

# Inspection of a good school: Millfield Primary School

Coleshill Street, Fazeley, Tamworth, Staffordshire B78 3RQ

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Inspection dates:

21 and 22 September 2022

## Outcome

Millfield Primary School continues to be a good school.

## What is it like to attend this school?

Relationships lie at the heart of Millfield Primary. Inspirational leaders, caring staff and supportive parents and carers work together to get the best for pupils. This partnership working helps pupils to thrive.

Pupils behave exceptionally well in class, around school and at playtimes. They told the inspector that when they fall out, 'Teachers help, but we work together to sort it out'. Pupils, parents and staff agree behaviour is strong across the school. As a result, there is a kind and respectful environment where pupils feel safe.

Learning to stay safe, aim high and keep healthy is the aim for all pupils. Many are confident and excited about learning. Musical instrument lessons, sports clubs and trips enrich pupils' experiences. Pupils know that staff want the very best for them. As one explained: 'Teachers really care and work hard to make sure you do not slip behind'.

Pupils understand what bullying is. They say it rarely happens, but teachers would deal with it if it did. Leaders investigate any reported incidents and act when needed.

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

Children make a really positive start at Millfield Primary. Leaders get to know them and their families well before they start school. Teddy bear picnics, 'stay and play' sessions, and story time familiarise them and their families with the school. An exciting and well-used environment enthuses children. Consequently, they settle quickly and make giant steps in their learning.

Recent developments mean that pupils learn well across the curriculum and in more depth than in the past. Leaders have carefully planned sequences of lessons that are helping many pupils to build their knowledge of many subjects. However, in some classes, teachers do not always ensure that pupils have learned what they set out to teach them.

Learning is not always fixed in their long-term memory, making the next steps in learning harder.

Reading is a top priority. From the early years to Year 6, pupils read often and with accuracy and fluency. Well-trained staff teach phonics from the first day children arrive in school. Frequent reading sessions and a brand-new library inspire pupils to read more often. Consequently, many pupils quickly become confident readers, keen to share their books with willing audiences.

Mathematics is a strength. Reminders about number, shape, measure and place value are included frequently in lessons. 'Reasoning Friday' helps pupils to develop mathematical problem-solving skills. When pupils have fallen behind, most teachers act swiftly to correct this in the lesson or to provide timely intervention.

Other subjects, such as art, enthuse the pupils' knowledge and skills. Staff are confident in their subject knowledge and use this to inspire pupils. Consequently, pupils are confident in sharing their understanding of the work of artists such as Edvard Munch or Pablo Picasso. Regular arts weeks immerse the pupils in the creative as many develop their own artistic styles.

Staff are committed to ensuring that pupils do not fall behind with their learning. Extra help is put in place when this happens, to help pupils catch up. However, staff do not always identify the specific reason why a pupil has fallen behind, which means that the extra support provided does not always meet pupils' needs as well as it might. This means that while the gap in their learning will be filled in the short term, the root cause of them falling behind, for example issues with attendance, is not being addressed.

Provision for special educational needs and/or disabilities (SEND) is a strength. When difficulties with learning are identified as SEND, pupils often get the support they need at the right time. When needed, teachers work closely with speech and language therapists, family support or alternative provisions to make sure that provision is precisely matched to pupils' SEND.

Pupils access many opportunities beyond their day-to-day lessons. Sports such as rounders, cross country or dodgeball are common. Chances to learn first aid, the piano, the guitar or the recorder are available. Trips to places such as Tamworth Castle or Laches Wood provide opportunities experience learning in the community.

Staff are overwhelmingly positive about the school. They feel well supported and well trained. They feel, quite rightly, that the leaders in the school really care about their work and value the difference they can make to pupils. They are proud to be members of staff at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured staff have the training they need to keep pupils safe. When staff are worried about a pupil's welfare, they act quickly to raise concerns. Leaders investigate these concerns swiftly to make sure the pupil is safe. Leaders work with services such as the local authority to ensure pupils get the support they need.

Leaders are currently reviewing their policies and record-keeping to ensure that their actions are well recorded and their written policies reflect the systems used in school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- While intervention is routinely provided for pupils who fall behind, teachers do not always ask why the pupil has fallen behind. Staff do not routinely identify and assess potential needs such as learning English as an additional language, attendance or difficulties out of school, and the impact these might have on learning. Leaders need to ensure that when a pupil falls behind, the reasons for this are accurately identified, assessed and met to reduce the chance of the child falling behind again.
- Some teachers do not consistently use in-lesson assessments to ensure pupils have learned what they intended them to, and do not then adapt their teaching as needed. Leaders should ensure that all teaching staff routinely check pupils' understanding and adapt their teaching accordingly to embed that new knowledge in pupils' long-term memory.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## 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.

## 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

<b>Unique reference number</b>	124081
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10240720
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	384
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Martin Hall
<b>Headteacher</b>	Simon Kelly
<b>Website</b>	<a href="http://www.millfield.staffs.sch.uk">www.millfield.staffs.sch.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2017, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, a new deputy headteacher took up post in January 2021.
- The school currently uses a registered alternative provision.

## Information about this inspection

- During the inspection, the inspector focused on the following subjects: reading, mathematics, and art and design. In these subjects, they visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about how these subjects were taught.
- The inspector spoke to a group of pupils about their understanding of keeping safe in the world around them and what opportunities they experience at school.
- The inspector asked pupils, staff, leaders and governors about safeguarding arrangements. They examined the record of employment checks on school staff and other school records. They also found out about safety procedures and routines.
- The inspector observed informal times of the day to evaluate safeguarding and pupils' behaviour.

- During the inspection, the inspector had formal meetings with the headteacher, deputy headteacher, senior leaders, subject teachers, governors, teachers and pupils. The inspector also talked informally with parents, carers, pupils and staff to gather general information about school life. The inspector spoke to a representative from the local authority.

### **Inspection team**

Chris Pollitt, lead inspector

His Majesty's Inspector

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