

Milby Primary School

Milby Drive, Nuneaton, CV11 6JS

Inspection dates 22–23 October 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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

- Pupils have not made consistently good progress in Key Stage 2.
- More-able pupils, at the end of Years 2 and 6, have not always reached the standards of which they are capable.
- In some lessons, teachers give pupils too much help so they do not have enough opportunity to practice new skills.-
- Teachers do not always ensure that sufficiently challenging work is given to the more-able pupils.
- Teachers' use of assessment information is inconsistent. As a result, the work pupils are set is sometimes not matched precisely to their abilities.
- Until 2012, school leaders did not take enough action to reverse declining trends in pupils' achievement.
- The governing body has not held school leaders sufficiently to account for pupils' achievement.
- Not all governors know how the pupil premium is spent in school. Nor do they know the difference it makes.

The school has the following strengths

- Pupils' behaviour and safety are good. Pupils like their school and they get on well together. They are very friendly and extremely polite.
- Pupils' attendance is high and their punctuality is good.
- Children get off to a good start when they are in the Reception class. They make good progress because of the good teaching provided for them.
- Most pupils make good progress in Key Stage 1 because their teachers have high expectations of what they can achieve.
- Subject leaders know how well pupils are doing and have appropriate plans to improve teaching in their subjects.
- School leaders have the capacity to bring about the necessary improvements.

Information about this inspection

- Inspectors observed teaching in 30 lessons taught by 19 teachers and teaching assistants. Four of these lessons were observed together with the headteacher or deputy headteacher.
- Samples of pupils' work in English and mathematics were analysed from Reception to Year 6. An inspector listened to a small number of pupils read from Years 1 and 2.
- Meetings and discussions were held with school staff, two groups of pupils, a member of the governing body and a learning improvement officer from the local authority.
- Inspectors took account of the 79 responses to the online parent questionnaire (Parent View), parents' responses to the school's own survey and 35 questionnaires completed by staff.
- Inspectors looked at a range of evidence, including: monitoring records; the school's own data on pupils' progress; minutes of governing body meetings; and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

David Herd, Lead inspector	Additional Inspector
Suha Ahmad	Additional Inspector
Helen Booth	Additional Inspector

Full report

Information about this school

- Milby is a much larger than average-sized primary school.
- Over 80% of the school's population is White British. Pupils from a range of other backgrounds make up the rest of the school.
- The proportion of pupils supported by the pupil premium is well below average. This provides extra government funding for pupils known to be eligible for free school meals, those looked after by the local authority and other groups of pupils.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 2, so that it is consistently good or better, by making sure that teachers:
 - create opportunities for, and promote, the development of pupils' confidence and skills in researching information, making decisions such as how find the most expressive words in their writing and which methods to apply to different mathematical problems
 - match the work they provide precisely to pupils' abilities, so it is not too hard for least able pupils but provides high levels of challenge to the most able pupils.
- Improve pupils' achievement by making sure that teachers:
 - improve pupils' progress in Key Stage 2 so that it is consistently good across the school
 - ensure that more-able pupils always reach the high levels of which they are capable.
- Improve the effectiveness of leadership and management, so that it has a greater impact on improving teaching and pupils' achievement, by:
 - taking swift action to address any slowing of pupils' progress
 - making sure that the governing body holds senior leaders more rigorously to account for pupils' achievement
 - making sure that all governors know how the pupil premium is spent and the difference it makes.

Inspection judgements

The achievement of pupils requires improvement

- Pupils reach broadly average standards in reading, writing and mathematics by the end of Year 6. The proportion of pupils who made the expected progress in 2012 was close to that achieved by pupils in other schools. However, the proportion of pupils who made better than expected progress has been inconsistent from year to year and the attainment of more-able pupils has not always been high enough.
- In 2013, pupils made better progress in Key Stage 2 than they have in recent years. Reliable data also show that, in 2013, the proportion of pupils reaching the higher levels in mathematics rose sharply, and in reading and writing it improved strongly.
- Younger pupils learn the sounds that letters make (phonics) and then apply this in their reading. The books they choose are at just the right level of difficulty so pupils read accurately and understand what they are reading. Older pupils can read increasingly difficult words, understand what they are reading and use expression well, but some more-able pupils do not go on to reach the levels they are capable of reaching.
- Pupils' achievement in writing requires improvement because pupils in Key Stage 2 do not consistently make good progress. Sometimes they are given interesting topics as a stimulus for writing. For example, pupils in a Year 6 class were encouraged to talk and think about how a Roman gladiator might be feeling as he entered the Colosseum. This helps them when they come to write. On occasion, however, contexts for writing are not as rich and pupils are not given enough time to express their ideas.
- Pupils' attainment in mathematics was broadly average in 2011 and 2012 when compared with other schools. It has improved in 2013, as has the proportion of pupils reaching the higher levels. Where teaching is most effective, pupils make good progress in their understanding of mathematical concepts because teachers plan interesting lessons, pitch work at the correct level and check pupils' understanding. However, sometimes the work given to pupils is not matched precisely to their abilities. This leads to their progress slowing.
- Pupils who are known to be eligible for free school meals and who therefore receive support from pupil premium funding make similar progress to other pupils in the school. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment in English and mathematics.
- The progress of disabled pupils and those who have special educational needs is variable and, as a result, their achievement requires improvement. Most pupils make the progress they should, but this is not the case for all. Occasionally, their progress is good when the work set for them is carefully matched to their needs and they are supported by skilled staff.
- Children's starting points in Reception are typically just below those expected for their age. Children make good progress in the Early Years Foundation Stage. They achieve well, developing their social skills and their understanding in reading, writing and number.
- Well above average proportions of pupils in Year 1 achieve the expected standard in the screening for phonics and this, together with good teaching in Year 2, has underpinned improvements to outcomes in reading at the end of Key Stage 1.

- Pupils participate with enthusiasm in physical education lessons. For example, they performed well in a Year 6 dance lesson, displaying good levels of skill and endurance. Their achievement in such activities contributes positively to their healthy lifestyles.

The quality of teaching requires improvement

- Over time, teaching has not been good enough in Key Stage 2 to make sure that all groups of pupils achieve well. Teachers do not always encourage pupils enough to use their initiative and apply the skills that they have learnt. Sometimes, teachers stop all pupils too often to check the understanding of a few, so interrupting learning of the whole class.
- Teachers do not always assess pupils' abilities accurately to inform planning of new work. This means that sometimes they give pupils work that is too easy or too difficult for them. When the set work is too hard, pupils are unable to move on in their learning without adult support, adversely affecting the progress that they make.
- Sometimes, teachers do not plan lessons effectively enough to make sure that more-able pupils have work that moves their learning on at a fast pace. This means that, over time, they have not reached the standards they are capable of reaching.
- Inspection evidence, including observations of teachers and work in pupils' books, confirms that the quality of teaching has improved significantly and is bringing about better achievement for all groups of pupils.
- In the best lessons, teachers have very good subject knowledge and use subject-related vocabulary well. They use their questions skilfully to check pupils' understanding and, if necessary, they re-shape the lesson to address any misconceptions. In these lessons, learning proceeds at a brisk pace to make sure no learning time is lost and all groups of pupils are challenged well. As a result, they make good progress.
- The marking of pupils' work is mostly good. Teachers notice what pupils have done well and tell them what they need to improve. In most cases, when asked, pupils respond well to teachers' marking.
- Target-setting arrangements in the school are effective in bringing about faster progress. Pupils know their targets and try hard to achieve them.

The behaviour and safety of pupils are good

- Reception children have good relationships with the adults that work with them. Adults provide clear guidelines on what is expected regarding their behaviour and this leads to a calm learning environment where children make good progress.
- As pupils get older, their good behaviour is sustained. They show good attitudes to their learning, especially when lessons are interesting and moving at a brisk pace. In Key Stages 1 and 2, they show respect for the views of others and demonstrate that they know how to behave well. Pupils are very friendly and polite.
- In the playground, pupils from a range of ages play and get on well together. They are supported by an appropriate number of adults, who supervise them well. In addition, many activities are available. This helps to occupy pupils, giving them useful exercise and promoting their well-being.

- Bullying and exclusions from school are extremely rare. Pupils are aware of different types of bullying and actively discourage inappropriate behaviour. They know how to stay safe in many situations, including when they are using the internet. Almost all parents are confident that their children are safe in school. This is confirmed by pupils, who say they are safe and, if there are any incidents, know that they will be dealt with effectively by school staff.
- Attendance rates are well above average when compared with other schools. Pupils arrive at school on time.

The leadership and management are good

- The headteacher and other senior leaders have undertaken regular monitoring and evaluation of the quality of teaching and pupils' achievement. After the previous inspection, they did not take sufficiently swift action to arrest declines in pupils' achievement. More recently, their actions have improved the quality of teaching and this has had a positive impact on pupils' achievement, as shown in pupils' results in 2013.
- Planning for school improvement is correctly focused on improving the quality of teaching and pupils' achievement. Plans are ambitious for the school and the pupils. They contain appropriate 'milestones' and other criteria for the school to use to measure its success.
- The leadership of English and mathematics is good. Key subject leaders monitor the quality of teaching and pupils' achievement in their subjects. They have drawn up appropriate action plans that have started to be implemented. The quality of teaching and pupils' achievement is getting better. Improvements secured in 2012 have been sustained and built upon in 2013, although there is more to be done to secure consistently good progress for all groups of pupils.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities to develop their spiritual awareness in assemblies and in their classrooms. Pupils know right from wrong and understand the consequences of their actions. They develop good social skills, talking and listening to each other and respecting others' views, when, for example, representing their peers in the school council. They also develop their awareness of artistic, musical and sporting cultures. They learn about festivals and cultures, and appreciate the beliefs held by others.
- The curriculum is creatively planned and provides pupils with some interesting lessons across a range of subjects. The school provides a range of clubs and activities, including artistic, sporting and musical experiences. Pupils also benefit from going on residential visits, and they enjoy and learn from visitors to school. These add to pupils' enjoyment of school and help to develop their confidence.
- The school can demonstrate that it makes links between teachers' performance and pay progression. It sets out clearly what is required regarding teacher appraisal. Teachers receive precise guidance about how they can improve their practice. They speak highly of the support they receive.
- The school's arrangements for keeping pupils safe meet requirements. Staff have received appropriate training and implement effective procedures.
- The school engages effectively with a range of partners and services. Teachers and teaching assistants have benefited from training in improving their practice and also in providing for

pupils with additional needs.

- The school has drawn up plans to make effective use of the recently allocated sport funding. It is focusing on improving teachers' skills and improving pupils' engagement in sport.
- Since the school's 'outstanding' judgement in its last inspection, the school has received no support from the local authority.
- **The governance of the school:**
 - Governors are determined to improve the school. They now know what is happening in school and understand the school's strengths and weaknesses. However, they have not ensured that other leaders have paid sufficient attention to improving the quality of teaching and pupils' achievement swiftly enough. Governors do not all know how the extra funds from the pupil premium are being used, nor do they all know the impact it is having. They check the information provided to them by senior leaders and have offered sufficient challenge regarding the pupils' behaviour and their safety. The governing body demonstrates thoroughness in ensuring that its statutory duties are met, particularly with regard to health and safety and the safeguarding of children.

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	130894
Local authority	Warwickshire
Inspection number	427126

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	429
Appropriate authority	The governing body
Chair	Chris Walker
Headteacher	Melanie Aley
Date of previous school inspection	19 October 2010
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