

# Milton Park Primary School

Milton Park Road, Weston-Super-Mare, BS22 8DY

**Inspection dates** 21–22 February 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- There is not enough good or better teaching for all pupils to make good progress each year.
- The pace of learning in writing, although improving, is not raising standards fast enough.
- Pupils are not always active enough in lessons and sometimes spend too long listening unnecessarily to their teachers.
- The work that teachers set is sometimes too easy for pupils. As a result, not all pupils make the progress of which they are capable.
- Attainment at the end of Key Stage 1 is not high enough.
- Many of the new systems the leadership team has introduced have not been working long enough to make a sustained and significant difference to pupils' learning and progress.
- Until recently, checks on how well pupils were doing have not been robust enough to identify pupils who were underachieving.
- The recently introduced behaviour policy is not used consistently to improve pupils' behaviour.
- Although attendance has improved, it is still below national levels. A small number of pupils are regularly late to school.
- Until recently, the governing body has not asked searching enough questions of leaders about the quality of teaching and the school's performance.

### The school has the following strengths

- Actions taken by senior leaders to raise standards are resulting in better achievement and higher standards in reading and mathematics.
- The proportion of good and better teaching is increasing.
- Pupils who are known to be eligible for the pupil premium make good progress because of the good-quality support they receive.
- Children in the Early Years Foundation Stage get a good start to their education.
- Support and nurturing for families and for pupils who are potentially vulnerable are highly effective and well managed.
- Pupils have many memorable experiences, including a wide variety of exciting visits and visitors to school throughout the year.

## Information about this inspection

- Inspectors observed teaching and learning in 21 lessons involving 14 teachers, which included three joint observations with school leaders, and one assembly.
- Inspectors held discussions with school leaders, staff, members of the governing body and a representative of the local authority.
- Inspectors observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Inspectors took account of the 40 responses to the online questionnaire (Parent View) and the views expressed by those parents and carers who spoke with them at the start of the school day.

## Inspection team

Michael Bartleman, Lead inspector

Additional inspector

Rob Isaac

Additional inspector

Christine Emerson

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school where the majority of pupils come from a White British background.
- An increasing proportion of pupils come from minority ethnic groups, though the proportion of pupils who start at the school speaking English as an additional language is below average.
- About a quarter of the pupils are supported at school action, which is above the national average.
- About one in 20 pupils are supported at school action plus or with a statement of special educational needs, which is below the national average.
- About one in three pupils are known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals, those in local authority care and those from service families), which is above average.
- The governing body manages a before-school club each day, which is part of this inspection.
- The Early Years Foundation Stage consists of two Reception classes.
- A major building programme has recently been completed.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
  - teachers always set work at the right level of difficulty for different groups of pupils
  - pupils do not spend too long listening unnecessarily to teachers and that learning can move at a good pace
  - the marking policy is consistently applied so all pupils understand how to improve, and have time to respond to teachers' comments.
- Improve pupils' achievement in writing by ensuring that:
  - activities in lessons help pupils to improve their spelling, punctuation, grammar and sentence construction
  - pupils have opportunities to write at length in a range of subjects
  - teachers give pupils clear examples of the steps to follow in producing good-quality writing, so that pupils can refer to them when completing their own work.
- Increase the effectiveness of leaders and managers by:
  - fully implementing plans designed to raise attainment, particularly at Key Stage 1
  - extending the role of the governing body in holding leaders to account for the quality of teaching and pupils' progress
  - ensuring pupils' behaviour is consistently managed by all staff in accordance with the agreed school policy
  - developing the role of middle leaders to assist senior leaders in checking school developments, pupils' progress and the quality of teaching.
- By September 2013, raise attendance to national levels and substantially reduce the number of pupils who are late for school.

- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement in writing is not improving fast enough. Many pupils lack confidence and skills in spelling, punctuation and grammar, and sentence construction.
- Over time, pupils have not done as well as they should at Key Stage 1. However, a whole-school focus on raising attainment has begun to have a rapid impact. More pupils currently in Years 1 and 2 are making good progress and are set to reach levels expected for their age by the end of the year.
- Children enter the school with levels of development below those expected for their age. A significant minority enter with skills well below in some areas, particularly communication and language. They make good progress across all areas of learning and develop good levels of independence. At the beginning of Year 1, they are still below levels expected.
- Accelerated progress in Year 6 last year enabled attainment to be at expected levels in reading and mathematics, with an increased number of pupils attaining the higher National Curriculum levels. Gaps between groups of pupils are closing rapidly. However, there are still pockets of underachievement in Key Stage 1 and in Years 3 and 4, with pupils not being moved on at a fast enough pace.
- Disabled pupils, those with special educational needs and those from minority ethnic groups, including those who are learning to speak English as an additional language, are making progress in line with their classmates.
- Pupil premium funding is used to provide additional teachers and teaching assistants, and access to enrichment activities. All groups of pupils who benefit from the pupil premium are currently making better progress than other pupils in the school, in both English and mathematics, as measured by their average point scores at the end of Key Stage 2.
- Most pupils enjoy reading and achieve well. The recently introduced lessons in phonics (the sounds that letters make) are having a beneficial impact on pupils learning English as an additional language, and on the ability of all pupils to tackle unknown words. The large majority of pupils in Year 1 reached the required standard of the national screening check in phonics, and this is above the national average. By the end of Year 6, pupils' attainment in reading is broadly average.
- The vast majority of parents and carers who responded to Parent View or who spoke to inspectors during the inspection believed that their children were making good progress. Many referred to the changing attitudes in school and the improved attainment since the completion of all the building work.

### The quality of teaching

### requires improvement

- Teaching has not been consistently good enough to ensure most pupils make good progress in every year and requires improvement. Expectations have not been high enough, particularly at Key Stage 1. In some lessons, teachers still talk for too long, leaving insufficient time for pupils to get on with their own work.
- Sometimes, the work is too easy so that learning slows. In many classes, pupils are not given sufficient opportunities to write at length. Teachers do not routinely give clear examples of what is expected from the pupils, so that there is not a clear structure to their learning, particularly in writing.

- Since September, teaching has improved as the result of well-planned and effective staff training. An increasing number of lessons are good. However, in a minority of year groups, activities are not always planned to meet pupils' different needs, nor are they adapted in response to what arises in the lesson.
- In the best lessons, teachers plan tasks that rapidly build on what the pupils are already able to do. All groups of pupils are fully engaged throughout and make rapid progress. Teachers use questioning well to find out what pupils know and build on this well. They use a wide range of imaginative activities that capture pupils' interests effectively. The use of 'personal best targets' allows pupils to compare their work with the highest expectations.
- Although marking is encouraging, it is inconsistent across the school and does not provide guidance that is precise enough to help all pupils improve their work. Often, pupils do not have sufficient time to act on teachers' advice.
- Good teaching in the Early Years Foundation Stage ensures there are ample opportunities for children to make decisions for themselves across a wide range of opportunities, including outdoor play, role play and writing activities. The team of adults in the Early Years Foundation Stage works together very well.
- Reading is taught well. Teachers and teaching assistants are successfully promoting the pupils' knowledge of the sounds that letters make although, at times, the pace of learning is too slow so not all pupils maintain their concentration.
- Teachers work closely with teaching assistants, who provide valuable support both in and out of the classroom. Pupils supported by the pupil premium receive well-managed support and make better progress than their classmates.

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

### **require improvement**

- Behaviour requires improvement because school records show that over time a minority of pupils do not behave well in class when the teaching fails to involve or interest them or when behaviour is not managed effectively.
- A minority of staff and pupils feel that behaviour, although much improved, is still not good enough. Although leaders have held training on how to manage pupils' behaviour more effectively, the school's new approach is not applied consistently. Pupils play boisterously at playtimes and a few do not move around the school in an orderly way without adult supervision.
- The school works hard to support all its pupils and make them feel welcome. Relationships with all pupils and their parents and carers are fostered well. Any discrimination is tackled with vigour and the promotion of equality of opportunity is good.
- Most pupils have positive attitudes towards their learning and relationships with their teachers and other adults are good. Pupils are increasingly taking up roles of responsibility. Older pupils enjoy their roles as ambassadors, 'buddies' at lunchtime and running the library club after school.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Personal support for pupils and their families, particularly from the learning mentors and parent support adviser, is well organised and highly effective.
- Parents and carers, and pupils, appreciate the daily before-school club, which makes a good contribution to the calm start to the school day.
- Most parents and carers said their children are safe and well cared for, although a few raised concerns over behaviour. Pupils say that they are safe at school and that any bullying is dealt with effectively.
- Pupils have a good knowledge of all forms of bullying, for example cyber-bullying. They are helped to develop a range of strategies so they are able to manage everyday risks for themselves.

- Although attendance has improved rapidly, it is still below expected levels, with a small number of pupils arriving late at school each day.

### **The leadership and management** require improvement

- Until recently, the school's leaders have not taken sufficient action to ensure all pupils in the school achieve well. Systems for checking how well pupils were doing were not robust enough to identify pupils who were underachieving.
- The headteacher's sharper and more detailed analysis since September has enabled the school to identify underachievement and to provide pupils with additional support. Gaps between groups of pupils are closing rapidly.
- The headteacher's evaluation of how well the school is performing is accurate. The leadership team has implemented a range of robust and well-organised systems which are resulting in improved standards and more rapid progress throughout the school. The significant improvements made since September 2012 show that leaders have the capacity to improve the school further.
- Swift action has been taken to eliminate inadequate teaching and to provide much-needed training and staff development. Revised procedures for checking how well teachers are doing now enable leaders to hold teachers to account for their pupils' progress. Decisions about the salary that each teacher receives are now based on the progress made by the pupils in their care.
- However, improvements are still required. Although rising, standards are too low, particularly at Key Stage 1, and the roles of middle leaders are not yet sufficiently developed to assist senior leaders in checking school developments, pupils' progress or the quality of teaching.
- The Early Years Foundation Stage is well led. Transition is well planned and children quickly settle into the vibrant learning environment. Good links are developed with parents and carers who contribute to the child's 'learning journey', or personal record.
- The range of subjects and topics contributes effectively to pupils' spiritual, moral, social and cultural development. Learning is enriched well through a wide range of visits and visitors to the school. After-school activities and opportunities to take part in residential visits and to develop sporting and musical skills add further enhancement.
- The local authority has recognised the weaknesses in the school and provided good support for school leaders which is resulting in more rapid improvements. The school works effectively with a range of schools in the local area, which provides opportunities for the comparison of work and for training.

#### **■ The governance of the school:**

- Members of the governing body increasingly know their school well because they are in regular dialogue with the headteacher, who shares data on pupils' progress, quality of teaching, performance management and other improvements. All governors are attending training to improve their ability to hold the school to account, although not all have a good knowledge of how the school's data compare with other schools nationally. They are clear about the school's priorities for continued improvement. The governing body has not monitored the work of the school effectively over time, but this is changing. It is prepared to tackle inadequate teaching and offers good support to the headteacher in sensitive issues. It has made good decisions on the rewards that teachers receive, the effective allocation of the school's finances and the support utilising the pupil premium, although it has yet to scrutinise the data in detail. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet the regulatory requirements.

## 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>	135189
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	403668

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>	388
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Donovan
<b>Headteacher</b>	Sara Hedger
<b>Date of previous school inspection</b>	17–18 July 2008
<b>Telephone number</b>	01934 624868
<b>Fax number</b>	01934 620515
<b>Email address</b>	<a href="mailto:miltonpark.pri@n-somerset.gov.uk">miltonpark.pri@n-somerset.gov.uk</a>



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