

# Milford-on-Sea CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	116367
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290516
<b>Inspection dates</b>	10–11 July 2007
<b>Reporting inspector</b>	Gehane Gordelier HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Willcox
<b>Headteacher</b>	Mr M Pitman
<b>Date of previous school inspection</b>	11 March 2002
<b>School address</b>	Lymington Road Milford-on-Sea Lymington SO41 0RF
<b>Telephone number</b>	01590 642945
<b>Fax number</b>	01590 643685

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

### Description of the school

Milford-on-Sea Church of England Primary is the only school which serves the Milford and Keyhaven area. It is larger than most primary schools and the pupils who attend the school are predominantly of White British heritage. The percentage of pupils known to be eligible for free school meals is well below average.

The proportion of pupils from minority ethnic groups or who speak English as an additional language is very low, as are the numbers of pupils with special educational needs, learning difficulties or disabilities. The school has a number of awards including Investors in People, Healthy Schools and Sports Mark. It has also received an award for information and communication technology (ICT) and is a host school for strategic leadership in ICT.

There have been significant staff changes in the last 18 months as a result of some teachers retiring and 4 members of the leadership and management team being promoted to senior positions in other schools. The school is currently undergoing significant refurbishment and major building works, which are due to continue for another six months.

### 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 with outstanding features. Pupils and parents are proud of their school. As one parent said, 'The school has a great sense of community and I am proud my son attends it.' The strong Christian ethos lies at the heart of the school's work and contributes very well to pupils' outstanding personal development and well-being. The spiritual, moral, social and cultural development of pupils is excellent and on the whole pupils are extremely well behaved. Pupils really enjoy coming to school and this is evident in their good levels of attendance as well as their positive attitudes to learning and how eager they are to talk about their work. Pupils demonstrate an excellent understanding of how to lead healthy lives and how to keep themselves safe. They contribute extremely well to making the school a very happy and exciting place. The skills they learn help to prepare them well for the future.

There is a good team spirit with staff, pupils, parents, governors as well as the local community all working extremely well in partnership together. A good leadership team has been rebuilt this year and includes some inspirational leaders. The team work well together and has quickly gained an accurate view of the school's strengths and areas for improvement. The senior leadership and management team monitor and evaluate key areas of the school well and provide effective guidance and targeted support where needed. As a result, pupils make good progress by the end of the Foundation Stage and the end of Key Stages 1 and 2. By the time pupils have completed Year 6, standards in English, mathematics and science are above national averages.

The leadership and work of the school in ICT has been particularly effective in bringing about excellent levels of improvement in ICT since the time of the last inspection; this subject is now one of the school's many strengths. The role of middle leaders is not sufficiently well developed and these managers are not all contributing as well as they could to helping the school to improve. Furthermore, the quality of some of the school's documents which help plan future developments is variable and many lack information about how changes will help raise standards. The overall quality of teaching and learning in the school is good, but this is not the case in all year groups. Teaching is particularly strong at the end of Key Stages 1 and 2 where pupils make the best progress and some of the teaching is exemplary. The school is aware of where teaching is less effective and has put in place strategies which are already helping to bring about improvements. Staff changes as well as a review of procedures for meeting the needs of pupils with learning difficulties and disabilities is ensuring these pupils now progress as well as their peers. The school has a good curriculum in place with Music and ICT standing out as significant strengths within the school.

The school provides pupils with a good level of care, guidance and support. While the pastoral aspect of this is excellent, the academic side is not as strong. This is because there are inconsistencies in the use of assessment procedures and as a result, some pupils do not know or understand how they can improve their work.

When children enter the school in Reception they are welcomed into a caring and colourful environment. Changes in staffing in this part of the school have helped to ensure that children settle quickly, make good progress and enjoy their learning. By the end of the summer term most of these children are able to speak confidently to each other as well as to adults; they share equipment and cooperate happily both in class and in the outdoor play area.

## What the school should do to improve further

- Ensure the quality of teaching is consistently good or better.
- Embed the use of assessment strategies so that pupils all understand what they need to do to improve their work.
- Develop the role of middle managers and ensure that planning documents clarify how proposed changes will help raise standards.

## Achievement and standards

### Grade: 2

Pupils begin school in Reception with standards that are just above expectations for their age. However, their personal and social development is less well developed on entry to the school and is a focus for improvement in their first term. Children make good progress and by the time they leave the Reception year standards are securely above average in all areas. At Key Stage 1, there have been fluctuations in the past in the standards reached by pupils in reading, writing and in mathematics ranging from satisfactory to good. However, the rate of progress being made by pupils in this phase is now more consistently good, particularly in reading and mathematics.

At Key Stage 2 standards have remained above the national average for the last four years. The provisional results for 2007 indicate that boys have done particularly well in English. The school either meets or exceeds its targets in English, mathematics and science. Standards particularly in science are rising with over half of pupils having gained the higher grade of Level 5. The school makes effective use of data to track and monitor pupils and to identify and target underachievement. This has helped to ensure that by the end of Year 6 the vast majority of pupils reach the expected level for their age and pupils with learning difficulties or disabilities now achieve as well as their peers. Given the pupils' starting points their achievement is good.

## Personal development and well-being

### Grade: 1

Pupils are confident and develop very positive attitudes to learning. They are very polite and courteous and their behaviour around school is excellent. Any off-task behaviour sometimes seen in lessons stems from being given work that is not always appropriate to their needs. When asked how the school could be better, one pupil commented, 'It is good as it is.' Pupils talk confidently about what constitutes a healthy life-style, as one Year 5 pupil said, 'the school became healthy a long time ago when I was in Reception.' Sports clubs are well attended. The excellent relationship pupils have with adults was exemplified in the pupils' eagerness to participate together with staff in the school concert.

Pupils respond very well to the outstanding provision for spiritual, moral, social and cultural development. They contribute extremely well to their local and wider community. Many help others by becoming buddies, support leaders and lunchtime assistants and talk with enthusiasm about singing in Winchester Cathedral. They raise funds for charities and recent links to schools in Tanzania and Switzerland further develops their global awareness.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils have excellent relationships with the teachers and this creates a productive working environment. In most lessons teaching is well planned with interesting activities so that pupils enjoy learning and work with enthusiasm. However, at times tasks are too long and the work is not always well matched to the needs of all the pupils. The vast majority of learning support assistants work effectively in partnership with class teachers, ensuring that pupils with learning difficulties or disabilities make good progress. Most lessons have good pace and the effective use of whiteboard technology promotes good learning. Teachers usually explain to the pupils what they should be achieving by end of the lessons. However, sometimes this is not made clear enough and the pupils have difficulty in understanding exactly what it is they should be able to do. In the best lessons, the teachers continually check the extent to which all pupils meet their learning objectives. These teachers use skilful questioning to help pupils think, recall and build on previous learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good with some outstanding features. Provision in ICT and music are particular strengths. During the inspection there was an excellent 'music hall' production that involved every pupil and many members of staff. There are some interesting and valuable links between subjects through projects relating to other countries and their cultures, e.g. the project on India. In Year 6, pupils' understanding of Victorian times is extended through imaginative art and music work. This varied programme of entitlement enriches pupils' experiences within lessons and makes an effective contribution to their learning. The school recognises that the curriculum could benefit from shorter, focused, more active lessons and has already started to change some of the curriculum planning for next year.

There is a wide range of enrichment activities, including a French club, a choir and various sports clubs. Pupils benefit from working with local artists during the school day and by going on visits and residential trips. Many pupils spoke enthusiastically about their visit to Castleton. There are good opportunities for pupils to get involved in community sponsored projects such as the Milford Tile Project. Pupils with learning difficulties and disabilities have complete access to all activities and are well supported to take advantage of them.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. All adults contribute to the caring ethos of the school and pupils are encouraged to follow this example. One parent commented, 'The school has a strong community spirit fostered by caring, committed staff and supportive parents.' Links with the pre-school and secondary schools help ensure the smooth transfer of pupils to the next phase of their education. There are good procedures in place, which ensure that pupils are protected and safe.

Most pupils are aware they have learning targets, but they do not always know what they are or what they mean. Marking is carried out regularly, but it is inconsistent in its approach with

few references to relevant targets. As a result not all pupils know what they need to do in order to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership, management and governance are good. The caring and effective leadership of the headteacher have helped the school to run smoothly and improve despite significant changes in staffing and disruption caused by major building works on site. The newly appointed special educational needs coordinator provides good strong leadership. The headteacher provides the school with outstanding spiritual leadership and this has led to pupils developing high levels of spiritual awareness. New leaders have developed their roles well during the course of the year and have jelled as a team.

Some leaders monitor formally the quality of teaching and learning but the role of middle leaders is less well developed. Effective monitoring and evaluation undertaken mainly by senior leaders enable the school to set appropriate priorities for improvement. While leaders and managers have a good understanding of the school's strengths and areas in need of improvement the quality of key planning documents is variable. As a result, there is a lack of clarity at times about how proposed changes will help raise standards, particularly for targeted groups of pupils, and success criteria within planning are not sufficiently measurable.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

19 July 2007

Dear Pupils

Inspection of Milford-on-Sea CofE Primary School, Lymington, SO41 0RF

I am writing to thank you for welcoming the inspection team into your school and for helping us. We enjoyed talking to you and seeing all the interesting work that you do. We agree with you that your school is good and that it also has some things that are brilliant.

Here are some of the things that are particularly good about your school.

- You are extremely well behaved and really enjoy coming to school.
- You are well taught and make good progress.
- You know a great deal about how to be healthy and keep yourselves safe.
- You get on very well with each other as well as with the adults who work in the school.
- You help to make your school a good and happy place.
- You are learning things that will also help you later on in life.
- You know how to use computers extremely well and are very good at music.
- Your school provides you with lots of interesting work and things to do including school trips, visits and after school activities.
- The adults who work in your school help to keep you safe and make sure you are well cared for.

We have asked your school to make some changes so that your school can become even better than it already is.

- Teaching should be good or better in all your classes.
- Some of you need more help so that you know how to improve your work.
- All those who could help the school to improve need to do this well and the school should write down how changes in the school's work will make a difference to you.

It was a real pleasure visiting your school and we really enjoyed meeting you. We wish you and all the very best for the future.

Yours faithfully

Gehane Gordelier

Her Majesty's Inspector