



Milverton Primary School

Inspection Report

Unique Reference Number 125610
Local Authority Warwickshire
Inspection number 293309
Inspection date 7 March 2007
Reporting inspector Chris Kessell

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

Type of school	Primary	School address	Greatheed Road
School category	Community		Leamington Spa
Age range of pupils	4–11		CV32 6ES
Gender of pupils	Mixed	Telephone number	01926 424043
Number on roll (school)	301	Fax number	01926 424043
Appropriate authority	The governing body	Chair	Sarah Woods
		Headteacher	Ben Wilde
Date of previous school inspection	18 November 2002		

Age group	Inspection date	Inspection number
4–11	7 March 2007	293309

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Milverton is a larger than average primary school. Children join the school with attainment that is broadly in line with the levels expected for their age. The proportion of pupils entitled to free school meals or with learning difficulties or disabilities is below average. The large majority of pupils are from White British backgrounds, although a number of other ethnic groups are represented in the school. There are no pupils at the early stages of learning English.

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 provides a welcoming and supportive learning environment for its pupils. The overwhelming majority of parents are supportive and appreciative of the school and the good care, guidance and support it provides for their children. 'I am glad my child attends such a well-run school' and 'It's such a warm environment' are typical comments.

The school is successful because it is well led and managed. The headteacher, senior team and governors have provided an extremely clear focus and very strong vision that have led to improvements in pupils' achievement and standards and the quality of provision. Many parents comment on how much the school has improved over the last few years.

Pupils achieve well as they move up through the school. Provision in the Foundation Stage is good and as a result, children make good progress on their way to Year 1. The progress they make in their personal and social education is particularly good and they arrive in Year 1 with a love of learning. By the time pupils leave the school in Year 6, standards are well above average overall. In 2006, pupils' progress was amongst the top 5% in the country and standards in English were exceptionally high. The school acknowledges that for it to be judged outstanding, the challenge is to maintain this very good achievement in the future. Standards were above average in Year 2 in 2006 and pupils did particularly well in their reading. The proportion of pupils who reached the higher level was nearly double the percentage found nationally. In writing and maths, whilst the percentage reaching level 3 was still above the national average, it was not as high. These results and those over the previous years, indicate that the higher attaining pupils do not consistently do so well in writing and maths as they do in reading.

Pupils achieve well because teaching is good overall. There are some elements of outstanding practice which result in pupils making very good progress. Conversely, there are a few lessons where teaching is satisfactory and pupils do not make so much progress because pace is slower and expectations are not high enough.

The school provides a good curriculum that is enhanced, in the words of one pupil, by 'loads of clubs'. The many exciting activities provided for the pupils contribute well to their good personal development. Pupils arrive at school excited about the day ahead, knowing that school is going to be interesting. They really enjoy school because of the 'fun way that everything is done'. Pupils' attendance and their behaviour in lessons and around school are good. Staff have high expectations with regards to pupils' academic performance and behaviour but pupils are also encouraged to become confident, well-rounded and mature individuals. With above average basic skills, good levels of independence and plenty of experience of teamwork, pupils are well prepared for their futures.

What the school should do to improve further

- Improve standards in writing and mathematics in Year 2 by increasing the number of pupils who achieve the higher Level 3.
- Raise the pace of learning and teachers' expectations in those lessons where it is needed so that all teaching is good.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Children get off to a good start in the Reception Year. By the time they enter Year 1, their attainment is slightly above the levels expected for their age, with the exception of their communication, language and literacy skills which are at a lower level than other areas of learning when they start school.

The good start continues into Key Stage 1. Standards are above average in writing and mathematics and well above average in reading by the end of Year 2. This represents a trend of improvement over the last few years. In 2006, national test results for Year 6 pupils were above average in mathematics and science and exceptionally high in English. In Key Stage 2, the school has been successful at closing the gap between reading and writing. Target-setting in writing and rigorous tracking of pupils' progress in this area of learning have contributed well to this improvement. The school has recently introduced the same procedures for mathematics. Higher-attaining pupils are challenged more effectively in Key Stage 2. The percentage of pupils reaching the higher Level 5 in 2006 in English, mathematics and science was significantly higher than the national average.

The school has high expectations, and pupils with learning difficulties or disabilities also make the same good progress as their classmates. Equally, pupils from minority ethnic groups achieve well.

Personal development and well-being

Grade: 2

The school provides many opportunities for pupils to develop their personal skills so that their personal development, including their spiritual, moral, social and cultural development, is good. Pupils make a positive contribution to the school. The elected school council welcome the opportunities they have to take part in the running of the school, whether it is testing the new 'Trim-trail' equipment or organising the latest Blue Peter appeal. Pupils enjoy opportunities to make a contribution to the life of the school or wider community. Older pupils take pleasure in becoming 'buddies' with the younger children and participating in sporting competitions against other schools.

Pupils know about the importance of keeping fit and have developed a good understanding of what is required to live a healthy lifestyle. They report positively and enthusiastically about the good range of sports available to them. In addition,

they can choose to do a range of other activities such as cheerleading and line dancing. Pupils move around the school sensibly and safely and by Year 6 have a good awareness of the issues around drugs, smoking and alcohol. Pupils' self-esteem is high and they develop into mature, well-balanced and responsible young people.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and consequently pupils thrive and enjoy learning. There are examples of exemplary practice where pupils make very good progress. Lessons are well-planned and activities are prepared to suit most pupils' needs and abilities. Teaching assistants play an important and effective role in supporting groups and individuals so that they make good progress. Explanations and instructions in lessons are clear, and interactive whiteboards are used well to make lessons interesting and exciting. Teachers use questions effectively to challenge pupils' thinking and to check on what they have understood. Pupils are good at working in pairs, larger groups and by themselves. Year 1 and 2 pupils, for example, used their 'paired voices' as they sat and discussed their work.

In many lessons, the pace of learning is rapid and expectations are very high. Pupils of all abilities make good progress because they are actively involved in everything and are continually challenged in a friendly and supportive way. Teaching time is used extremely well and not a moment is wasted. In the satisfactory lessons learning is a little more leisurely and expectations of what pupils can achieve are not so high. In these situations, the rate of pupils' progress is slower. In general, marking of pupils' work is good and used effectively to guide pupils to improve their work.

Curriculum and other activities

Grade: 2

The good curriculum contributes well to the pupils' good achievement and enjoyment of their education. It ensures that pupils experience the full range of subjects and provides themed days, such as those on problem-solving and projects promoting anti-bullying. The school acknowledges that there is still more scope to develop these elements of the curriculum. Personal, social and health education caters well for the pupils' personal development. The curriculum is enhanced well by a number of enrichment activities, including clubs, visits and visitors. Pupils are pleased that there are lunchtime activities such as Spanish because they enable them to 'do something different'. The pupils and parents appreciate the range of opportunities the school provides because of the dedication of the staff.

Care, guidance and support

Grade: 2

Pupils feel safe and trust the adults in the school. The good care and support provided by the school enables the pupils to develop confidence and high self-esteem. Measures to help children settle into the Reception classes are good and parents are complimentary about the school's induction procedures and quality of communication. Careful attention is paid to the protection and health and safety of the pupils. Appropriate arrangements are in place for safeguarding, including those for child protection and to ensure that adults in contact with pupils are suitable. The school has good links with outside agencies to support more vulnerable pupils.

Academic guidance is effective and has contributed to improvements in achievement and standards. Pupils state that teachers are very helpful and provide them with good guidance through marking and classroom support. Pupils understand their learning targets. The use of data and information to track pupils' progress is good and has contributed significantly to improvements in pupils' writing, particularly in Key Stage 2. The same procedures have recently been put in place for mathematics although it is too early to judge their impact.

Leadership and management

Grade: 2

The headteacher and the staff team are held in high regard by the overwhelming majority of parents. Staff work well together and teamwork is effective. School self-evaluation involves the whole staff and governors and is honest and reflective and accurately identifies the key areas for improvement. It is well linked to strategic planning, performance management and professional development. The school is 'part way along the journey' in achieving its vision and ambition of becoming an outstanding school. This is represented in the good progress that the school has made in the last few years. Rising standards and improvements in pupils' achievement indicate that the school has a good capacity to improve even further.

The school's management structure has recently changed and there is a new management team. This team are becoming more involved in the monitoring and evaluation of school provision. It is too early to judge their impact on school development but early signs look positive. Governors demonstrate high levels of commitment and support. They are knowledgeable and well informed about the school. Their involvement in the life of the school is a strength.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
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

How well do learners achieve?	2
The standards ¹ 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

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

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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

Some of you will remember that I visited your school recently to see how well it was doing. This letter is to let you know what I found out about the school. Firstly, I would like to say a big thank you to you all for helping me and making me feel so welcome.

I was interested to hear what you thought about your school. Like your parents, you think Milverton is a good school and I am pleased to say that I agree with you. I think it is a good school because the adults look after you well, ensure you are safe and provide lots of interesting activities. By the time you leave school, you achieve standards that are much higher than most other schools. In Year 2, standards are better in reading than writing and mathematics. I have asked the school to look at this so that pupils do really well in all subjects.

You really enjoy learning and make good progress because teaching is good. In some really good lessons, you learn very quickly but this does not happen all of the time. I have asked the school to try and make sure that you learn quickly in all lessons. I was impressed that so many of you are keen to take on responsibility and make decisions about your school. You are all well behaved and care about each other. It is a good school because it is well led and managed by the headteacher, staff and governors. They are trying to make things even better because they do not just want you to have a good school, they want you to have an outstanding one.

Thank you once again for being so friendly and helpful.