

Milby Primary School

Milby Drive, Nuneaton, Warwickshire CV11 6JS

Inspection dates	6–7 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This is a good and improving school. Ambitious leadership sets high expectations for pupils and staff. Everyone is helped to do their best and academic standards are above average and rising.
- From starting points that are just below average, pupils make good progress and, by the end of Year 6, reach above average standards in reading, writing and mathematics.
- Pupils' achievement in reading is a particular strength.
- Across the school, teaching is good with notable strengths in Years 5 and 6. Teamwork between teachers and support staff is strong.
- Effective early years provision means children are well prepared for Year 1.
- Disabled pupils, those with special educational needs, and those who find aspects of learning difficult do well at Milby Primary.
- The school provides many interesting activities during and after the school day. There are numerous trips and clubs, which enrich pupils' learning and experience of school.
- Since the previous inspection, the headteacher, senior leaders and governors have taken successful action to improve the school's performance.
- Leaders make sure that everyone gets the support and challenge they need. Governors are well informed and have efficient systems in place to check the quality of the school's work.
- Pupils are polite and well-behaved. They enjoy their lessons and act kindly to one another.
- Attendance is above average. Pupils dress smartly, arrive on time and work hard.
- Bullying of any sort is rare. Pupils and parents are confident that the school does all it can to keep pupils safe.
- The school promotes worthy values that support pupils' understanding of right and wrong and help them to develop responsible and considerate attitudes.
- Pastoral support for pupils is first-class.

It is not yet an outstanding school because

- Pupils' progress in writing and mathematics is not as strong as that made in reading.
- Systems for gathering information about children's starting points in the early years could be improved.
- Some teaching does not build carefully enough on pupils' current level of understanding.
- In a few cases, teachers' expectations of what can be achieved in a lesson are not high enough and a few pupils chat when they should be listening.

Full report

What does the school need to do to improve further?

- In order to raise academic standards even higher, continue to improve the quality of teaching so that all pupils make the best possible progress, particularly in mathematics and writing, by making sure that:
 - teaching always builds carefully on what pupils already know and understand
 - all staff expect the same high standards of pupils' behaviour and what can be achieved in lessons.

- Strengthen the impact of leadership and management in the early years by making sure that:
 - the systems for gathering information about children's starting points when they first join the school work with maximum efficiency so that progress can be tracked with even greater precision.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has high expectations, both for herself and for others. She communicates her vision and ambition for the school in a calm and encouraging manner. She is quick to offer praise where it is due, support where it will help and firm challenge when it is needed. Consequently, under her leadership the school has improved since the previous inspection and its performance continues to head in an upward direction.
- Senior leaders and subject leaders are openly ambitious about their drive to create an outstanding school. In order to assist and promote this aim, the school leadership team has developed a system for identifying and nurturing staff talent. Teachers and teaching assistants receive frequent feedback about their work, which is often followed up with training. Several new appointments have been made and effective practice is shared regularly, including with visiting secondary school staff, so that all are aware of expectations and what can be achieved. Teamwork across the school is strong.
- The curriculum on offer at Milby School is well-organised and, in the spirit of the school motto, 'Inspire – Learn – Succeed', is designed to excite and motivate pupils in a range of different subjects and areas of learning. Subjects such as history, geography and science are linked together through topics and pupils' learning is enriched by numerous trips, visitors to school or special events. On the first day of this inspection, for example, two classes were on a visit to the Jewry Wall, a nearby Roman site, a trip that supported their history work and furthered their awareness of the changes over time that have shaped, and continue to shape, our nation.
- Through lessons, displays, messages in assemblies and the daily interactions between all in the school community, school staff reinforce positive messages about how we should treat others, the importance of empathy and the value of truth, honesty and integrity. When pupils leave Milby Primary they are well prepared, academically and socially, for the next stage of their education.
- In addition to their studies during the school day, pupils can take part in many after-school clubs such as cookery, orchestra, choir, netball and cricket. These clubs are popular and often lead pupils to other opportunities, particularly in drama, sport and music. In 2015, 78% of Key Stage 2 pupils joined at least one school club and, around the school, many trophies and newspaper cuttings highlight pupils' successes in events outside the normal school day.
- The primary school sport funding has been used to employ a specialist physical education (PE) and sports teacher. This appointment enables all pupils to benefit from expert tuition and has increased the knowledge and skill of class teachers. In the past 12 months, pupils' participation in sport has increased and teams have competed in a dozen local tournaments. Pupil premium money is also put to good use to ensure that disadvantaged pupils get the same opportunities as everyone else and additional help with their work when they need it.
- The information that is made available for parents, through the easy to navigate and informative website for instance, is excellent.
- **The governance of the school**
 - The governing body has undergone some significant changes since the previous inspection. It has slimmed down its membership and taken steps to ensure that all governors take their responsibilities seriously. Governors know about the quality of teaching and the progress pupils are making and are aware that standards are on the up. They know this because they make regular visits to school, meet with subject and senior leaders to discuss school priorities, and understand the information and data they are given.
 - Governors are alert to the academic performance of different groups of pupils and also the value of a broad, rich curriculum that gives all the chance to develop their talents and experience success. Governors with particular interests and skills, in history or music for example, come into school to assist with teaching and learning.
 - The governing body has a broad and complementary set of skills. Governors check that any new governor appointments bring the skills and experience the school needs.
 - Governors get appropriate information about staff performance and use this to make decisions about deployment, promotion and pay. Such decisions have helped to build and shape a capable staff team.
- The arrangements for safeguarding are effective. School leaders and governors are up to date with requirements and make sure that staff, pupils and parents have the information and guidance they need. All the appropriate checks are in place, procedures are understood by all and pupils' safety and well-being

are given top priority. During this inspection, governors were able to present a detailed report about the recent actions they have taken in order to fulfil this important aspect of their duties.

Quality of teaching, learning and assessment is good

- There is good teaching in all year groups. Consequently, pupils enjoy lessons and make good progress.
- The quality of teaching in Years 5 and 6, in particular, is very strong. It is characterised by brisk, purposeful pace and very high expectations of pupils' behaviour and what can be achieved in the time available. In one highly effective mathematics session, for instance, not a moment was lost because pupils understood that their full attention was required and that they were expected to do their very best.
- Work is marked regularly and all staff follow the school's agreed policy. Pupils receive helpful feedback about their work; they are attentive to this advice and use it to improve their work. Similarly, homework is a well-established routine. Pupils of all ages understand expectations and can explain how homework helps them with their learning. They know that if they do not hand it in on time they will have to stay in at breaktime to complete it.
- Pupils are frequently required to apply their reading and writing skills in many different subject areas. There is no doubt that pupils' improved, and improving, progress in English has been greatly assisted by these many opportunities. In recent times, staff have worked at developing pupils' numeracy skills across different subjects and have carried out assessments to gauge pupils' level of conceptual understanding. Staff have used the largely positive results of these diagnostic checks to plan and target their teaching with a sharp focus on particular learning needs. This is helping to boost progress in mathematics.
- Work on the walls, in pupils' books and teaching seen during this inspection show that staff put thought and imagination into their teaching in order to keep pupils keen and interested. In one Key Stage 2 class, for example, pupils were shown a film clip that prompted them to think about the consequences of the difficult decisions world leaders have to make. Pupils were captivated, and the quality of discussion, as pupils grappled with moral considerations and the reasons why people have different viewpoints, was superb.
- Pupils receive specialist teaching in sport and music. Levels of participation are high and pupils have taken part a variety of events in school and at other venues, with some notable successes.
- Most of the time, teachers do make careful checks during lessons to find out what pupils already know and how well they are keeping up. They then modify classroom tasks to make sure everyone is coping with their work while also being made to think hard about the next steps in their learning. Nevertheless, occasionally, teaching does not do this as effectively as it might. For example, sometimes teachers do not ask the right questions or check pupils' work to make sure that the lesson is moving along at just the right level and pace. When this happens, some pupils get confused while others complete work easily or become inattentive.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's attention to pupils' safety and well-being is second to none. Pupils feel safe at school and know that an adult will always listen and help them if they have a problem. They are taught about the different types of bullying and know that such behaviour is unacceptable. They also know that, if it happened at Milby Primary, it would be stopped. Similarly, school leaders are alert to safety-related matters and make sure that all staff know what to do to keep the welfare of pupils at the heart of the school's work.
- Pupils show respectful attitudes towards others and display a conscientious ability to do their very best when teachers make high expectations very clear.
- Pupils learn how to manage everyday risks, such as crossing the road, and about ways to keep themselves safe when using the internet. Around the school there are many messages and reminders about what to do in different situations. From conversations with pupils and staff, it is clear that all have a very well-informed understanding of their responsibilities.
- First aid arrangements are very efficient. Any bumps or accidents are attended to promptly and recorded

properly.

- Pastoral support is excellent. Pupils who need a boost with their confidence or help with an aspect of school life are given bespoke support through the nurturing provision provided in the school's 'welcome room'. In addition, parents are provided with helpful guidance and information about available support.
- The school site is kept in good order. Supervision arrangements have been thought through carefully and work smoothly and efficiently.

Behaviour

- The behaviour of pupils is good. Around the school pupils are polite to one another and to adults. They willingly hold doors open for visitors and remember to say please and thank you when they should.
- The overall attendance figure is well above average and pupils arrive on time. The school uniform is worn by all pupils. They look smart and take pride in their work and achievements at school. If any pupils miss too much school for no good reason, the school takes steps to challenge this. Exclusions from school are extremely rare.
- In lessons, most pupils pay attention to their teachers and work hard. Having said this, in some sessions a few pupils chat or are slow to respond because they are not paying attention. This is not common and when teachers make their high expectations clear, pupils are attentive.
- Older pupils carry out jobs to help out with the smooth running of the school. Prefects keep an eye on behaviour at playtime and issue rewards, or warnings if needs be. Litter patrol tackles any rare instances of playground litter, and pupils also carry out office cover duty at lunchtimes. They take their jobs seriously and do their best. School council members and the head boy and girl are able to talk about what they do and how their roles help others.

Outcomes for pupils

are good

- Most children start school with levels of knowledge and skill that are just below those typical for their age. During their time at Milby Primary, they make good progress and reach standards in reading, writing and mathematics that are above the national average.
- Standards in reading are excellent. This school produces capable readers who are interested in books. Effective phonics (letters and the sounds they make) teaching in the lower part of the school and many opportunities in all classes to read, discuss, analyse and enjoy language and literature equip pupils with a high level of skill. Recent test data and the school's current assessment information confirm that standards in reading are continuing to rise.
- In writing and mathematics, standards are also above average and rising but are not yet keeping pace with the progress and high standard reached in reading.
- Through the school's topic-based approach, pupils are required to exercise and develop key literacy and numeracy skills while also learning about history, geography or science. The standard of work in many books is impressive, and colourful displays around the school highlight pupils' good progress and success in a wide range of subjects.
- The number of disadvantaged pupils in the school is small, so a comparison between their attainment and progress and that of other pupils would not be appropriate or meaningful. However, it is clear that, in all classes, these pupils benefit from good teaching and additional pupil-premium-funded support and, in line with their peers, they too make good progress.
- Disabled pupils and those who have special educational needs get excellent support and do very well. Their progress is monitored carefully and action is taken to make sure that all experience success. In some instances, pupils who have struggled to cope in other settings have thrived in the nurturing environment provided at Milby Primary. Pupils who require specialist care or support get what they need and parents who spoke or wrote to inspectors praised this feature of the school's work.
- The most-able pupils make good progress because in many classes they are challenged to do their best. This is particularly evident in the work being tackled by Year 5 and 6 pupils. Again, like other pupils, the highest standards are in reading. In the most recent end of key stage tests, for example, two thirds of pupils reached Level 5 in reading, which is well above average. Across the school, pupils' work shows that current pupils are on track to maintain these high standards in reading and that progress rates in writing and mathematics are starting to catch up.

Early years provision is good

- When children first start school at Milby Primary they enter a bright, colourful, well-resourced environment where they feel secure and are kept safe. Good leadership ensures that staff get the training they need and that children succeed and know they are valued.
- Over time, many children start in the Reception classes with levels of knowledge and skill that are just below those typical for their age, particularly in their early literacy skills. During their time in the early years, children learn quickly and make some significant gains in their learning and development. Consequently, outcomes are good, with the majority finishing the year well-prepared for their move into Year 1. In 2015, the proportion that reached a good level of development was 76%, which is some way above the national figure.
- Teaching and the teamwork between teachers and teaching assistants are good, as is communication between home and school. All adults working in the Reception classes are fully involved in checking on children's learning and progress, and planning next steps. Adults are kind, encouraging and calm and as a result children grow in confidence and show interest in one another and the world around them. They behave well, are able to make decisions for themselves and feel good about their achievements.
- The school takes children from many different nurseries and pre-school providers, including the on-site private nursery. The current system for gathering information about children's starting points does not work as smoothly as it might. In some instances, it is not clear whether all the available evidence has been considered when making judgements about children's starting points when they enter the Reception classes. While there is no doubt that children benefit from good-quality provision and are well prepared for Key Stage 1, the tracking of their progress across the early years, and especially during their first term, could be done with greater precision.

School details

Unique reference number	130894
Local authority	Warwickshire
Inspection number	10002464

This inspection 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	424
Appropriate authority	The governing body
Chair	Mr Michael Smith
Headteacher	Mrs Melanie Aley
Telephone number	02476 382 587
Website	www.milby.warwickshire.sch.uk
Email address	admin2631@we-learn.com
Date of previous inspection	22–23 October 2013

Information about this school

- Milby Primary is larger than the average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those with special educational needs is broadly in line with the national average.
- The proportion of disadvantaged pupils at the school is below the national average. The term 'disadvantaged pupils' is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- Academic standards at the school meet the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school offers full-time early years provision in two Reception classes.
- A private nursery operates on the school site. This is not managed by the school and is subject to a separate inspection at a different time.
- Since the previous inspection, there have been several changes of teaching staff.

Information about this inspection

- The inspectors observed teaching and learning in all classrooms. Some of these observations were carried out alongside the headteacher or deputy headteacher. Inspectors also attended a school assembly, examined pupils' work in books and on display, and considered school test and assessment information.
- Inspectors observed pupils' behaviour, and the school's procedures, at the beginning and end of the school day, at lunchtimes and breaktimes, and when pupils were moving about the school site, taking part in activities, and preparing for a school trip.
- Meetings were held with pupils, staff, school leaders, subject leaders and governors. A telephone conversation with a local authority adviser took place.
- By the end of the inspection, there were 71 responses to the online questionnaire (Parent View). Inspectors looked at these, took account of several letters from parents, talked to some parents at school and checked the school's routines for gathering parents' views. In addition, inspectors considered 46 responses to Ofsted's school staff questionnaire.
- A number of school documents were examined. These included: information about pupils' progress, the school's own evaluations of its work, school improvement plans and information about the work of the governing body. Records relating to staff performance management, behaviour, attendance, safety and safeguarding were also scrutinised.

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