

Inspection of a good school: Milford Infants' School

Glenthorne Avenue, Yeovil, Somerset, BA21 4PG

Inspection dates:

3–4 November 2021

Outcome

Milford Infants' School continues to be a good school.

What is it like to attend this school?

Pupils get off to a good start to their education at Milford. Adults appreciate the achievements of everyone. They do everything they can so pupils live the values of the school. This means that pupils behave appropriately. They feel safe, included, motivated, optimistic and respected.

Leaders are clear in their ambition that all pupils learn the basics thoroughly. They are successful. Pupils say they love reading and mathematics. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Staff prioritise helping pupils develop the knowledge and skills required to make them successful learners. Pre-school and Reception Year staff support children to develop independence. Through the school, pupils learn to approach learning in different ways. They say they tackle new problems, bravely; 'like a lion', or they keep going steadily; 'just like a tortoise'.

Pupils say that adults are kind. They know that adults will listen to them and sort things out. Pupils say that bullying almost never happens and that Milford is a friendly school. Parents told inspectors that their children are 'thriving' because staff 'go above and beyond' to support them and their children.

What does the school do well and what does it need to do better?

Staff are ambitious that all their pupils will do well. There are consistent approaches and routines across the school. Pupils become confident and know what to expect. Staff are very aware of the different backgrounds, experiences and needs of their pupils. This means that they change things if a pupil needs more help or has different strengths or interests. Staff are very sensitive to pupils who may be feeling challenged or unhappy. They do everything they can to support pupils to feel safe so they can learn and behave

well. They are successful. Classrooms are calm and purposeful environments. Pupils play well together at playtimes.

The personal, social and health education (PSHE) curriculum and caring staff are helping pupils to learn more about themselves and being part of a family and a community. Pupils learn about relationships, being healthy and keeping safe. They study different cultures and festivals. They learn at the beach and in forest school. Planned activities in lessons include relaxation and discussion. Teachers provide individual help to pupils. This supports pupils' learning well.

Helping pupils to learn to read and to foster a love of reading are priorities for the school. The enthusiasm of teachers is infectious. Story telling from high quality texts has a high profile. Pupils can re-tell familiar tales and talk about their favourite books. From the very start, staff in the early years ensure that children develop their language, speaking and listening skills. Throughout the day, children practise their key sounds in work and in play. There is a systematic approach so pupils learn their sounds effectively. Pupils read books that help them practice the sounds they learn. Teachers identify which pupils might need more help and this is provided. The special educational needs co-ordinator offers extra support and advice for those with SEND.

Pupils develop their mathematical knowledge quickly. Leaders have made sure that there is a clear structure in place and common expectations. Teachers identify any gaps or misconceptions that pupils might have in their learning. They make sure there is time to revisit these. Pupils become confident mathematicians. They gain a very solid understanding of the basics. They enjoy reasoning and problem solving.

Leaders make sure there is a consistent approach to the curriculum. They are renewing aspects of the curriculum in line with national guidance. They have strengthened the plans for each subject. These plans outline the building blocks of knowledge that the school expects pupils to learn in each subject. It will take time to fully embed these changes to make sure that pupils' learning in separate subjects contribute to the school's overall ambitions for its pupils.

Staff are proud to work at Milford. They value the team approach that includes leaders, teachers and support staff. They appreciate recent changes that have reduced workload. Many of the governors are new to the school. They recognise that they need to increase the membership and knowledge of the governing body so that they can support the school even more effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training for all staff. There are clear procedures in place for reporting concerns. Leaders provide help and support for families and work well with other agencies. Parents praise the sensitivity of staff.

Pupils know how to keep themselves safe, for example when using the internet, because teachers tackle complex subjects in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the curriculum are relatively new. Leaders must continue to refine the curriculum so that it is securely embedded across all subjects and to ensure that pupils gain cumulative knowledge and skills for future learning.
- Many members of the governing body are new and inexperienced. Governors and leaders should work with the local authority to improve the capacity of the governing body so that it can support the school more confidently and effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged Milford Infants' School to be good on 4 November 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123724
Local authority	Somerset
Inspection number	10199678
Type of school	Infant
School category	Maintained
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair of governing body	Robert Kerry
Headteacher	Wendy Chant
Website	www.milford-inf.somerset.sch.uk
Date of previous inspection	10 March 2016, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, Milford Infant School has taken over the management of the Milford Playgroup. The pre-school provision, known as Milford pre-school, is now on the same site as the school. It has 60 places and caters for two, three- and four-year-old children.
- The chair of the governing body is new to post.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation. As there had been an increase in COVID-19 cases in the local area, pupils were learning and playing in class bubbles during the inspection.
- The inspector met with the headteacher, the deputy headteacher, middle and subject leaders, the chair and members of the local governing body.

- The inspector carried out deep dives in early reading, mathematics, and PSHE. He met with subject leaders, talked to pupils and teachers, looked at pupils' work and listened to pupils read to adults.
- The inspector checked the procedures used to keep pupils safe. He reviewed the checks carried out by leaders on the suitability of adults who work in the school.
- The inspector spoke with parents at the beginning of the school day. He considered 42 responses to Ofsted Parent View, the online questionnaire and 26 free text responses. He considered the responses to the pupil and staff survey.

Inspection team

Stephen McShane, lead inspector

Her Majesty's Inspector

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