

Inspection of Milton Parochial Primary School

Green Street, Milton Malsor, Northampton, Northamptonshire NN7 3AT

Inspection dates: 28 and 29 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Milton Parochial Primary School puts its values into action. Pupils can see this and they are grateful for the kindness and support of staff. Relationships between staff and pupils are positive. As one pupil said, 'It's amazing here because it's a loving community.'

Leaders and staff work well together to provide a caring environment. There is an ambitious curriculum for all pupils to study. From discussing how to wake up a lazy farmer in the early years to exploring erosion in Years 5 and 6, teachers engage pupils in meaningful learning. Pupils with special educational needs and/or disabilities (SEND) get support to access the same learning opportunities as other pupils. Leaders ensure that no-one gets left behind.

Pupils behave well. They respond to the high expectations of teachers. There is a calm atmosphere throughout the school. Pupils feel safe. They say that bullying happens very rarely and they trust staff to deal with it.

Parents say that their children are happy to attend this school. One parent, typical of many, said, 'My child comes home happy and has progressed very well with the teaching she receives from the school.'

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

Leaders have a clear vision for pupils at this school. They have designed an ambitious curriculum. Subject leaders make effective checks on how well the curriculum is helping pupils know more and remember more. Pupils achieve well across the curriculum. Skilled teachers identify and close gaps in pupils' knowledge.

In the early years, staff help children to become independent learners. Leaders have planned for the development of children carefully. Teachers challenge children at the right level. Children have exciting opportunities to develop their knowledge in all areas of learning. This helps to ensure that they are well prepared for key stage 1.

Reading is a top priority throughout the school. Leaders have chosen an early reading programme that meets the needs of all pupils, including pupils with SEND. This programme begins as soon as children start in the Reception class. Staff receive training to deliver the programme. They support all pupils to read with accuracy and confidence. Teachers are quick to identify and help any pupils who fall behind. Staff share their love of reading at every opportunity, including during class story times. Pupils enjoy reading. As one pupil commented, 'It transports you to a new world!'

Leaders have made sure that pupils' mathematical understanding builds in small steps. This approach begins in the early years. Teachers are knowledgeable and enthusiastic about mathematics. They recap previous learning well. This helps pupils remember what they have learned. Pupils say that teachers provide good support

when the work gets 'tricky'. As one pupil commented, 'I've improved phenomenally because we don't just sit there waiting for help.'

Beginning in the early years, leaders are quick to identify pupils with SEND. Staff provide support to help these pupils achieve well. Leaders keep a close eye on this support to ensure that pupils' needs are being met.

Pupils' personal development is at the heart of the school's work. Leaders ensure that the curriculum extends beyond the academic. Most pupils attend extra-curricular clubs. These include gymnastics, basketball and performing arts. In lessons and in other activities, pupils learn the importance of perseverance. This contributes to their positive attitudes to learning.

Teachers ensure that pupils learn about differences between people and the importance of respect. Pupils have opportunities to meet people from different backgrounds. This is an ongoing priority for leaders. Aspects of the personal, social and health education curriculum are strong. For example, teachers encourage pupils to consider an exciting range of future careers. However, pupils do not have a well-developed understanding of fundamental British values.

Behaviour in classrooms and during social times is good. Most pupils are respectful as they work and play with each other. Beginning in the early years, staff help children to enjoy strong friendships. Pupils say that staff help to resolve arguments if they happen.

Staff have regular opportunities to work with colleagues across the trust. This supports their professional development. Staff feel valued by leaders. They appreciate the way that leaders consider their workload and well-being.

Trust officers and governors have an accurate view of the strengths of the school. They work well with leaders on areas for improvement. Most parents are confident in the leadership of the school. However, some parents feel that communication could be better.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at this school. All staff receive appropriate and regular training in how to keep pupils safe from potential harm. This helps staff to identify and report any concerns. School leaders waste no time in following up all concerns. They show determination in their work with outside agencies to get the help pupils and families need.

Trust officers and governors work with school leaders to help ensure that the school's systems for keeping pupils safe are effective.

Pupils learn how to keep themselves safe. This includes from the potential risks they may face online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parents feel that communication between home and school is not as effective as it could be. They are concerned that leaders do not always respond to issues they raise in a timely manner and they do not feel fully informed. Leaders should ensure that parents feel fully involved and informed about their child's education.
- Pupils' understanding of British values is underdeveloped. Some pupils do not understand the British values they have been taught. Leaders should ensure that all pupils have an age-appropriate depth of understanding of the key British values.

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

Unique reference number	141725
Local authority	West Northamptonshire
Inspection number	10254851
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Rebecca Osborne (Executive headteacher) Rachel Scott (Head of school)
Website	www.milton.northants.sch.uk
Date of previous inspection	24 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school joined Peterborough Diocese Education Trust in February 2015.
- The executive headteacher has been in post since September 2019.
- The school does not use any alternative education provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with leaders, groups of staff, groups of pupils, trust executive leaders and the chair of governors. Inspectors met with the chief executive officer, who is also a trustee.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about curriculum development in other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector considered how well the school protects pupils and keeps them safe. Meetings were held with the school's designated safeguarding leads to evaluate the effectiveness of safeguarding. The inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and staff surveys.
- Inspectors reviewed a range of documents, including school improvement plans and minutes of the academy governance committee.

Inspection team

Martyn Skinner, lead inspector

Ofsted Inspector

Caroline Evans

Ofsted Inspector

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