

Millennium Primary School

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

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- The highly effective and exceptional leadership and vision of the executive headteacher, head of school and governing body have brought about significant improvements in the quality of teaching, pupils' achievement and their behaviour since the previous inspection so that these are now outstanding.
- Leaders at all levels are committed and passionate about teaching and learning. They have worked as a team to ensure that all pupils achieve their best, including those who have disabilities and special educational needs, and those who are disadvantaged or vulnerable.
- Teaching is never less than good and much is outstanding. Teachers motivate their pupils and enable them to make excellent progress by ensuring exciting and well structured learning opportunities, having consistently high expectations and providing good quality feedback.
- The curriculum is outstanding and is designed by the school's leaders to ensure that pupils are inspired and enthused to develop a love of learning. As a result, pupils make exceptional individual progress. They demonstrate their skills collectively through collaborating in creative real-life projects to celebrate their achievements across the school and in the local community.
- Pupils' behaviour is exemplary and their thirst for learning is evident in all pupils do. They are highly motivated and keen learners who are proud of their school.
- Pupils feel very safe and are caring and considerate of each other's different needs, showing kindness and concern for peers and adults alike as a matter of course. Their attendance at school is now broadly in line with the national average.
- Pupils' spiritual, moral, social and cultural development is excellent. Pupils develop strong social skills from the start and are encouraged to articulate and exemplify the school's key values, such as kindness, respect and resilience, so that they are exceptionally well prepared for life in modern Britain.
- Children in the early years make good progress as a result of the good teaching they receive, especially in the Nursery where they make outstanding progress from low starting points.
- In Reception, teachers and other adults do not always identify how children can further improve in their learning journals. Adults do not always ensure that they extend children's vocabulary and skills at every opportunity.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons, many of them jointly with the executive headteacher and head of school. Inspectors visited the school's breakfast club.
- Inspectors held meetings with senior and other leaders, groups of pupils, a representative of the local authority and five members of the governing body, including the Chair of the Governing Body. Inspectors talked to pupils informally during lessons and at break times.
- Inspectors observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation, planning and safeguarding, minutes of meetings of the school's governing body and written reports from the school's local authority school improvement partner. Inspectors studied pupils' work and scrutinised the school's own assessment information. Inspectors also listened to pupils read.
- Inspectors gained parents' views from the 60 responses to the Ofsted online questionnaire, Parent View, and took account of responses to the school's own survey of parents' views. Inspectors talked to parents informally at the beginning and end of the school day.
- Inspectors took account of the 43 responses to the staff questionnaires.

Inspection team

Beverley Perin, Lead inspector	Additional Inspector
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Peter Lacey-Hastings	Additional Inspector
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Kanwaljit Singh	Additional Inspector
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Avtar Sherri	Additional Inspector
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Full report

Information about this school

- Millennium Primary School is much larger than the average-sized primary school.
- The proportion of pupils in the school who are from minority ethnic groups or who speak English as an additional language is well above the national average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is above the national average. The pupil premium is additional government funding to support pupils who are eligible for free school meals or are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school has a designated special provision for children with a diagnosis of autism. There are six places for pupils aged four to 11 years.
- Children start school in the early years in the Nursery and attend part time, either mornings or afternoons, from when they are three years-old. Reception-aged children are in school full time.
- The school runs a daily breakfast club from 8.00am to 9.00am and an after-school club from 3.30pm to 6.00pm.
- The school also runs a toddler group for parents and their pre-school children, called Millennium Millipedes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Millennium Primary School has been working in partnership with Brooklands Primary School since January 2013. In November 2014, Timbercroft Primary School joined the partnership. The three primary schools are led by the same executive headteacher. Each of the primary schools in the partnership has its own governing body and head of school. Staff and governors from the partnership schools work together to share and develop best practice across all aspects of teaching and school leadership.

What does the school need to do to improve further?

- Raise attendance above the national average.
- Ensure that children's progress in the early years is outstanding by:
 - making sure that records in the children's learning journals always identify what the children should do next to improve further
 - adult intervention consistently extends children's vocabulary and learning.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher and head of school are highly ambitious for the school. They have embedded a culture of high expectation and a relentless drive for improvement among the school community and have earned the overwhelming respect and support of staff, pupils and parents. This has resulted in the school making rapid and sustained progress over the last two years. Leaders have identified the need to accelerate children's progress in the early years and have identified precise actions to achieve this.
- Senior leaders are skilled and talented; they model outstanding leadership practice to all staff and pupils. Plans and self-evaluation are accurate and sharply focused on pupils' achievement. As a result, there is excellent capacity at all levels for ongoing improvement, and the school is a positive and safe place where pupils thrive. Discrimination does not exist and equality of opportunity is at the heart of all the school does. Pupils at Millennium get an excellent start to their school lives and develop a strong understanding of values such as respect and tolerance. They are exceptionally well prepared for secondary school and life in modern Britain.
- All staff feel part of a high performing team. Middle leaders take a full and active role in leading school improvement and work exceptionally well together, prioritising the importance of ensuring outstanding teaching in their areas or subjects and taking responsibility for their pupils' achievement. The subject, curriculum and assessment leaders have changed the way in which mathematics, literacy and other subjects are taught, and pupils' progress and achievement across the board fully reflect the leaders' effectiveness.
- The leadership and management of teaching are outstanding. Leaders consistently check the quality of teachers' work and provide whatever support and guidance that teachers need. Inexperienced teachers particularly value and reflect the time and effort invested in their professional development. New appointments have strengthened the teaching team. Leaders and governors have used the appraisal process to ensure that teachers and leaders have an entitlement to high quality training and development and are, subsequently, held to account for their pupils' achievement. Teachers contribute to raising standards across other schools locally and nationally by training and coaching others and, at the same time, developing their own expertise as subject champions and specialist leaders of education.
- Leaders, including governors, make sure that the additional government funding to support disadvantaged pupils is used successfully to accelerate their progress and close gaps between their achievement and the achievement of other pupils in the school. As a result of additional individual and small group tuition, speech therapy, early years support and support for reading, gaps are closing rapidly and standards of attainment continue to rise.
- Leaders use the primary sport funding effectively to increase pupils' participation in sports and further raise the quality of teaching and learning in physical education (PE) lessons. Teachers have been given training to deliver additional competitive sports. Funding has also been used to acquire resources for use in lessons and at break times.
- The curriculum is outstanding. It is broad, balanced and filled with creative opportunities for pupils to make outstanding progress, including in their social, moral, social and cultural development. Leaders have designed a curriculum that immerses all pupils in exciting topics that stimulate their interest and enthusiasm and give them plentiful opportunities to develop their skills inside and outside of the classroom. Pupils are proud that they have had their artwork exhibited in a London art gallery, the movie they directed was shown in a local independent cinema, and they hosted a 'royal banquet' to share and celebrate their learning about the monarchy. Pupils especially appreciate the wide range of music, sports and other clubs on offer to them and enjoy the range of visitors that comes to their school, including a Paralympian gold medallist. They value and enjoy visits to museums and local places of worship, as well as residential trips that they look forward to with anticipation.
- Safeguarding is a high priority for the school and all requirements are exceptionally well met. Staff and pupils know their responsibilities well. Attendance has improved over time and leaders have set an appropriately challenging target to raise attendance to above average.
- The local authority has given highly effective leadership support to the school. It encourages the partnership between the three local primary schools and facilitates the spreading of best practice through the Royal Greenwich Teaching School Alliance.
- **The governance of the school:**
 - Governance is a strength of the school's outstanding leadership. The range of governors' expertise, skills and knowledge of the school is excellent. Governors bring challenge and support to the school's leaders and skilfully analyse performance information, national data on pupils' attainment and rates of progress. Governors track the achievement of different pupil groups and frequently come into school to

monitor all aspects of the school's work, including implementing governors' awards for outstanding progress and effort in writing.

- Governors consider teachers' performance when considering increases in salary. They clearly understand the link between high quality teaching and pupils' achievement, and are determined to secure the best for their pupils. Value for money is key for governors in their financial management of the school, including ensuring that additional sport funding and funds to support disadvantaged pupils are used effectively.
- Governors evaluate their skills and competences regularly and undertake training and development in all areas, including safeguarding and safer recruitment. They are united in their commitment to the school and are a driving force in ensuring that the curriculum promotes pupils' outstanding academic outcomes and strong personal development.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They behave exceptionally well at all times, including at break, lunchtimes and when they move around the school. They treat everyone with respect, courtesy and kindness, and say they are proud to be part of an inclusive school that 'embraces diversity and encourages individuality'.
- In conversations with inspectors, pupils were eager to explain the school's key values and talk about the importance of upholding these in their daily lives. Pupils respect and understand the school's behaviour policy and work hard to be part of the 'always club'. While they enjoy coming to school, their attendance remains broadly in line with the national average.
- In lessons, pupils display a thirst for learning and a desire to do their best. From the early years, children are keen to work together and they support each other in their learning. Pupils listen to each other's opinions and ideas and willingly take turns to speak, respecting everyone's needs and differences. Pupils work with focus and concentration and display curiosity and interest when learning new topics and skills. Their attitudes to learning are exemplary throughout the school and they demonstrate a secure understanding of British values and the importance of democracy and the rule of law.
- Pupils enjoy taking on roles of responsibility, and the elected school council represents all pupils when making decisions about improving their school and making a positive difference to the local community. For example, the school council recently decided to visit a local residential care home and has subsequently invited residents to visit their school and participate in a joint arts and coffee morning.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel entirely safe in school and are adamant that there is no racism in the school because neither they nor adults would tolerate it. Leaders take careful measures to ensure the safety of all children, including the most vulnerable and those in the designated special provision. All staff prioritise the promotion of the school's safe environment.
- Pupils are clear that bullying rarely happens and that staff deal promptly and effectively with any issues that do arise. Pupils understand about different forms of bullying, including homophobic bullying which they know is wrong. They are quick to explain that their school caters for all different children and that it is their role to look after each other and make sure everyone feels safe, for example through the role of 'peer supporters' in Key Stage 2. Pupils feel reassured by the availability of the 'worry box' and say that they all have an adult to speak to if needed. Pupils at Millennium Primary look out for each other.
- Pupils are taught exceptionally well through assemblies and their personal, social and health education how to identify and manage any risks to their well-being. They know how to stay safe in a range of situations, including when using the internet, mobile technology and social media, and have a well-developed understanding of road safety.
- Parents overwhelmingly agree that their children are happy, safe and well looked after.

The quality of teaching is outstanding

- Progress and work in pupils' books and the school's assessment information indicate that the quality of teaching over time for all groups of pupils is outstanding. Teachers set demanding and imaginative activities that capture the pupils' enthusiasm so that pupils consistently make good and outstanding progress.
- Teachers have consistently high expectations of what their pupils can achieve and set them challenging

targets, which the pupils know and are eager to achieve. The pace of learning is fast; pupils enjoy talking about their work, readily ask questions to clarify their understanding and use their teachers' feedback and advice to extend and reinforce their learning.

- Staff use a wide variety of strategies to involve and motivate pupils. They know their pupils extremely well and set work at the right level of difficulty. Teachers check pupils' learning regularly throughout lessons, modifying tasks and addressing misconceptions quickly. Excellent use is made of peer support; pupils learn to analyse each other's work and suggest improvements according to identified success criteria.
- The highly effective teaching of reading, writing and mathematics leads to pupils making outstanding progress. Teachers have well-developed subject knowledge and use this to ensure that pupils' achievement is outstanding. This is reflected in pupils' books across all subjects. The quality of pupils' writing and the presentation of their work stand out in all key stages. This results from the leaders' focus on systematic and skilled teaching of grammar, spelling and punctuation; teachers ensuring plentiful opportunities for extended writing in lessons; and well-defined success measures to make sure that pupils know what good and outstanding writing looks like and can replicate this.
- Teachers use questions very effectively to deepen pupils' understanding and encourage pupils to broaden their thinking. In mathematics, for example, teachers' questions focus on stretching pupils' reasoning and problem-solving skills so that pupils learn to grasp complex mathematical concepts. This results in pupils making outstanding progress, gaining self-confidence and demonstrating their enjoyment of mathematics by their willingness to engage in the world of numbers.
- Skilled teaching assistants and additional staff play a valuable role in supporting pupils at risk of falling behind or who need additional challenge in lessons, in small groups and individually. This means that pupils make the best progress they can.
- The school environment is lively and stimulating. Attractive displays reflect the wide range of exciting opportunities the school provides to enhance pupils' learning, enrich their appreciation of the arts and promote their understanding of British values.

The achievement of pupils

is outstanding

- Children enter the school at starting points that are below those typical for their age, especially in their personal development and early reading skills. They make outstanding progress through the school to reach above average standards by the end of Year 6.
- Achievement data for Key Stages 1 and 2 reflect a three-year upward trend in all subjects. The proportion of pupils making and exceeding expected progress in reading, writing and mathematics is much higher than average. This is a result of the improvements in the quality of teaching across the school and the impact of the staff's work in implementing an engaging and exciting curriculum.
- Attainment in writing was not as strong as in mathematics and reading in Year 6 in 2014, although pupils' progress in writing was outstanding. Nonetheless, standards in writing were above those expected for their age and work in pupils' books shows that this trend of excellent achievement is continuing.
- In the 2014 national tests, from their starting points, disadvantaged pupils made significantly more progress than other pupils nationally, especially in mathematics and reading. They made more progress than other pupils, nationally, in writing. Middle attaining disadvantaged pupils made less progress than other pupils nationally and in school in the 2014 national tests in mathematics and reading. This has been addressed by the school through providing targeted interventions to identified pupils and through focused marking and individual feedback. Learning and progress for disadvantaged pupils are now the same as for other pupils.
- The attainment of disadvantaged pupils has improved over the last three years and the gaps have narrowed considerably from 2012. In reading and mathematics at the end of Key Stage 2 in 2014, disadvantaged pupils were two terms behind other pupils nationally. In reading, they attained higher than other pupils nationally. Gaps in attainment with their peers in school were wider at the end of 2014 for Year 6. Disadvantaged pupils were five terms behind their peers in mathematics, one and a half terms behind in reading and three terms behind in writing. A number of this group of pupils joined the school with very low starting points. They made strong progress to attain standards that were higher than other pupils nationally at Level 4, and at Level 5 in reading.
- The school's current assessment information and work in pupils' books confirm that disadvantaged pupils are making the same or better progress than other pupils in school, in Year 6 and other classes, including in the early years. Any gaps in achievement between disadvantaged pupils and their peers have closed or are closing rapidly throughout the school.
- The most-able pupils make excellent progress because teachers set work that stretches and challenges

them to achieve the highest standards. At the end of Year 6 in 2014, the proportion of pupils achieving the highest levels at the end of Key Stage 1 and Key Stage 2 in the national tests was equal to, or higher than, the national average in all subjects. In mathematics, at the highest possible level (Level 6), the most-able pupils attained exceptionally well compared with most-able pupils nationally because of the inspirational teaching and high levels of challenge.

- Disabled pupils and those who have special educational needs make rapid and sustained progress because of the high quality personalised support they receive. This includes adapting the curriculum to meet their individual needs and ensuring that the school is a fully inclusive environment. Pupils in the designated special provision make the same outstanding progress as their peers because of the high expectations everyone shares of their achievement and the specialised intervention programmes in place for them. Pupils from all ethnic groups and those who speak English as an additional language achieve equally well.
- The teaching of phonics (letters and the sounds they make) is a great strength of the school's work. As a result, the proportion of pupils reaching the expected level in the national phonic screening check at the end of Year 1 is consistently above average. Pupils throughout the school have an excellent understanding of letters and the sounds they make and apply their skills systematically and independently in writing and reading.
- Pupils quickly develop a love of reading and enjoy a wide range of fiction and non-fiction texts. Pupils, including disadvantaged pupils, make outstanding progress and reach high standards. This is because of the many ways in which adults encourage pupils to develop their reading skills and to practise reading at home. For example, everyone is very excited about 'Millie the Millennium Bus' and pupils have voted to spend their school council funding on buying more books for this special project to turn Millie into a reading area and library for playtimes.

The early years provision

is good

- Children in the early years make good progress across all areas of their learning and development. They play together well, and with enjoyment, in the well resourced indoor and outdoor environments, and take delight in sharing, taking turns, and joining in activities together. This means that their social development is strong from the outset. Their behaviour is outstanding.
- The needs of individual children, including disabled children and those who have special educational needs and disadvantaged children, are well met. Staff continuously assess how well children are doing and use the children's learning journals to record their progress. Reception class staff do not consistently use this information to plan the children's next steps in learning and thus enable their progress to be outstanding.
- The early years is well led and managed. Staff work together and know all the children well, creating activities that interest the children and promote their creative and physical skills, in addition to strengthening their personal development and understanding of the world. Resources are easily accessible to the children and enable them to be imaginative in their play. For example, children worked together with enthusiasm to build a flat to live in, agreeing how they would go about the task and sharing out resources and roles fairly and equitably.
- Letters and the sounds they make, together with shape, space and number, are taught well from Nursery, and the most-able children are given additional challenge. This means that children make good progress during their time in early years. Learning is not outstanding because adults do not consistently ensure that, during teacher-led or child-initiated learning, every opportunity is taken to extend children's vocabulary or skills.
- All safeguarding policies and procedures are implemented consistently and parents are very confident that their children are safe and well looked after and enjoy their learning.

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	462166

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	450
Appropriate authority	The governing body
Chair	Tiffany Beck
Executive Headteacher	Nick Osborne
Head of School	Joanna Gledhill
Date of previous school inspection	3–4 July 2013
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