

Millennium Primary School

50 John Harrison Way, Greenwich, London, SE10 0BG

Inspection dates 3–4 July 2013

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

Summary of key findings for parents and pupils

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

- Teaching has not been challenging enough over time and some inconsistencies remain, especially in Key Stage 2 in writing and mathematics.
- Pupils' progress has been variable, especially in writing at Key Stage 2. As a result, attainment in English was low at the end of Year 6 in 2012.
- Pupils, especially boys, do not have enough opportunities to write at length in different subjects.
- Pupils do not always know what is expected of them, and marking does not give them sufficient guidance on how to improve their work, especially in mathematics at Key Stage 2.
- Sometimes teachers in Key Stage 2 talk for too long, and work does not stretch the pupils, so the pace of their learning slows.

The school has the following strengths

- Actions taken by the exceptional school leaders, including governors, in collaboration with their partner schools and with the local authority, have been successful in bringing about rapid improvements in the quality of teaching.
- Across all year groups, pupils' progress is accelerating.
- The school makes every effort to ensure that all pupils experience a lively and stimulating curriculum. As a result, the school is a highly inclusive and happy place, where pupils behave considerately to others and feel safe.
- Parents are positive about the school, especially the changes made to improve teaching since the appointment of the new leadership team in January 2013.

Information about this inspection

- Inspectors visited 19 lessons or part-lessons taught by 14 teachers.
- Many of the lesson observations were undertaken with the executive headteacher and head of school. Short visits were made to observe the quality of teaching in the Early Years Foundation Stage and around the rest of the school.
- Inspectors heard pupils read, and looked at the work of pupils in Year 5 and Year 6 with the executive headteacher.
- Inspectors observed the school's work, and looked at a range of documents, including the school's self-evaluation and improvement plan, monitoring records, tracking information showing pupils' progress, minutes of meetings of the governing body, and records relating to behaviour, attendance and safeguarding.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's own surveys and the 62 responses to the on-line Parent View survey. Written comments from 24 members of staff were also considered, as well as those from two parents.

Inspection team

Brian Netto , Lead inspector

Additional Inspector

David Guttman

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is much higher than average. Over half of these pupils speak English as an additional language. The largest groups are of Black African and Other White heritages.
- The proportion of pupils known to be eligible for the pupil premium is above average. This includes looked after children, pupils known to be eligible for free school meals and children of service families. In this school, it applies to the second group only.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a Designated Special Provision for children who are on the autistic spectrum. There are six places for pupils aged four to 11.
- The school runs a daily breakfast and after-school club.
- The school also runs a mothers and toddlers crèche, called Millipedes.
- Since the last inspection, there has been a change in the leadership of the school, which now works in partnership with Brooklands Primary School. From January 2013, there has been an executive headteacher for both schools, and a head of school at Millennium Primary. There have also been changes in staff and within the governing body, including a new Chair of the Governing Body.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching so that pupils at Key Stage 2 make consistently good or better progress, especially in writing and mathematics, by:
 - making sure that work is closely matched to the needs and interests of pupils, in particular boys, through robust use of success measures in lessons to help pupils know how to achieve higher standards
 - making better use of more precise targets so that pupils have a better understanding of what they need to do to improve
 - improving consistency in the quality of marking, especially in mathematics, so that pupils are given clearer guidance on what they need to do to improve their work.
- Raise achievement in writing for boys across Key Stage 2, so that attainment in English is above the national average, by:
 - providing further opportunities for pupils to complete extended pieces of writing in subjects other than English.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement, as over time their progress has not been good enough because of previous gaps in their knowledge and skills. Achievement is now good in the Early Years Foundation Stage and at Key Stage 1, and is improving rapidly in Key Stage 2.
- Children's skills are below those typically found when they enter the Nursery and the Reception Year, especially in their early literacy and numeracy skills. They make quick progress as a result of stimulating activities in a well-resourced environment, both inside and outdoors. Activities build on their interests and sustain their attention for extended periods.
- Pupils make good progress across Key Stage 1, but their progress is uneven at Key Stage 2. Attainment in English dipped in 2012 and was well below the national average. The attainment between pupils receiving additional funding through the pupil premium was about 16 months behind their classmates in both English and mathematics. Data provided by the school shows that this gap is closing rapidly this year.
- Pupils' levels in reading by the age of six are above average. However, they were well below national standards in Year 6 in 2012 because of past underachievement. Progress in reading is now accelerating. Pupils are given regular opportunities to read, and are encouraged to read widely. As a result, they enjoy reading and can cope well with unfamiliar texts.
- Pupils' attainment in mathematics at the end of Year 6 dipped to below the national average in 2012. Progress is improving at Key Stage 2, and the gap in attainment between boys and girls is closing.
- Pupils from minority ethnic backgrounds, including those from Black African and Other White heritages, as well as those who speak English as an additional language, make similar progress to their peers.
- The progress of disabled pupils and those with special educational needs who attend the Designated Special Provision is good. They benefit from small-group work and specialist support. Other pupils with special educational needs make progress in line with their peers because of the extra help they receive.
- Opportunities for pupils to produce extended pieces of writing in subjects other than English are too infrequent. This has the effect of limiting their progress in writing, especially at Key Stage 2.

The quality of teaching

requires improvement

- Teaching requires improvement because there is too much inconsistency, especially at Key Stage 2. Work in Key Stage 2 is not always matched to the needs of the pupils, and sometimes teachers spend too long talking. Pupils are not always able to judge their own progress as they are not clear what is expected of them. This often results in boys not doing as well as they should.
- Teaching has improved and much is now good, which is resulting in children in the Early Years Foundation Stage catching up quickly with their acquisition of basic skills. Children used film making and role play as part of their topic on 'superheroes'. Good questioning and support ensured they kept rapt attention, and helped to develop their understanding of different characters. Pupils in Year 1 and 2 also make faster progress because of consistently good teaching.
- Reading is taught well across the school. When taught in small groups, effective questioning by all adults keeps pupils interested and engaged. Pupils are given a wide choice of texts, and focused questions also help them to improve their writing skills.
- Pupils are encouraged to develop their calculation skills in practical ways. Pupils in Year 1, for example, use small clocks to help them to measure time, and errors are quickly dealt with by the teacher's effective questioning. Mathematics teaching is not as strong in Key Stage 2.
- Disabled pupils and those with special educational needs, including those in the Designated

Special Provision, achieve well because they are taught by skilled teachers and teaching assistants. Work is well matched to their needs, and the pace of learning engages their interest.

- Much of the marking in Years 5 and 6 is detailed and provides pupils with guidance on their next steps. It is stronger in literacy than in numeracy. However, marking is not consistent across the school. Pupils are not always provided with clear next steps. Targets for improvement are sometimes imprecise, which means that pupils do not always know what they need to do to improve.

The behaviour and safety of pupils are good

- Pupils' behaviour is good and quickly improving, especially as their engagement in lessons helps them to develop even more positive attitudes towards their learning. At times, a small number of pupils lose interest in the work, especially when the tasks are too easy or too difficult. This is especially the case in Key Stage 2.
- Pupils say that bullying is rare and that they can turn to any adult when needed. As one pupil said, 'Everyone is really kind and no one bullies.' Although a minority of parents raised some concerns, the vast majority agree that the school keeps their children safe from bullying.
- Pupils make the most of a stimulating outdoor environment where they play well together. They readily take on responsibilities, such as through the school council and the eco-council, and as peer mediators, to contribute to a calm and friendly school.
- Pupils say they feel safe. They are taught to be 'SMART' with electronic equipment, using this acronym to remind them to be 'safe' and 'tell', for example, if they have any concerns. Parents agree that the school provides a safe and welcoming environment. They appreciate the breakfast and after-school clubs, which contribute well to a harmonious community.
- The school does all it can to make sure that all pupils, including disabled pupils, those with special educational needs and those from the Designated Special Provision, take part in all activities. The sports day event for pupils in Key Stage 2 demonstrated the school's firm commitment to inclusion, and to ensuring equality of opportunity. All pupils took part in a range of games designed to encourage competition and teamwork. The school is a happy and safe community, where the needs of the individual are given high priority.
- Pupils enjoy school and have positive attitudes towards their learning. They respond well to rewards, and take pride in being part of the 'Always Club' for pupils who are always an example to others. They say this makes them VIPs! As a consequence, their attendance is improving and is now around the national average.

The leadership and management are good

- Leadership and management are good because leaders and governors, in conjunction with the local authority, have taken decisive action to help the school improve. Together, they have brought about rapid improvements in teaching. Inadequate teaching has been removed, so there is now greater consistency. This has come about through the exceptional leadership of the executive headteacher, ably supported by the head of school. However, these changes have not yet had time to sustain the improvements in writing and mathematics at Key Stage 2.
- Robust self-evaluation has helped the school to gain an accurate view of its strengths and areas for improvement. This has resulted in greater accountability. All staff are now responsible for ensuring that pupils do the best they can. Changes in the roles for staff with extra responsibilities have also strengthened leadership. These have resulted in more routine checks on how well pupils are doing, and identifying those who need additional help. As a result, pupils are making faster progress.
- Staff morale is high, even though the school has undergone recent and radical changes. As one member of staff commented, 'The new leadership has made the school a safer and happier place for children and adults.'
- The topics and themes are brought to life by lively and engaging starter activities. Teachers

make the most of opportunities to engage the pupils in reflection and thinking. Pupils in Years 6, for example, were able to discuss the symbolism of a leaf as they reflected on death and bereavement. These experiences make a strong contribution to pupils' spiritual, moral, social and cultural development.

- Relationships with parents are improving rapidly. Although a small number registered concerns about a number of different matters, regular meetings with school leaders have resulted in suggestions, many of which have been acted upon. This is giving parents a greater voice within the school. Most parents who responded to Parent View and to a recent school survey, and those spoken to by inspectors, agree that the school is improving quickly under the new leadership.
- The local authority act as key partners with governors in supporting the new leaders. They have helped to establish the links with local high performing schools. This has the effect of raising the ambitions of the school community.
- **The governance of the school:**
 - Governors have made good use of their partnership with a local outstanding school to develop their skills. They are now well informed and use their close knowledge of how well the school is doing to hold leaders to account. Following a decline in standards, they have been instrumental in changes to the leadership of the school, and to improving the quality of teaching. Their involvement in setting targets for staff and rewarding good teaching is increasing. They help to ensure that funding is well focused, including the pupil premium money which provides additional support for targeted pupils. They work closely with the local authority to ensure best value for money. They take their responsibilities very seriously, for example commissioning a recent audit of safeguarding. Action taken to follow this up helps to ensure that statutory policies are fully in place.

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

Unique reference number	100111
Local authority	Greenwich
Inspection number	411722

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair	Yvonne Howells
Executive Headteacher	Nick Osborne
Head of School	Joanna Gledhill
Date of previous school inspection	6 May 2009
Telephone number	020 8858 0394
Fax number	020 8858 0923
Email address	info@millenniumprimaryschool.co.uk

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