

# Millfield Primary School

Recreation Road, North Walsham, NR28 0ES

**Inspection dates** 26–27 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Reception Year make good progress and settle into their routines quickly.
- Pupils in Years 1 to 6 continue to make good progress in reading, writing and mathematics as they move through the school.
- Teaching is good. Teachers' high expectations for what pupils are capable of achieving, good use of well-chosen learning resources and good management of behaviour enable pupils to learn effectively.
- Pupils' behaviour and safety are good. They have good attitudes to learning and their attendance is above average.
- Good leadership and management by senior leaders, with effective support from governors, have led to good improvement in the quality of teaching and pupils' achievements since the previous inspection.
- The school demonstrates good capacity for further improvement.

### It is not yet an outstanding school because

- Not enough teaching is outstanding, and a small amount requires improvement.
- Teachers occasionally miss opportunities to develop pupils' ability to work independently in lessons.
- Teachers do not always show pupils clearly in marking how to improve their work, or give them enough chance to respond to guidance.
- Subject leaders are not always thorough enough when checking the impact of teaching on pupils' learning in their subjects.

## Information about this inspection

- Inspectors observed 15 lessons, including two in the specialist resource base, and saw all teachers at least once. Observations were carried out with the headteacher, deputy headteacher or middle leader.
- Inspectors heard pupils read and looked at samples of pupils' work with subject leaders.
- Meetings were held with a group of pupils and four governors. Informal discussions also took place with pupils at lunchtime and with 13 parents on arrival to school. A telephone discussion was held with a representative of the local authority.
- Inspectors took account of 21 responses to Parent View, the online questionnaire for parents and carers, and 152 responses to the school's recent parental survey. Inspectors also looked at questionnaire responses from staff.
- Inspectors observed the school's work and looked at a range of documentation. This included the school's summary of its self-evaluation and improvement plan, records of governing body meetings, the school's information about pupils' progress, records of incidents and attendance, and safeguarding policies.

## Inspection team

Declan McCarthy, Lead inspector	Additional Inspector
Matthew Klimcke	Additional Inspector
Lynn Lowery	Additional Inspector

## Full report

### Information about this school

- Millfield is larger than the average primary school.
- The proportion of pupils from minority ethnic heritages is low, and no pupils currently speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, in local authority care or from families with a parent in the armed forces) is below average. No pupils are currently in local authority care. There are a few pupils from families in the armed forces.
- The proportion of pupils supported at school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs. These pupils mainly have speech, language and communication difficulties.
- The school manages a special resource base for pupils with special educational needs. It caters for up to 10 pupils with autism, most of whom have a statement of special educational needs or have been referred for further assessment. Nearly all of these pupils are also registered in other primary schools and attend on a full time basis for two terms.
- The school population is more stable than in schools nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has its own nurture unit for pupils who find it difficult to control their own behaviour, and uses a local short stay school to provide part-time education for a few pupils with behavioural, emotional or social difficulties.
- The outdoor space has been improved since the last inspection.

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

- Move the quality of teaching to outstanding by ensuring that:
  - pupils have more opportunities to learn independently, without direct adult supervision
  - pupils are always shown clearly how to improve their work when it is marked, and are given the time and opportunity to do so
  - subject leaders are consistently rigorous in checking the impact of teaching on pupils' learning within their areas of responsibility.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with skills and understanding that are below the levels expected nationally for their age in nearly all areas of learning, and are particularly low in communication, language and literacy. They make good progress in all areas of learning and settle in quickly to school as a result of close liaison with parents and strong teamwork among staff.
- Pupils make good progress in reading as they move through Years 1 to 6 because reading is taught well with good links made between letters and their sounds (phonics). Pupils are also encouraged to read widely in school and at home. The result of the 2012 Year 1 national phonics test was below average, but the school's accurate data show that all pupils in Year 1 are making good progress from low starting points. By the end of Year 2, pupils are reaching broadly average attainment in reading.
- Pupils in Key Stages 1 and 2 also make good progress in English and mathematics. By the end of Year 6 attainment in reading is above average, in mathematics slightly above average, and in writing broadly average. Standards in English and mathematics have risen steadily over the past four years, and pupils in Year 6 exceeded their challenging targets in 2012. All ability groups, including more-able pupils and those who are disabled or have special educational needs, are currently on course to meet or exceed their current challenging targets.
- Pupils who are supported by the pupil premium make the same progress as their classmates because the school provides effective additional teaching and learning support to meet their individual needs. The few pupils from families serving in the armed forces do as well as other pupils. The Year 6 test results show that pupils eligible for free school meals did better in 2012 than similar pupils nationally, and marginally better than other groups in the school, including at the higher Level 5+ in English and mathematics. The gap in attainment between pupils known to be eligible for free school meals and others was much smaller in English and mathematics in 2012 than in 2011, reflecting the effectiveness of the additional support.
- The attainment gap between girls and boys in writing and mathematics at Key Stage 2 has also reduced thanks to more effective teaching.
- Autistic pupils who attend the specialist resource base make good progress, particularly in communication and social interaction, because they benefit from highly skilled specialist teaching and support to accelerate their learning.

### The quality of teaching is good

- The quality of teaching has risen from satisfactory to good since the last inspection because of rigorous monitoring of the impact of teaching on pupils' learning by senior leaders. As a result most teaching is now good and some is outstanding. In only a few lessons, teaching requires improvement.
- Lessons are nearly always brisk and lively and teachers use a variety of well-chosen resources, including laptop computers and interactive whiteboards, to stimulate pupils' enjoyment of learning. Staff maintain good relationships with pupils and manage their behaviour well. As a result pupils listen to their teachers, focus on their tasks and do their best.
- In a mathematics lesson in the special resource base, pupils with autism developed a good

understanding of co-ordinates. The staff got them to move objects and program a computer toy to move a set number of spaces along a grid to deepen their understanding of directions, which they greatly enjoyed.

- Teachers provide a good variety of activities to challenge pupils' thinking. In the Reception class children were learning the days of the week and linking this to number and phonics. The teacher used the 'working wall' to show children examples before they moved on to using clocks together to deepen their understanding of time.
- Teachers have high expectations for pupils' learning. They build well on what pupils have previously learnt, and provide good feedback on how well they are doing in lessons and what they need to do to improve their work. In a Year 6 lesson, pupils were challenged to interpret a line graph on world population and use it to predict the population in the year 2031.
- Information about pupils' prior learning is used well to plan activities that are matched to different learning needs. Marking is generally good and usually shows pupils of their next steps for learning. Occasionally pupils are not given written feedback on how to improve their learning, and they are not always given the chance to act on the advice given.
- In the majority of lessons teachers provide good opportunities for pupils to learn independently, although sometimes pupils spend too much time at the beginning of lessons in whole-class learning. This limits the time available for them to develop the skill of learning independently.
- Good teaching of communication, literacy and numeracy enables pupils to make good progress across a range of subjects and activities. Regular homework consolidates pupils' learning.
- Good help and guidance from skilled teaching assistants enables pupils supported by the pupil premium, disabled pupils and those who have special educational needs to make equally good progress as their classmates. Teaching assistants break learning tasks down into smaller achievable steps, provide examples to clarify the meaning of new ideas, and focus on helping pupils to understand technical words.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school. They act safely in the playground and in the dining area, and move safely from one area to another, as seen when they moved from assembly in the hall back to their classrooms.
- Pupils who have difficulty managing their own behaviour, and are sometimes at risk of exclusion, are supported well in the nurture unit. This enables them to overcome their difficulties and settle back into school routines quickly.
- Pupils' good attitudes to school are reflected in their above-average attendance, their high levels of participation in all school activities, and the way they remain focused on their learning in lessons.
- Children in the Reception Year behave well and develop good skills of sharing, listening to others and taking turns. All staff pay good attention to children's safety and well-being.
- Most parents and carers believe that behaviour and safety are good. Pupils say that bullying is unusual and usually dealt with effectively. They have a good understanding of different types of bullying. Any rare incidents of bullying or harassment are properly recorded.

- Pupils who have autism overcome any behavioural difficulties and re-engage in learning quickly. They respond well to structured teaching and the predictable, consistent management of behaviour within a stable learning environment. Parents praise highly the work of the specialist resource base in helping their children to overcome difficulties with learning and behaviour.

## **The leadership and management are good**

- The strong drive of the headteacher for continuous improvement, ably supported by the deputy headteacher, has led to good improvement in the quality of teaching and a steady year-on-year rise in pupils' attainment by the end of Key Stage 2.
- The results of rigorous monitoring of teaching by senior leaders have been used well to eliminate weaknesses in teaching, especially at Key Stage 1. They are underpinned by clear targets for improvement and good support, advice and training, such as links into the 'excellence in teaching' programme. The targets set for managing the performance of teachers are closely linked to the headteacher's targets, and are based on well-chosen whole-school priorities for development linked to accurate self-evaluation.
- Subject leaders are contributing to the drive for improvement by monitoring the impact of teaching on pupils' learning through observing lessons, checking teachers' planning and looking at pupils' books. However, they do not always do this rigorously enough. For example, they have not tackled inconsistencies in the quality of marking in different subjects.
- The local authority has reviewed the school's work and provided good support to the headteacher in the past. Now that the school is good, the level of support has appropriately been reduced.
- Leaders have developed a wide range of opportunities to enrich pupils' learning. These include 19 after-school clubs, strong links to local schools, particularly for sports, two residential visits and wide range of visitors to the school such as theatre groups and storytellers. A strong emphasis on promoting literacy and numeracy across a range of subjects has led to good achievement in these areas.
- Good promotion of pupils' spiritual, moral and social development was seen in an assembly on perseverance. Pupils' self-esteem was raised as staff celebrated and rewarded their perseverance in learning their times tables, in their written work and in their sporting successes. Pupils also have good opportunities to learn about world faiths and to celebrate world festivals. They have strong links with other schools in several different countries throughout the world, including China, Korea, India and Australia.
- Good use of pupil premium funding to provide additional learning support and teaching has enabled eligible pupils to accelerate their learning in literacy and numeracy.
- The school promotes good links with parents and carers, as reflected in 95% attendance at parents' evenings and the many opportunities provided for parents and carers to participate in schools activities such as trips and visits.
- **The governance of the school:**
  - The governors have a good awareness of the strengths of teaching through reviewing the school's work at committees and through first-hand visits, such as joint learning walks with senior leaders. They have a good understanding of performance data, and oversee the setting

of targets to improve the performance of the headteacher while ensuring that these link closely to the priorities for school improvement. They also ensure that the teachers' performance targets are closely linked to the national teaching standards, and that good teaching is rewarded with an increase in salary. Governors check that the school meets national requirements, particularly for safeguarding. For example, staff and visitors are carefully checked for their suitability to work with children, and relevant training is kept up to date. They ensure that pupil premium funding is spent wisely, and challenge the school to account for its spending in narrowing the gap between the achievement of eligible pupils and other groups.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	120838
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405967

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

<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>	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Robinson
<b>Headteacher</b>	Jan Harazdiuk
<b>Date of previous school inspection</b>	7 February 2011
<b>Telephone number</b>	01692 403172
<b>Fax number</b>	01692 405110
<b>Email address</b>	head@millfield.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

