

Millway Primary School

Millway, Duston, NN5 6ES

Inspection dates 17–18 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Since the previous inspection, achievement, teaching and leadership and management have all improved as a result of strong leadership from the headteacher supported by other leaders and the governing body.
- Teaching is usually good with examples of outstanding practice. Teachers have good subject knowledge and manage classes well.
- Improvement is a result of thorough knowledge of what is happening in lessons and the extra support pupils receive when they need it.
- Pupils make good progress throughout the school and achieve well. From starting points that are broadly average, they reach standards that are above national levels.
- Pupils' behaviour is good and their attendance is above average. They say they feel safe in school at all times.
- There are effective procedures for checking the school's performance and for identifying areas for further development.
- The school's curriculum provides a wealth of opportunities and activities which enhance pupils' development and inspires pupils to learn.

It is not yet an outstanding school because

- Not enough teaching is outstanding because teachers do not always check on progress early enough in lessons and make changes to secure even faster progress.
- In a few lessons, pupils are not moved onto their independent work swiftly enough because they spend too long listening to the teacher.
- Work set by teachers does not always meet the needs and abilities of pupils well enough to allow them to make rapid progress.

Information about this inspection

- Inspectors observed 22 lessons, a number of which were observed jointly with the headteacher or the deputy headteacher. In addition, the inspection team made a number of short visits to classrooms to observe one-to-one support and small group sessions.
- Inspectors attended two school assemblies and listened to pupils read.
- Meetings were held with staff, governors and pupils.
- Inspectors spoke informally to a number of parents and carers at the start and the end of the school day.
- The inspectors took account of 37 responses to the online questionnaire Parent View and one letter sent to the inspection team about the support the school offers. They also analysed 30 questionnaires received from staff.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s data on pupils’ current progress, planning and monitoring documents and records relating to behaviour, attendance and safeguarding.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Graham Marshall

Additional Inspector

Najoud Ensaff

Additional Inspector

Full report

Information about this school

- Millway is a larger than average primary school.
- The proportion of pupils eligible for support through the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The number of pupils who join or leave the school outside normal times is higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise achievement further by:
 - making sure all teachers check pupils' progress throughout lessons and react promptly to any errors or misunderstandings
 - giving pupils more time to learn independently so that they can practise their skills
 - ensuring tasks and activities are always set at the right level of difficulty for different ability groups.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are broadly typical for their age. They make good progress in all areas of their development and are well prepared when they transfer to Year 1 for the next stage in their learning.
- Pupils make good progress across Key Stage 1 to reach standards that are above average in reading, writing and, mathematics. In 2013, an increased number of pupils achieved the higher level of writing standards than previously.
- Pupils continue to make good progress across Key Stage 2 to reach standards that are above average. The results from the 2013 tests show that pupils' progress in reading, writing and mathematics is continuing to accelerate across Key Stage 2. More pupils are now reaching higher levels of attainment than in the past.
- Pupils eligible for the pupil premium are also making good progress. Funding has been well allocated and actions are having a positive impact upon standards and achievement. The gap in attainment is closing between these pupils and the others in the school. Pupils eligible for the pupil premium were on average one term behind their peers in both English and mathematics in 2013. Current school data show that in other year groups this gap in attainment has successfully closed.
- Disabled pupils and those who have special educational needs are well supported and make good progress from their individual starting points.
- All groups of pupils achieve well in the school. There are occasional differences in the performance of boys and girls, but this does not follow any consistent trend. The progress of the small number of pupils from different ethnic backgrounds, and pupils who speak English as an additional language is also good.
- Overall the more-able pupils make good progress. In the best examples of teaching these pupils receive well-targeted group support and are given work that stretches them and enables them to achieve to their full capacity.

The quality of teaching is good

- Teaching is now almost all good or outstanding. This represents an improvement since the previous inspection. Relationships between pupils, teachers and support staff are excellent. All teachers are well organised and have clear rules and routines in place that promote pupils' good behaviour and attitudes to learning.
- Learning objectives are always made clear in lessons, and the extra support offered by teaching assistants is effective. This, coupled with a positive learning environment, helps pupils to make good progress.
- Teachers have good subject knowledge and plan interesting lessons that build on pupils' prior knowledge. They use questions effectively to deepen pupils' understanding.
- Most lessons move at a brisk pace. Occasionally, pupils do not have enough time to do things for

themselves, and a few pupils find it difficult to sustain their concentration. This is because they are kept in discussions for too long at the start of the lesson.

- In an outstanding Year 6 mathematics lesson, the teacher had excellent subject knowledge, questioned a wide range of pupils on their understanding and intervened appropriately to tackle any errors or misconceptions to move all groups forward. However, this element of tracking pupils' progress throughout a lesson is not used consistently throughout the school for teaching to be outstanding overall.
- In the majority of lessons, teachers make sure that activities are varied and well-matched to pupils' needs. However, in some lessons, tasks are sometimes either too easy or too hard so that pupils are not able to make the most possible progress.
- Marking in books is of a high standard across subjects and different year groups. Teachers give pupils clear and detailed guidance on how they can improve their work, with time given for pupils to respond to comments. Pupils use these teachers' comments well to give them a good understanding of how they can improve further.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons is typically good. Relationships are strong and expectations are clear. When the quality of teaching is outstanding, pupils work exceptionally hard and display highly positive attitudes to learning.
- Pupils are extremely proud of their school. As one boy explained when asked what he would change, 'We like it the way it is'.
- Around the school, pupils display a high standard of manners and behaviour. They treat staff, visitors and each other with courtesy and respect. On the various play areas, the pupils report they enjoy the outdoor equipment that the school provides.
- Pupils have a good understanding of the different kinds of bullying, such as physical bullying, cyber bullying and name calling. They say such events rarely occur and are very confident that staff would deal with them quickly if they did. The views of parents and carers, staff and pupils and a scrutiny of behaviour logs confirm that behaviour has been good over time.
- Pupils are clear about how to stay safe in a range of situations including when using the internet.
- Attendance is consistently above average, as pupils are keen to get into lessons to enjoy their learning.
- Pupils willingly take on a range of responsibilities and value their roles. For example, older pupils enjoy being school councillors, playground monitors and house monitors. This, in turn, helps pupils to contribute effectively to the life of the school.
- Behaviour and safety are not yet outstanding because when pupils are not moved onto their independent work quickly enough their behaviour becomes more passive.

The leadership and management are good

- The headteacher and other senior leaders, including governors, check all aspects of the school's performance and are able to use this information accurately in order to drive forward continued improvement. Consequently, achievement and teaching have improved.
- Senior leaders check teaching and learning thoroughly by observing lessons and looking at pupils' work and teachers' planning. In addition, pupils' progress and attainment are carefully tracked so that the performance of individuals and groups can be analysed. Regular meetings are held so that any underachievement can be quickly identified and tackled. Additional adults are being used very effectively to provide well-targeted support so that pupils are able to catch up quickly.
- Teachers' performance is carefully checked through a good appraisal system. Challenging targets are set for teachers based on pupils' progress, whole-school priorities and individual professional development. Teachers new to the profession have quickly established good practice due to the effective support offered by the school.
- Pupils are taught a broad and interesting range of subjects. Special events such as 'Viking Day' provide inspiring and memorable experiences and pupils enjoy the different themes and topics they study. The school is particularly strong in providing musical opportunities.
- Pupils' spiritual, moral, social and cultural development underpins all aspects of the school's work. Pupils have a clear understanding of rights and responsibilities, not only for themselves but also towards others.
- Achievement in sport is good with pupils gaining healthy lifestyles and physical well-being. The school is making use of the primary funding for improving sport and healthy lifestyles by employing a specialist teacher in physical education to support teachers and to enhance the opportunities for sport within the school. The impact of this appointment so far has been an increased number of pupils participating in sport.
- All staff promote equality of opportunity and all pupils have equal access to the numerous after-school clubs and activities. Discrimination of any kind is not tolerated.
- Safeguarding and child protection policies and practice meet current requirements.
- The local authority provides light touch-support, with the school accessing other external support when needed.
- **The governance of the school:**
 - Governors are ambitious for the achievement of all pupils and take a long-term approach to planning improvement. They are well informed about the quality of teaching and what the information provided by the school is telling them about pupils' performance. Governors regularly challenge the senior leadership team in relation to the targets that have been set for pupils' achievement. They are familiar with the national 'Teachers' Standards' and use them to help manage teachers' performance. They know what the school is doing to reward good teachers and to tackle any underperformance. They aspire for the school to become outstanding and are actively involved in supporting the school in its improvement. The governing body oversees the arrangements for the spending of pupil-premium funding and is aware of the impact of this spending on pupils' achievement.

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	122086
Local authority	Northamptonshire
Inspection number	425021

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	400
Appropriate authority	The governing body
Chair	Steven Adams
Headteacher	Paul Sentance
Date of previous school inspection	6 March 2012
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