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Lyn Cregan
Headteacher
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Dear Mrs Cregan

Urgent inspection of Millway Primary School

Following my visit with Ann Davey and Jamie Nairn, Ofsted Inspectors, to your school on 21 September 2022, I write on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss your school.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for urgent inspections. The inspection was carried out because His Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school as concerns had been raised with Ofsted about the effectiveness of leadership and management in the school (including governance) and the behaviour and attitudes of pupils.

We do not give graded judgements on urgent inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a graded inspection, which will be carried out under section 5 of the Act and be brought forward. If we have serious concerns, we will deem the urgent inspection as a graded inspection immediately.

Evidence

We met with a number of leaders, including the designated safeguarding leads. We met with the coordinator for pupils with special educational needs and/or disabilities. We spoke to pupils in lessons and during breaktimes. I met with two representatives of the school's governing body, including the chair. We scrutinised the single central

record and the school's procedures for ensuring the suitability of staff to work with children. We explored a range of other documents relating to safeguarding and child protection arrangements. We evaluated the effectiveness of leaders' curriculum planning for pupils' personal development in helping them to understand how to keep safe.

We took account of the views of a small number of parents that inspectors spoke with informally. We also considered the school's own surveys of parents, staff and pupils. We looked at records and documentation relating to attendance and suspensions. We explored the use of alternative provision and held a telephone conversation with the alternative provider that the school uses.

Having considered the evidence, I am of the opinion that at this time:

Safeguarding is effective

Main Findings

Senior leaders have ensured that safeguarding is a high priority. Staff receive regular training and updates. They know the indicators of abuse and are alert to any changes in pupils' well-being. Records are detailed. Staff record all concerns regardless of how minor they might, at first, appear. Leaders carry out weekly checks for trends or patterns that may emerge over time. Where help is needed, leaders ensure that it is put in place promptly. Leaders work effectively with external agencies to ensure that the help pupils receive is working as it should.

The school's electronic system for recording safeguarding concerns is used effectively by the majority of staff. However, it is not used consistently. Some staff are not confident enough to use it. These staff pass on concerns to someone else to record. This means that leaders cannot be sure that all concerns provide a timely, first-hand account.

The school's curriculum for personal, social and health education helps pupils to understand how to stay safe in a wide range of situations. Pupils are taught how to stay safe in the community and when learning online. They know that everyone should be treated equally and respectfully. Leaders ensure that the curriculum is adapted to address emerging issues. For example, recent adaptations have been made to include work around personal space, consent and the risks associated with knife crime.

Overall, pupils' behaviour around school is positive. Pupils are well mannered and respectful. The recently introduced behaviour policy is understood by the majority of pupils. They understand the school's values of listen, respect and persevere. They know why these are important. Pupils know how positive behaviour will be rewarded and what happens in the event of poor behaviour.

A small proportion of pupils find it more challenging to follow the school's expectations. These pupils get extra support. Their needs are carefully considered. They have written plans that set out the help that they will receive. These plans contain targets for improved behaviour. However, many of these targets are too broad. They are not measurable. They do not make clear enough the precise things that pupils should achieve over time.

Although used infrequently, the use of restraint and physical intervention has increased. It is used appropriately. A small group of staff are trained to use this. However, some staff that regularly work with pupils who may need this are not trained. This means that they do not have the expertise to provide prompt support in the event of unsafe behaviour.

Governors make regular checks on the school's safeguarding arrangements. They understand the school's policy and procedures. They regularly review the types of risks that are evident. They check that leaders are responding to these.

Governors listen and respond to complaints that are made about the school. They investigate complaints robustly. However, their published complaints policy does not contain any timescales. This means that complainants do not know the period in which their complaints will be heard.

Additional support

The local authority recently conducted an audit of safeguarding procedures at the school. This has helped leaders to ensure that safeguarding arrangements are effective.

Priorities for further improvement

- There are some inconsistencies in how staff record safeguarding concerns. Some staff pass on concerns to someone else to record. This means that leaders cannot be sure that all concerns provide a timely, first-hand account. Leaders should ensure that all safeguarding concerns are recorded consistently and provide a timely, first-hand account.
- While the use of restraint and physical intervention is appropriate, some staff that regularly work with pupils who may need this are not trained. This means that they are unable to provide prompt support in the event of unsafe behaviour. Leaders should ensure that staff who might need to use physical intervention are trained and competent to use it.
- Targets for pupils who need extra help to follow the school's behaviour policy are too broad. This means that there is an inconsistent understanding of the small steps that these pupils need to take to secure improvements. Leaders should

ensure that the targets for pupils who need extra help to follow the school's behaviour policy are precise and measurable.

- The school's complaints policy does not make clear the timescales in which complaints will be handled. This means that complainants do not know the period in which their complaints will be heard. Governors should ensure that the school's complaints policy contains clear timescales.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for West Northamptonshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Vic Wilkinson
His Majesty's Inspector