



# Milking Bank Primary School

## Inspection Report

**Unique Reference Number** 103834  
**LEA** Dudley  
**Inspection number** 277007  
**Inspection dates** 22 September 2005 to 23 September 2005  
**Reporting inspector** John Eadie RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Aintree Way
<b>School category</b>	Community		Milking Bank
<b>Age range of pupils</b>	3 to 11		Dudley, West Midlands DY1 2SL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01384 816695
<b>Number on roll</b>	478	<b>Fax number</b>	01384 816696
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Andy Cook
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mr Richard Mason

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 22 September 2005 - 23 September 2005	<b>Inspection number</b> 277007
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Milking Bank is a larger than average primary school in a residential suburb of Dudley. There is little unemployment in the area and few pupils are eligible for free school meals. When they enter the nursery, most children have the expected levels of skills and knowledge. There is an increasing proportion of pupils from minority ethnic groups and these pupils make up about 12% of the pupils on roll. They come mainly from Asian and Caribbean backgrounds. Nearly 8% of pupils speak languages other than English as their home language, although none of these is at an early stage of learning English. There are fewer pupils with special educational needs than is average for a school of this size. Nearly all pupils spend the whole of their primary education at the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school where the pupils make good progress. They achieve above average standards mainly because teaching and learning are good. Standards in the nursery and reception classes are above those expected as provision for these children is good. The school is well led and managed. The headteacher provides good leadership and gives a very clear sense of direction. The views of pupils and parents are taken into account regularly and some recent initiatives have been as a result of these consultations. Pupils' personal development is good. It is as a result of the school's caring approach where the needs of each individual are taken into account. Although health and safety procedures are good, the recording of risk assessments is not sufficiently rigorous. The harmonious mixing of the relatively few pupils from minority ethnic groups is good evidence of the way that pupils are being prepared for citizenship in today's society.

There has been good improvement since the previous inspection. Standards have improved and many of the areas for development noted in that report have been dealt with well. The school has a clear view of its strengths and weaknesses and that, combined with the vision and drive of the senior managers, places the school in a good position for future development. The school has already identified the areas for development noted in this report. Some more able pupils do not always make the progress of which they are capable, particularly in mathematics. Assessment is not always used effectively to help pupils know what it is they need to do next to improve their work. A further indicator of the effectiveness of the school's self-evaluation is that the inspectors agree with virtually all judgements that the school made, including its assessment of how good it is. It offers good value for money.

### What the school should do to improve further

- Link assessment more closely to targets set for pupils and use the information gathered to plan for pupils' future learning;
- ensure that more able pupils are consistently given work that suits their needs, particularly in mathematics; and
- ensure that risk assessments are routinely carried out and recorded and that the governing body fulfils its role in this respect.

## Achievement and standards

### Grade: 2

Standards have been improving and have been above average for the last few years. On joining the school in the nursery, most children have levels of skills and knowledge normally expected at this age. They make good progress in the nursery and reception classes to exceed the levels expected by the end of reception. This progress continues in Years 1 and 2 and by the end of Year 2, standards are well above average in reading, writing and mathematics. Standards were above average by the end of Year 6 in English, mathematics and science in 2004. They were not higher as there has been considerable

staff disruption in Years 3 to 6 in recent years. These difficulties have now been overcome and the school has convincing statistics to show that pupils in Years 3 to 6 are now making good progress. The small number of pupils from minority ethnic groups makes similar progress. Pupils with additional educational needs are well catered for and make progress similar to their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy coming to school, find lessons interesting and work hard. They accept considerable responsibilities, such as becoming school council members, prefects and monitors. Older pupils become play leaders, which benefits younger children as they organise games for them very well at playtimes. Attendance is above average, and is improving. Pupils behave well and show respect for others. They make a good contribution to the wider community through charity work and musical performances in the locality. They pay due regard to safety and pupils say that there is very little bullying, especially since the school has taken action about the concerns of a small number of pupils. Awareness of the importance of a healthy lifestyle is widespread and pupils take regular exercise and appreciate the breakfast club and healthy tuck shop. However, they are not encouraged sufficiently to make healthy choices at school dinners and pupils say that they flock in on Fridays when a popular but less healthy option is offered. Spiritual, moral, social and cultural development is good, as a result of the wide range of experiences and activities offered by the school. Well developed basic and social skills ensure that pupils are prepared well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and as a result pupils enjoy learning, make good progress and achieve well. They are enthusiastic about their teachers and describe occasions where 'Tudor' visitors, rock drummers and fire safety officers 'made lessons come alive' and 'more real'. They appreciate the hard work teachers do to help them learn and enjoy challenges such as working in groups as well as on their own. Planning is good and teachers make effective use of information and communication technology (ICT) and other resources to support pupils' learning. Provision for the most able is generally good but opportunities are sometimes missed to ensure all lessons challenge these pupils even more, particularly in mathematics. Good attention is paid to support pupils who have learning difficulties and effective use is made of teaching assistants who are generally well prepared to work with individuals and specific groups. As a result, pupils are confident to have a go knowing that it is safe to be wrong. Relationships are good and teachers encourage pupils to assess their own and each other's work so that there is a shared responsibility for improving achievement. Marking is satisfactory, but where it is really good pupils like the 'two stars and a wish' procedure, which helps

them see what is good about their work and how they could improve it. Pupils discuss their targets with staff and parents support their children's learning at home well.

## **Curriculum and other activities**

### **Grade: 2**

Curriculum provision is good. There is a fair balance between ensuring pupils are well prepared for the future with regard to basic skills and opportunities to enrich learning. ICT is a particular strength. Projects such as 'The Learning Journey' help pupils gain a sense of responsibility for their development. They talk very enthusiastically about the rich variety of visits and visitors that make lessons fun and add to their understanding of how to take care of their health and safety. A residential visit to Belgium promotes pupils' interest in the wider world and they raise funds for charities both locally and abroad. For example, the 'Gardening Gang' has led magnificent efforts to provide 'Seeds for Africa' and the children run mini-enterprises to raise money to sponsor a child's education in Kenya. Thus pupils gain an awareness of their community role. Many take part in musical events and sporting activities both in and out of school. School teams are particularly successful in a range of sporting competitions. Pupils who find their work difficult receive good support from well trained teaching assistants. Those identified as being particularly gifted and talented are encouraged to participate in events organised in the local area, often in partnership with other schools and agencies. For example, a number take part in drama workshops and 'Maths Challenges', provision that both parents and pupils appreciate.

## **Care, guidance and support**

### **Grade: 2**

The school is a safe and purposeful community where the quality of care is good. Requirements for child protection are in place. Whilst the school provides a very attractive environment that is checked regularly, no governor has specific responsibility for health and safety and no formal risk assessments are in place. There is very little bullying and, when it occurs, the pupils say that it is dealt with very effectively.

Attention to pupils' welfare is good. Teachers know their pupils well. Parents feel that the school works closely with them to ensure that their children are happy, safe and successful.

The quality of short-term guidance is good. Pupils are aware of their progress towards their individual targets, and know what to do to improve. However, although systems for checking pupils' long-term progress are thorough, the information gathered is not always used well to help to move pupils forward in their learning.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good. The headteacher leads the school well. He has a clear vision for the school's future direction. In this he is ably supported

by the other members of the leadership team. Along with other managers, they ensure that their vision is shared by all within the school. Governors play their part well and have a clear view of how they can best help the school to improve. For example, they take a keen interest in initiatives in teaching and learning and are fully involved in development planning. Finances are carefully managed and the school gives good value for money.

There is a strong commitment to continuous improvement. A good example is the careful analysis that has been carried out of the strengths and areas for development in the school and the clear plans that have been set for the future to raise levels of performance. For example, the school has recognised the relative weakness in mathematics and has reorganised the curriculum for the subject. The staff are also involved in a forward looking initiative to improve pupils' learning skills to raise standards across the range of subjects.

The pupils have a valued input to developments and they say that improvements, such as the new play equipment and the separate classrooms for some classes, have made a big difference to their enjoyment of learning. Parents are very supportive of the work of the school, which aids their children's learning well. This is indicated in the very positive responses made on the surveys sent out by the school. It is also confirmed by the inspection evidence from questionnaires and talking to parents.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We thoroughly enjoyed our time in your school and would like to thank you for making us so welcome. You are right to be proud of your school as it is good.

This is what inspectors consider to be the best things about your school.

You work hard and make good progress.

Teaching is good and your lessons are interesting; for example, you enjoy lots of visitors who make your learning fun.

Your headteacher and all the staff have a clear idea of how they can make your school better.

You behave well; this means that lessons are calm and you can work well.

You are well cared for; all adults make sure you are safe and secure.

You all get on really well with each other and are being prepared very well for the next stage in your life.

There are a few things that we are suggesting to your teachers that they could do to improve the education you enjoy. They are already working at these.

You and your teachers do not always work closely enough to see what you need to do to make your work better.

There are times when you do not have sufficiently difficult work, particularly in mathematics, to make sure that you all make really good progress.

Although you are kept safe and secure, there are one or two actions that the school needs to put in place in this area.