

# Milford Primary School

## Inspection report

---

<b>Unique Reference Number</b>	122711
<b>Local Authority</b>	City of Nottingham
<b>Inspection number</b>	314371
<b>Inspection dates</b>	18–19 September 2008
<b>Reporting inspector</b>	Martyn Groucutt

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	308
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs H Pollard
<b>Headteacher</b>	Mr D Magner
<b>Date of previous school inspection</b>	11 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dungannon Road Clifton Nottingham NG11 9BT
<b>Telephone number</b>	0115 9152951
<b>Fax number</b>	0115 9152951

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	18–19 September 2008
<b>Inspection number</b>	314371

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Milford Primary School is a larger than average school serving the Clifton estate in Nottingham, a community with high levels of deprivation. The Sure Start nursery on the same site, which was also the subject of an inspection at the same time, is helping to raise the attainment of pupils on entry to the school. This is now just below the national expectation. A notable feature of the school is the high proportion of boys within some year groups. Nearly all the pupils are of White-British heritage. It is a settled community and movement in and out of the school is below average. The school works hard to involve parents and to promote attendance, and while it is around the national average, this represents an improvement since the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory and improving quality of education, and parents rightly have confidence that their children will become well-rounded individuals who enjoy their education. Pupils show positive attitudes and so behaviour is good. The school seeks to provide a focus for its community, working well in partnership with others, to promote effective community cohesion.

The attainment of pupils on entry is just below average. The school's Early Years Foundation Stage (EYFS) is effective in supporting children, particularly in developing their vocabulary skills and confidence, so that they are ready to learn. As pupils progress through the school they make good gains in the core areas of English, mathematics and science, enabling standards to reach or exceed the average in many cases. This represents good progress. However, strategies for improving achievements and standards in the other subjects are currently less effective. The school is aware of the need to introduce the same rigour and consistency in promoting maximum achievement across the whole curriculum.

Teaching and learning, and the curriculum are satisfactory overall, with good practice supporting rising standards in the core subjects of English, mathematics and science. Beyond these the school is developing an innovative curriculum based on learning new skills, but this is currently less effective than the provision in the core subjects. Sometimes work is undemanding, or does not seek to move learning forward step by step so that pupils can develop what they know and can do based on prior knowledge and understanding. Teachers, even when they are teaching pupils of the same age, are not planning together in these non-core subjects resulting in pupils of the same age having different learning experiences. However, pupils do enjoy their work, supported by a good range of trips and speakers. The personal development and well-being of pupils is good, including an emphasis on developing a healthy lifestyle. Pupils play and learn together in a spirit of co-operation. However, vehicular access to the on-site nursery is between two of the school's buildings and presents a potential hazard. The school places a strong emphasis on helping pupils to keep themselves safe by making them aware of potential traffic hazards both in school and beyond. Pastoral care and relations between pupils and adults are good, and the support provided by the Learning Mentor to some pupils is a real strength.

Since taking up his post five years ago the headteacher has sought to develop his clear vision for the school, which is providing satisfactory value for money. This has seen it become an increasingly inclusive school in which everyone is valued. Parents correctly value his leadership and for the first time he has a full leadership team this year. This is enabling more effective leadership and management for the school as team members develop clear roles and accountability. However, the governing body has not always had its full complement and too much work is undertaken by a small, dedicated group. This has limited their effectiveness and the overall quality of governance is inadequate. The school's self-evaluation is generous, though it has successfully evaluated the extent of the improvement seen in the core curriculum.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

A key strength is in the supportive way in which children are cared for, helping them to grow in confidence. Children's attainment on entry to the nursery has risen slightly since the previous inspection. Early assessments show that overall skills are slightly below average. This is mainly

in communication, language and literacy with skills in other areas close to expectations for the children's ages. Many children initially are very quiet with a limited vocabulary. They make good overall progress and achieve well especially in their personal and social development. The curriculum is well grounded on national guidance and generally teaching is good. Some activities and resources, including those for role-play, lack vibrancy and imagination to really stimulate the children's speaking skills. Leadership and management are good and the EYFS leader is keen to develop more opportunities to monitor directly the quality of provision across the key stage.

### **What the school should do to improve further**

- Develop a greater consistency of practice across the school so that the level of challenge in the non-core subjects matches that of English, mathematics and science.
- Improve the accuracy and rigour of the systems for checking how well the school is performing in all aspects of its work.
- Take steps as a matter of urgency to resolve the potential hazard presented by having vehicles access the school site where pupils are walking or playing.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter the school with skills that are just below average. Results of national tests and other data collected by the school show that achievement and standards have risen in English, mathematics and science since the last inspection to reach and in some cases exceed the national expectation in Years 2 and 6. A traditional focus on improving writing has been superseded recently by a concentration on reading, resulting in continuing improvements in both areas. The same is also true in mathematics, where the recently appointed numeracy coordinator has a clear agenda for improving pupils' outcomes. Targets are set in English and mathematics for all pupils from Year 2 onwards and teachers regularly discuss strategies for meeting these. However, in the wider curriculum the same sharp focus on raising achievement and standards is not yet fully in place. The good provision for vulnerable pupils and those with learning difficulties enables them to make good progress.

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

### **Grade: 2**

Pupils behave well. In some lessons, when the work is particularly interesting, their behaviour is outstanding. They are friendly, polite and enthusiastic about school. They listen attentively in lessons and many are keen to contribute and answer questions. The school council plays a positive role in the life of the school and its members feel that their views are heard. Pupils work together well, cooperating and taking turns. Behaviour in the playground at playtimes is very good. Their attendance is in line with the national average, because of the school's effective work to improve it. Pupils grow to become mature and thoughtful individuals, capable of coping well with secondary school life. For example, the oldest ones were able to present their own work in assembly with confidence and care.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers and support staff work very closely together in all lessons, which ensures an effective level of adult support for pupils. Support staff have a high level of skills which particularly benefits pupils with additional learning needs. Adults and pupils enjoy good relationships which, coupled with good behaviour, ensures lessons are conducted in a calm and purposeful manner. Teaching and learning in literacy and numeracy are often good. In other subjects there is the lack of consistency in teachers' lesson planning and their expectations of what pupils might achieve. The school recognises this and is developing new routines and planning for non-core subjects. While planning often identifies linked activities for those of different abilities, staff do not make good enough use of assessment information to provide the highest appropriate level of challenge. At times this leads to activities being too undemanding to move learning forward rapidly enough.

### **Curriculum and other activities**

#### **Grade: 3**

Provision for the core subjects of English, mathematics and science is good. In other areas there is a stress on developing a skills based curriculum based around topic work. However, there is not yet a whole school approach to planning in subjects other than English, mathematics and science. This results in inconsistency in how teachers prepare their work. There are insufficient arrangements in the non-core subjects to ensure that pupils from the same year group receive the same experience. The recent use of the EYFS curriculum model in Key Stage 1 has potential, but it is not planned adequately to develop pupils' skills at appropriate levels for their ability. The personal, social and health education curriculum is good and helps the pupils to become mature and sensible individuals. A good range of visits and visitors plus plenty of activities outside the school day extends pupils' learning and social skills.

### **Care, guidance and support**

#### **Grade: 3**

The care guidance and support of pupils is satisfactory. A major strength is in the outstanding work of the Learning Mentor, ably supported by a team of teaching assistants who work very effectively in supporting a large number of pupils with additional needs. This excellent support enables many to make progress in their personal development and learning. This work has dramatically cut the number of exclusions and raised the levels of attendance. Academic guidance is satisfactory although assessment information is not always used to best effect in challenging all groups of pupils. Parents have rightly expressed concerns over vehicular access to the site during the school day.

## **Leadership and management**

#### **Grade: 3**

There are chances for all to be successful in this increasingly inclusive school. It offers satisfactory value for money. From this school year there is a full leadership team for the first time, creating a sharper focus on areas of specific responsibility. This is resulting in improving leadership and

management across the school. Current self-evaluation is over generous in some aspects of the school's work. There is a clear vision of the school serving its local community through working closely with other groups or agencies. This enhances the school's provision in promoting effective community cohesion. The governing body has struggled to fill its membership, leaving much responsibility in the hands of a few hard working members. As a result it has not been fully effective in discharging its role.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 September 2008

Dear Pupils

Inspection of Milford Primary School, Dungannon Road, Clifton, Nottingham NG11 9BT

I am writing to thank you all for the great help that you gave my fellow inspectors and me when we visited your school recently. We enjoyed our time with you and you made us feel very welcome. We were impressed by your good behaviour in lessons and around school, and by the politeness you showed to us.

You obviously enjoy school a lot and you like your teachers. This is helping you to learn new things, especially in English, mathematics and science. We think that you have a dedicated headteacher in Mr Magner, and all your teachers and teaching assistants work hard to help you to do your best work. We think that the trips you go on and the visitors who come into school also help you to learn. We would have liked to have gone with the Reception pupils on their trip to the zoo while we were with you!

There are some things that we have asked the school to do in order to make the quality of your education even better. These are to:

- ensure your teachers plan and work together in the same way throughout the school so that you get work at the right level in all subjects
- improve the way the adults check how well the school is doing
- do something to avoid having vehicles in parts of the school grounds where you are walking or playing

You should know how hard the adults in your school are working to help you succeed. I think most of you do, because in return you work hard, try to produce your best work and show a sensible approach to learning. Well done!

Yours sincerely,

Martyn Groucutt Lead inspector