

Inspection of Millbrook Primary School

Grainger Drive, Leegomery, Telford, Shropshire TF1 6UJ

Inspection dates: 24 and 25 October 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Millbrook Primary School is underpinned by strong relationships. Pupils reflect the values of the school and talk about belonging to somewhere that respects everyone. The school is a sanctuary for many pupils. This is a place where they are well cared for and looked after. Families appreciate the support the school provides.

Pupils and staff are rightly proud of their diverse school. Staff sensitively support those pupils with additional needs. Where there are specific barriers to learning, staff work quickly to identify and provide effective support. Pupils with special educational needs and/or disabilities (SEND) benefit from an inclusive culture of early identification and support.

The atmosphere around the school is calm. Pupils behave well. They know that if bullying does sometimes happen, adults will sort it out quickly and take it seriously. Pupils told inspectors that they feel safe at school.

Leaders have developed a curriculum to enable children to make good progress. They have high expectations for all pupils to achieve well. Pupils are encouraged to love reading and to see the importance of reading for later life. The curriculum in the early years is exceptionally strong. This ensures that children get off to the best possible start and settle into school life quickly.

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

Pupils study an ambitious curriculum. This has been carefully developed by leaders and seeks to build on pupils' knowledge over time. In the early years, the curriculum is exceptionally well designed so children are very well prepared for key stage 1. Leaders have been mindful of pupils' needs in developing the curriculum. For example, they have sought to develop pupils' knowledge of diversity. Leaders have made considered choices about what pupils will learn and the books they will read.

In most subjects, the curriculum is well sequenced. For example, teaching in geography builds well on what pupils have learned previously. However, leaders recognise that in some subjects there is still more work needed to break down the knowledge pupils should learn into smaller steps. This will ensure that pupils make even more progress.

Reading has a very high priority. Children get off to a flying start in the early years, where language and communication are taught very well. Highly trained staff use a consistent approach and well-chosen resources to support pupils. Where pupils struggle with reading, they are quickly identified and provided with the help they need to catch up. Leaders encourage pupils to develop good reading habits. For example, accessing the recommended texts on the school's 'reading trees'. Pupils enjoy a broad range of books and they are supported to become fluent readers.

Teachers use a range of methods to check what pupils know and understand. This is highly effective in the early years and supports children's strong progress. Elsewhere, teachers generally check pupils' learning effectively. However, in some subjects, assessment is not used consistently well. Where this is the case, misconceptions are not picked up swiftly before learning moves on.

The school has high expectations for how pupils should behave. This builds from the clear routines that children are taught from the early years. Children are well supported to manage their feelings and to know right from wrong. The school responds in an inclusive and sensitive way where pupils present with additional behaviour needs. Pupils who need extra help with their behaviour receive it. Swift action is taken by leaders to promote high levels of attendance. Leaders have made a strong commitment to seek to continue to improve this.

The school has developed a strong provision to support pupils' personal development. Pupils routinely share their opinions with leaders to improve the school and contribute through a range of decision-making groups, including the 'Safety Squad'. Leaders are very appreciative of the need to address barriers that pupils might face. They broaden pupils' horizons through trips and residential visits. Staff are determined to ensure that all pupils have an opportunity to take part in these, including pupils with SEND.

There are a range of clubs and activities available for pupils to take part in. For example, pupils attending 'Newspaper Club' enjoy having their written work published for others to read. Sport and physical activity have a high priority. The school provides support through strong pastoral care in order to address the challenges many families face. Parents and carers value this.

Leaders and staff make a cohesive team. They have a clear and ambitious vision for the school. Governors know the school well. They are involved in school life and provide effective support and challenge to school leaders. High-quality training for staff has had a positive impact. This has helped everyone to develop their skills and support leaders to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check learning consistently well. This means that some gaps in knowledge are not spotted and misconceptions are not addressed swiftly. The school should support staff to improve how assessment is used in all subjects to ensure that pupils are secure in what they know and understand.

- In a few subjects, leaders have not identified the smaller blocks of knowledge that are needed to complete more complex tasks. This means that, in some areas, pupils struggle to link ideas together and build on what they already know. The school should ensure that each curriculum end-point is clearly broken down to help pupils build on what they know.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134852
Local authority	Telford & Wrekin
Inspection number	10290580
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair of governing body	Ann Lombardi
Headteacher	Kirsty Osman
Website	www.millbrookprimary.org.uk
Date of previous inspection	10 May 2018, under section 8 of the Education Act 2005

Information about this school

- This school does not make use of any alternative provision.
- The governing body manages before- and after-school provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors held meetings with the headteacher, other senior leaders, subject leaders and the special educational needs and/or disabilities coordinator.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils read to a member of staff.
- Inspectors also discussed the curriculum in other subjects.
- The lead inspector spoke with members of the local governing body, including the chair of governors.
- Inspectors spoke to parents on the school playground.
- Inspectors observed pupils' behaviour in lessons, at different times of the day, and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.
- The lead inspector met with a representative from the local authority.

Inspection team

John Rowe, lead inspector	Ofsted Inspector
Janet Tibbits	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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