphasis on active learning is particularly successful in upper Key Stage 2. Teachers have good subject knowledge which they successfully share with pupils. In most lessons work is closely matched to pupils' needs. Questioning is often used well to improve understanding. In the Reception and Year 1 class the questions posed during whole-class work are particularly well pitched, and pupils know that the questions directed at Year 1 pupils are more challenging. Most teachers are alert to any misunderstandings and move quickly to put it right; however, occasionally pupils can struggle for too long before the teacher provides additional guidance. Teachers are improving their skills in assessing the quality of pupils' work but know that their assessments of the National Curriculum levels pupils are working at are not yet precise enough.

The curriculum provides well-organised, imaginative and usually very effective opportunities for learning. A more creative curriculum has been developed, particularly in upper Key Stage 2, but a lot of worksheets are still used in some classes. There is a good

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range of extra learning opportunities. For example, pupils have enjoyed making films using information and communication technology (ICT) and working on design projects with a governor, and all pupils in Years 4, 5 and 6 and some of the teachers are learning to play a brass instrument. Pupils enjoy access to a good range of clubs. Visits bring learning to life and residential trips help pupils to enhance their social skills.

Pupils feel confident and safe because they are very well known to staff and are valued as individuals. Relationships between staff and pupils are warm and supportive. Pupils say, 'We can talk to our teachers about anything.' They know they always have someone to turn to if they have any problems. The new coordinator for special educational needs and/or disabilities has settled quickly into the role and already has an exceptionally thorough understanding of pupils' individual needs. Well-targeted support is provided for potentially vulnerable pupils. Good cooperative working with other agencies, as well as good quality additional academic and personal support in school, allow each pupil to make the best of the opportunities provided. The school works hard to ensure that older pupils with additional needs are well supported during their move to secondary education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school has benefited from good support from the local authority during a period of change. This has helped the headteacher to quickly get to grips with his ambitious role. Effective routines for monitoring and evaluation have been established, including good quality monitoring of teaching and learning that provides teachers with clear indications of how they can improve aspects of their teaching. The headteacher has recognised that the previous tracking system did not always supply the most useful information and has already started to make improvements, although these are not yet fully embedded. The school's good commitment to promoting equal opportunities and tackling discrimination is demonstrated by the way that all groups of pupils make good progress and the respect pupils have for their fellow human beings, whatever their backgrounds.

Governance is satisfactory. The governing body is very supportive of the school and closely involved in its work. However, it has not always been provided with clear-cut information about attainment and progress. As a result it is not fully equipped to ask probing questions about outcomes for pupils. Safeguarding is satisfactory. The school ensures that adults who come into contact with pupils are carefully vetted, although the training of the new headteacher and the recently appointed Chair of the Governing Body has not been updated, and some areas of the school are not sufficiently tidy to reflect good health and safety practice. The school's sterling contribution to and involvement with

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the local community is one of its strengths. The new headteacher has helped to develop links with the wider community by encouraging links with a school where pupils come from a wider range of backgrounds.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Although children's individual starting points can vary considerably they are usually at the levels expected for their age, and sometimes higher. Children usually make good progress in reading, writing and number work but their progress in social, emotional and creative development is more variable. Children enjoy many aspects of their learning and the spring topic was enlivened by the visits into school of baby animals including a lamb, baby rabbits and tadpoles. A good proportion of the lessons involve more formal adult-led situations where the teaching is good in terms of meeting the needs of Year 1 pupils, but the opportunities for Reception-aged children to develop their social skills and creativity through play and exploration are often limited. When pupils do choose activities for themselves they do not always have a clear learning purpose and adults do not always provide timely support. Relationships between staff and children are good and consequently, children feel safe and secure. The coordinator is fairly new to her role but is ambitious and there is a real desire to further develop the provision. The outdoor area is difficult to access and currently does not provide a quality learning environment. The school is aware that its plans to improve this situation should be urgently implemented.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers who returned the questionnaire was much higher than the average for a primary school, and they were very pleased with the quality of education provided by the school. They found the staff to be very supportive and commented on 'the sense of togetherness' in the school. Parents and carers of pupils who were facing additional challenges found the staff particularly helpful.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Milford 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	72	13	24	2	4	0	0
The school keeps my child safe	40	74	14	26	0	0	0	0
My school informs me about my child's progress	33	61	20	37	1	2	0	0
My child is making enough progress at this school	41	76	13	24	0	0	0	0
The teaching is good at this school	37	69	17	31	0	0	0	0
The school helps me to support my child's learning	40	74	13	24	1	2	0	0
The school helps my child to have a healthy lifestyle	23	43	30	56	1	2	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)	29	54	20	37	0	0	0	0
The school meets my child's particular needs	31	57	20	37	3	6	0	0
The school deals effectively with unacceptable behaviour	26	48	26	48	2	4	0	0
The school takes account of my suggestions and concerns	26	48	25	46	0	0	0	0
The school is led and managed effectively	29	54	24	44	0	0	0	0
Overall, I am happy with my child's experience at this school	43	80	11	20	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



7 April 2011

Dear Pupils

**Inspection of Milford Primary School, Belper, DE56 0QH**

Thank you for being so friendly when my colleague and I visited your school. We felt very welcome. You go to a good school where there are many interesting things for you to do. We were very impressed by your good behaviour and by the way you all get on so well together. You are making good progress in your lessons. By the time you leave at the end of Year 6, your skills in literacy and numeracy are good and you have achieved well. It's good to know that you appreciate your teachers and find them helpful and kind. They do look after you well. They go out of their way to get you help if you find learning difficult.

Although there are many exciting lessons in your school we noticed that children of Reception age do not always get enough opportunities to learn through well-planned play, and this is having an impact on their social and creative development. Sometimes children do not get enough support when they are working independently. We have asked your teachers to improve this and to make urgent improvements to the quality of the outdoor environment.

We noted that you are looked after very well at school. School leaders and other staff are working hard to improve your school and are doing a good job but we have asked them to improve some aspects of their work, including the way that they use the information they collect about the progress you make. I know you are fed up of the continuing saga of the wall and the way it restricts your use of the playground. I hope it's sorted out soon.

You can do your bit to help the school improve further by keeping up your excellent attendance record.

Yours sincerely

Susan Walsh

Lead inspector

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