



# Millway Primary School

## Inspection Report

**Unique Reference Number** 122086  
**LEA** Northamptonshire  
**Inspection number** 281165  
**Inspection dates** 11 May 2006 to 11 May 2006  
**Reporting inspector** Alison Cartlidge AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Millway
<b>School category</b>	Community		Northampton
<b>Age range of pupils</b>	4 to 11		Northamptonshire NN5 6ES
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 583105
<b>Number on roll</b>	80	<b>Fax number</b>	01604 751125
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Deboo
<b>Date of previous inspection</b>	21 June 1999	<b>Headteacher</b>	Mr Paul Sentance

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a school that has been subject to reorganisation and currently has 80 pupils up to the end of Year 2. Most pupils are of White British heritage, with few pupils having English as an additional language. The proportion of pupils with learning difficulties and the uptake of free school meals are well below average. Attainment on entry to the school is rising and is above average in the current Reception classes. All teachers have been appointed since the start of the reorganisation in 2003.

## **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 that is growing rapidly in size and expertise. Leadership and management are good overall. The headteacher is focused on raising standards and has a good understanding of comparative strengths and weaknesses in provision. The school's evaluation of its effectiveness matches that of the inspection team. Standards are above average and pupils achieve well from their differing starting points. However, more-able pupils do not always produce written work that is good enough, especially in mathematics and science. Provision for pupils in the Foundation Stage is good and by the end of the Reception Year, most pupils are working at the top end of the early learning goals, and several are working beyond them. Teaching and learning are good throughout the school. Pupils' differing needs are met well in most lessons, though there are occasions when teachers do not expect more able pupils to produce work of high enough quality. The school has a good basic curriculum with a good range of interesting additional activities that contributes well to the pupils' enjoyment and good behaviour. Pupils receive good personal care and support. Academic guidance is satisfactory but assessment information is not always used well enough to set challenging targets for all pupils and to identify when individual pupils should make more progress during a year. The school is developing quickly and is aware of the need to make school development planning more specific. The school is well placed to improve further and provides good value for money.

### What the school should do to improve further

- Make sure that teaching consistently challenges the more able pupils, especially in their written work in mathematics and science.
- Further develop the procedures for tracking progress to set more rigorous targets for individual pupils and to help identify priorities for school development.

## Achievement and standards

### Grade: 2

Pupils' achievement is good and standards are above average. In the Reception classes, pupils make good progress and most are working at or beyond the early learning goals set for this age group. They have particularly well-established relationships and are keen to take responsibility.

This is the first year that pupils at the school have taken end-of-Year 2 national tests. Early indications are that the results are above average, especially for the proportion of pupils reaching the expected Level 2. Year 2 pupils have achieved well from their broadly average starting points. However, more able pupils do not consistently produce work of a higher quality than other pupils, especially in science and mathematics. The achievement of pupils with learning difficulties is good. Targets set for pupils at the end of Year 2 are achieved but are not always challenging enough.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils have good attitudes towards learning and enjoy school. As one pupil said, 'lessons are fun and there are lots of interesting things to do at playtimes and lunchtimes'. Behaviour is good throughout the day, although some pupils are slow to settle at the start of lessons. Attendance, whilst improving, is still slightly below average.

Pupils' spiritual, moral, social and cultural development is good. From starting school, pupils are quick to develop a very secure understanding of the difference between right and wrong. Pupils are good at taking responsibility through activities such as the school council, with even the youngest pupils taking part in elections to choose councillors. Pupils are keen to help each other, though they sometimes lack independence in lessons, becoming over-reliant on one of the many adult helpers. They make a sound contribution to the community by raising funds for local charities and inviting local residents to school events. These activities, as well as pupils' good basic skills, prepare them well for the next stage of their education and later life.

Pupils learn how to stay safe and they have a good understanding of the importance of healthy lifestyles. For example, in an assembly pupils explained that 'skipping is good for you because it gets the heart pumping well.'

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers get on well with their classes, and they plan interesting work that engages pupils and makes learning fun. In the Reception classes, members of staff work together very effectively, and pupils make especially good progress in developing personal and social skills because they are expected to make choices and to express preferences right from when they start school.

Throughout the school, teachers make very good use of interactive whiteboards to explain new concepts and to hold pupils' attention. Teachers mark pupils' work conscientiously and often add comments that help pupils to improve their work.

In Years 1 and 2, teachers' expectations are generally good, especially in discussions and when pupils are working together as a class. At these times, questioning is used well to challenge pupils and to ensure that differing needs are being met. However, a scrutiny of pupils' written work shows that there are occasions when work is the same for all pupils, especially in mathematics and science. This slows the pace of learning, especially for the more able pupils.

Teaching assistants are hard working and enthusiastic and give good support to pupils, especially when they are working with groups.

## **Curriculum and other activities**

### **Grade: 2**

There is a good curriculum with a good range of extra activities to make learning exciting. Visits and visitors help to bring subjects such as history and geography alive and contribute significantly to pupils' academic and personal development. There are regular special weeks when pupils are able to learn unusual new skills. For example, during a recent 'arts week' pupils were taught the skill of felt-making. There are a good number of well-attended clubs.

The curriculum is broad and balanced. In the Reception classes there is a good mix between teacher-led and child-initiated activities, with a well-organised outdoor area supporting learning well. The excellent accommodation is used very effectively to provide specialist rooms for the creative arts. There is a good focus on developing pupils' basic skills in literacy, numeracy and ICT, though there are missed opportunities for pupils to use their writing skills across the curriculum, and for more-able pupils in particular to complete more difficult work in mathematics and science. The school successfully promotes healthy and safe lifestyles. For example, a 'bat and ball' club at lunchtime successfully promotes structured physical activity.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall. This is a happy school that successfully safeguards pupils' well-being and very effectively promotes pupils' personal development. Child protection arrangements are secure. The school monitors attendance carefully and in the current year has been more active in discouraging term-time holidays. This has helped to improve rates of attendance.

Academic support is satisfactory overall. There are very good assessment procedures in the Reception classes. Pupils' learning is monitored very thoroughly and this information is used well to identify areas of weakness so that they can be dealt with quickly. In Years 1 and 2, members of staff have a good understanding of individual pupils' academic needs, and this information is used well to set some targets, though these are not always challenging enough. Pupils who may need extra help are identified early and individual education plans set clear and realistic targets.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is enthusiastic, energetic and passionate about further improving provision and standards. The transition from a middle school to a primary school has been managed carefully and there is a happy and friendly atmosphere throughout the school. Members of staff are committed and hard working and work together well as a team. The roles of subject co-ordinators are developing satisfactorily as the school grows in size, although currently most monitoring

is undertaken by the headteacher. The school's excellent accommodation is used very well.

School self-evaluation is satisfactory. The headteacher has an accurate understanding of overall school effectiveness and how it can be improved. Whilst raising standards is at the heart of the school's sense of purpose, priorities are largely based on improving provision as the school expands each year. The school tracks pupils' progress from the time they start school, though limited use has been made of this information to refine school development planning and target particular groups of pupils to ensure they progress equally quickly. Nevertheless, thorough monitoring of teaching and learning ensures that the headteacher has a clear understanding of what works well and knows the comparative strengths and weaknesses of pupils and members of staff.

Governors are supportive and carry out their duties well. They are developing their role in further monitoring the work of the school, so that they can be more active in holding the school to account for its actions. Parents and pupils are given good opportunities to share their views and to contribute to the school's self-evaluation process. For example, the school is developing the use of the outdoor area by drawing on ideas from the pupils. This new school is increasing in size, developing well and has a good capacity to improve further.

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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	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	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	3	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	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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**

Thank you for welcoming the inspectors to your school and for showing us your work. You were very polite and friendly.

What we liked most about your school

- Members of staff help you to learn quickly and to behave sensibly.
- The school provides you with a wide range of interesting clubs and other activities.
- Your teachers are kind and caring and look after you well.
- The headteacher, members of staff and governors are working hard to make the school even better.
- Your parents and carers are very pleased that you enjoy coming to this school.

What we have asked your school to do now

- Help the more able children to improve their written work in mathematics and science.
- Make greater use of information collected on your progress to ensure that all of you learn as quickly as you should and to help decide what needs to be improved next.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well for the future.