

Milborne Port Primary School

Inspection report

Unique Reference Number	123655
Local Authority	Somerset
Inspection number	380703
Inspection dates	17–18 October 2011
Reporting inspector	Janet Dinsmore

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	147
Appropriate authority	The governing body
Chair	Richard Duckworth
Headteacher	Susannah Milligan
Date of previous school inspection	29–30 April 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed 12 lessons taught by six teachers. Meetings were held with staff, groups of pupils and members of the governing body, and discussions were held with parents and carers. Inspectors observed the work of the school and looked at documents, including those that recorded the school's self-evaluation, reports on school improvement from external partners, assessment data and minutes of the governing body meetings. Questionnaires were received from parents and carers of 83 pupils and these were analysed alongside others completed by pupils.

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

- The current quality of teaching, to determine whether the recent increases in attainment suggested by data, particularly at Key Stage 1 and in mathematics at Key Stage 2, are being maintained.
- The effectiveness of teachers' use of assessment in lessons and over time to ensure that all groups are making expected or better progress in writing and mathematics.
- How leaders and managers at all levels use a range of tools to evaluate the effectiveness of teaching and learning and the evidence that this provides in relation to the school's capacity for sustained improvement.

Information about the school

Milborne Port Primary is a slightly smaller than average-sized school, serving the local community. The proportion of pupils known to be eligible for free school meals is slightly higher than average. The number of pupils with special educational needs and/or disabilities is higher than average, although the proportion with a statement of special educational needs is below average. The percentage of pupils from minority ethnic groups is below average. The school has the Healthy Schools award. There is a pre-school setting on site not managed by the governing body and this is subject to a separate inspection.

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

This is a good school. Pupils are growing into confident and articulate young citizens and enjoy lessons, saying that they 'find lessons fun' and 'really want to come to school'. The staff team has worked well to secure significant improvements since the previous inspection and monitoring visit.

Attainment in English, although broadly average, is lower than that in mathematics, but has improved since the previous inspection. Achievement in mathematics has improved significantly, with the majority of pupils in Year 6 last year reaching the higher level in national tests. Good progress begins in the Early Years Foundation Stage and continues throughout the school. Teachers use a good range of assessment tools to ensure that the progress continues and is accelerated by effective interventions. Pupils are known as individuals and their progress is monitored very effectively through focused and timely meetings between the class teacher and senior leaders to review assessments and ensure that ambitious targets are met. The well-planned actions and good self-evaluation demonstrate that the school has a good capacity for sustained improvement.

Assessment is well used in each lesson to ensure that activities are planned so that all groups of learners make good progress. Teachers' questioning, pupils' self-assessment and consistent and effective marking ensure that progress happens. There are good opportunities for pupils to improve their work, particularly in writing, and they know what they need to do to improve. Expectations of pupils' achievement in mathematics lessons are high and pupils enjoy the challenges. In the best lessons, tasks are modified quickly to ensure the challenge remains. Senior staff plan and carry out comprehensive reviews of teaching and learning, which ensure that teachers' practice and use of assessment tools continue to improve. In a minority of lessons, pupils are not given enough time to develop their skills as independent learners, which can slow down their progress, particularly in English.

Pupils make an outstanding contribution to the school and local community. Peer mediators are well trained and involved actively in resolving conflicts at playtimes. Pupils are involved in taking action on issues in their local community, corresponding and meeting with the local Member of Parliament and councillors. Their excellent community awareness is enhanced further by the substantial partnership working with the local police community support officer.

The curriculum is good and planned well to ensure that all subjects are covered and

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pupils' skills develop well. There is a good range of whole-school visits that provides stimuli for topics that are studied throughout the school. The curriculum does not yet promote an understanding of other cultures. The whole-school focus extends also to fundraising opportunities, which pupils are enthusiastic about; this helps to raise some awareness of other communities and cultures, but as yet they do not have direct experience of those not represented in the local community.

Good care, guidance and support result in those pupils who are facing particular challenges being well supported and becoming fully involved as valued members of the school community. Teaching assistants are well trained and contribute strongly to ensuring that all groups of pupils can make the best use of the opportunities provided by the activities in lessons, adapting resources and ensuring pupils are focused and understand what they need to do.

What does the school need to do to improve further?

- Improve attainment in English to match that in mathematics by ensuring that lessons include a greater proportion of time for pupils to develop as independent learners.
- Increase pupils' awareness of a wider range of communities and cultures.

Outcomes for individuals and groups of pupils**2**

Children start in the Reception class with a broad range of skills in the different areas of learning, some of which are below the levels expected for their age, particularly language skills and social development. School data and other inspection evidence show that attainment is improving in most year groups in English and mathematics and pupils are making good progress. Above-average attainment in Key Stage 1 during the last academic year is continuing, particularly in mathematics, and pupils demonstrate good understanding of number and mental methods in lessons. Pupils are challenged very well in mathematics saying teachers 'push you hard enough but not too far'. Their knowledge of how well they are achieving is good and even the youngest pupils know their targets. Pupils with special educational needs and/or disabilities and those known to be eligible for free school meals make good progress in line with their peers. Pupils enjoy school, are eager to learn and attendance is good. They are enthusiastic in lessons, discussing questions with partners, reviewing each other's work and using information they have researched. Their good behaviour contributes well to the brisk pace in lessons. They play together well, led by Year 6 pupils who are well-trained play leaders at lunch times.

Pupils feel safe and have a good awareness of how to stay safe. They have a good understanding of factors contributing to a healthy lifestyle, both food and exercise, reflecting the school's work to obtain the Healthy Schools Award. Monitors ensure that water bottles are available at playtimes and responsibilities such as these begin in the Reception class. Although pupils have effective moral and social understanding that contributes to their good behaviour, their experience of others from different

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cultures is limited by insufficient opportunities within the curriculum. They contribute well to a range of charity fundraising activities that increase awareness of those in need. Current activities include raising money for bedding for an orphanage in Haiti, through a local contact, and food gifts as part of harvest celebration.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
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	2
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers plan well for clearly targeted learning in lessons. In outstanding lessons, questioning is directed well to individuals and pupils have a clear understanding of how they are improving, through excellent oral feedback from the teacher and their peers.

There are good cross-curricular links, for example between history and English. Pupils are provided with good structure and visual prompts for developing their writing independently. The curriculum has planned opportunities for the effective development of pupils’ skills in information and communication technology. Lessons are well structured and good pace is maintained, although sometimes the amount of time spent working as a whole-class group reduces pupils’ independence. Pupils correspond with pupils in France, which increases their understanding of French language and culture. Pupils in Year 4 are benefiting from learning to play brass instruments and some have joined a local band. There are good links with secondary schools, with staff providing teaching in physical education and a good programme of visits that prepare pupils well for the next stage in their education. Pupils enjoy a wide range of clubs and sporting activities.

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

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Pastoral care is strong. Adults know pupils well as individuals and clearly the school targets support to those whose circumstances may make them more vulnerable. Staff work well with the parent and family support advisor, behaviour support, physiotherapists and other advisory services. Transition arrangements into the Reception class and for the next stage in education are good.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leaders have a clear understanding of their roles and this, combined with the determination and commitment of all staff, has ensured that attainment is increasing steadily and previous underachievement is disappearing rapidly. The strong partnership with the local authority and a neighbouring school has provided strong support to the headteacher and all staff, which has contributed to securing the improvements made since the last inspection. There is a rigorous cycle of a good range of monitoring activities, including lesson observations and scrutiny of pupils’ work and teachers’ planning; as a result, leaders are now able to gather accurate evidence on the quality of teaching and learning.

Governance is satisfactory. The governing body is supportive of the headteacher and has recently made improvements to its own monitoring of the school, so that its members understand how to challenge school leaders more effectively; however, it is too early to see the impact of these actions. Safeguarding procedures are thorough and effective. Good risk assessments are carried out for all visits and for activities within school, such as using tools, and there are regular fire drills and site safety checks. The school treats all pupils equally and there are good actions and policies to ensure that any discrimination is eradicated.

The school’s good engagement with parents and carers begins in the Reception class and they are well informed about their children’s progress throughout the school. Parents and carers have good opportunities to find out about teaching of reading and mathematics and to spend time working in school with their children. The school has a good range of other partnerships through the local cluster of schools that provide excellent training for the pupils in their roles as play-leaders and peer mediators. Workshops for gifted and talented pupils and opportunities for engaging in sporting and musical events happen regularly. Provision for community cohesion is satisfactory. The school has analysed its own context and has a good variety of strong links within the local community, but is yet to develop links with communities

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in other parts of the United Kingdom and globally.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make a good start in the Reception class. There are strong links with the pre-school setting on the school site and this good opportunity for effective transition is used well, so that teaching staff get to know children before they start school. In turn, that contributes to clear assessment of children’s learning and development, so that good progress is maintained. There is good partnership with parents and carers through a scrapbook that enables parents and carers to work with their children at home and provides a good focus for adults at school to continue discussions with children. Children settle well and know the rules that keep them safe, particularly when playing outside; they know that they are ‘not allowed to throw things’. Children learn about feelings and empathy through stories, mime music and discussions and have good opportunities to choose activities that provide well for all areas of learning and development. Adults’ good knowledge of the Early Years Foundation Stage enables them to plan stimulus activities well. Children’s progress is assessed accurately and there are strong relationships that model good social development. Children make very good progress in learning letters and sounds, early writing and language development because of the focused teaching of these areas. Leadership and management of the Early Years Foundation Stage are good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a much higher than average response to the questionnaire. The very large majority of parents and carers responded positively on most aspects. A small minority of parents and carers thinks that the school does not prepare their children well enough for the future or take account of their views. Parents and carers say their children are safe and enjoy school and comment that the 'Inspire' days, when they have opportunities to work alongside their children, have been very useful. A very large majority say that teaching is good and their children are making enough progress. One parent summed this up by saying, 'The school provides a great environment for my children to start their educational careers' and another, 'We have been consistently delighted with the school.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Milborne Port 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 147 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	24	29	5	6	0	0
The school keeps my child safe	40	48	39	47	0	0	1	1
The school informs me about my child’s progress	29	35	45	54	4	5	0	0
My child is making enough progress at this school	33	40	45	54	3	4	0	0
The teaching is good at this school	33	40	42	51	4	5	0	0
The school helps me to support my child’s learning	28	34	45	54	8	10	0	0
The school helps my child to have a healthy lifestyle	30	36	48	58	5	6	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)	30	36	34	41	6	7	3	4
The school meets my child’s particular needs	31	37	40	48	6	7	0	0
The school deals effectively with unacceptable behaviour	31	37	39	47	3	4	2	2
The school takes account of my suggestions and concerns	22	27	41	49	16	19	1	1
The school is led and managed effectively	24	29	42	51	9	11	5	6
Overall, I am happy with my child’s experience at this school	40	48	33	40	5	6	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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.



19 October 2011

Dear Pupils

Inspection of Milborne Port Primary School, Sherborne DT9 5EP

We enjoyed our visit to your school. Thank you for making us welcome. Inspectors agree that yours is a good school. Thank you to those of you who spoke to us. You told us exactly what it was like, how much you enjoy your lessons and all the other activities. Some of the good things are:

- you make an outstanding contribution to the school with all the responsibilities you have in class
- Year 6 pupils in particular are very good play leaders and peer mediators
- you have got involved in local issues and learn a lot from your community police officer
- you are doing really well in mathematics lessons and enjoying the challenges in lessons
- you are keen to continue improving your work, and teachers' good marking and comments help you to do this
- you behave well and really want to come to school.

We know that everyone is looking for ways to make the school even better. We have suggested that they:

- make sure that you have more time in lessons to work on your own
- learn more about people from other countries and cultures in interesting ways.

We know that you will continue to work hard and be responsible, and we wish you the very best for your future.

Yours sincerely

Janet Dinsmore
Lead inspector (on behalf of the inspection team)

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