

Milby Primary School

Inspection report

Unique Reference Number	130894
Local Authority	Warwickshire
Inspection number	315650
Inspection dates	10–11 June 2008
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	421
Appropriate authority	The governing body
Chair	Victor Beardwell
Headteacher	Paul Milner
Date of previous school inspection	2 February 2004
School address	Milby Drive Nuneaton CV11 6JS
Telephone number	02476 382587
Fax number	02476 350012

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The pupils come to this larger than average sized primary school from Milby and the surrounding area. The proportion of pupils with learning difficulties is well below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Pupils thoroughly enjoy attending this satisfactory school because they form good relationships with each other and with members of staff. They typically say, 'It's really friendly' and 'I look forward to seeing my friends'. Their achievement is satisfactory, although progress is not even across the school. Children make a good start in the Reception classes because provision here is good. Between Years 1 and 6, satisfactory teaching enables pupils to make satisfactory progress and standards are above average by the end of Year 6. In some classes, teaching is stronger than this and pupils make good progress. However, in others, pupils do not move forward quickly enough because teachers do not involve or challenge them sufficiently in whole-class discussions and this slows the rate of progress. In most lessons, teachers and teaching assistants support pupils well when they are working in small groups. They are especially successful in supporting pupils with learning difficulties, enabling them to make good progress. Pupils learn to take social responsibility well, for example, they carry out roles as 'eco warriors' and school councillors sensibly. Strong pastoral care and support enable pupils to demonstrate good manners and to behave well. The school is aware that pupils do not have enough chance to take the initiative in their learning and to become more independent in their academic work. Throughout the school, enthusiastic teachers help pupils to become articulate and confident. The curriculum supports basic skills in literacy and numeracy satisfactorily and is enriched well with interesting additional activities such as clubs, visitors and visits. These enhance the pupils' enjoyment of school and help them to learn how to stay safe and healthy. Academic guidance and support are satisfactory. Teachers are beginning to involve pupils more in evaluating their work, although this is not consistent across the school. Sometimes teachers' marking does not provide clear guidance to pupils. Consequently, not all pupils have a clear enough understanding about what they need to do to improve.

Leadership and management are satisfactory. The well-respected headteacher ensures that there is a pleasant working atmosphere in the school. The senior management team has a clear understanding of what needs to be improved. All members of staff and governors are fully committed to improving provision for all pupils. The new middle managers are developing their roles but have not yet had the opportunity to monitor teaching and learning themselves to help ensure consistently good practice across the school. Senior leaders have started to analyse information on pupils' progress more rigorously so that dips in progress can be dealt with as soon as they arise. Most parents are pleased that their children come to this friendly school. They make positive comments such as, 'Nothing is too much trouble for any of the staff' and 'My child feels valued as an individual'. These comments reflect what the school is doing really well.

Effectiveness of the Foundation Stage

Grade: 2

Most children start school with the skills and understanding expected for their age. They learn quickly in the Reception classes because members of staff support them well and provide them with interesting activities. They make especially good progress in communication, language and literacy, and mathematical development. This is because members of staff promote these areas of learning particularly well and provide plenty of opportunities for pupils to practise skills in a range of purposeful contexts. For example, one group of children were making chairs of the right size for their teddy bears. Good teaching and a practical curriculum inside and

outdoors ensure that children enjoy school and settle well into routines. For example, children enjoyed dressing up for their role-play activities about 'The Three Bears' and counting the beads for their pasta necklaces. Children demonstrated a good understanding of right and wrong when talking about the appropriateness of Goldilocks' behaviour. Senior leaders have identified the need to provide even more opportunities for children to make choices for themselves. When children transfer to Year 1, standards are above average in most years.

What the school should do to improve further

- Increase the proportion of good teaching, especially in relation to whole-class work and marking, so that pupils' progress is more even across the school.
- Ensure that pupils have better opportunities for taking the initiative in their learning and for becoming involved in monitoring how well they are doing.
- Provide middle managers with greater opportunities to monitor provision rigorously and check that all pupils do well.

A small proportion of the schools whose overall effectiveness is judged to be 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' achievement is satisfactory. Most children's attainment is within the levels expected for their age when they start in the Reception Year. Children make good progress in the Reception classes, and in most years, standards are above average when they start in Year 1. Most pupils make satisfactory progress between Years 1 and 6, although progress is not even between classes. Pupils make good progress in learning to read because teachers provide focused support and parents help their children at home. Pupils' spelling remains a comparative weakness because pupils do not always take the initiative and check their work for mistakes. Standards by the end of Year 6 are above average in English, mathematics and science. Pupils do better in reading than writing and the school is doing the right things towards closing this gap. The school sets realistically challenging targets for improvement, although these are not achieved by pupils in all year groups. Most pupils with learning difficulties make good progress and reach nationally expected levels by the end of Year 6.

Personal development and well-being

Grade: 2

Pupils' good relationships with members of staff enhance their thorough enjoyment of school. Their good attitudes, behaviour and attendance contribute well to their learning. Good progress in moral, social and cultural development enables pupils to appreciate and celebrate the needs and achievements of others. Pupils show real consideration for each other. The school is aware that spiritual development is satisfactory because pupils have too few opportunities to reflect on their own thoughts and ideas. Pupils contribute well to the school and local community, including through the successful 'eco warriors' and school council. They raise funds for charity and are diligent about helping to save the environment. Pupils demonstrate a good understanding of how to lead a safe and healthy life by making use of the healthy tuck shop and by taking part in various sporting activities. They know that it is important to drink plenty of water on hot days to prevent dehydration, for example. Pupils follow guidance from the school on how to be polite and courteous, right from the time they start in the Reception

classes. Pupils across the school work together sensibly, although they have limited experience of taking the initiative in their learning. This, along with satisfactory progress in developing basic skills, prepares them suitably well for the next stage of their education, and for the world of work.

Quality of provision

Teaching and learning

Grade: 3

Throughout the school, the happy and purposeful relationships in lessons contribute well to the pupils' enjoyment of learning. Teachers plan carefully for pupils' differing needs, including those with learning difficulties, and provide good support in teaching pupils how to read. Along with teaching assistants, they give good support to pupils when they are working in small groups. In spite of these strengths, pupils make only satisfactory progress overall because there is inconsistency in teaching through the school. Children learn quickly in the Reception classes because a good number of adults support them well and provide a wide variety of interesting and engaging tasks. In other year groups, teachers' questioning is not always effective during whole-class discussions. Some teachers dominate these sessions and consequently the lesson moves on too slowly to harness the pupils' enthusiasm fully. When this happens, learning slows. The school is aware that teachers provide too few opportunities for pupils to take responsibility for their learning by developing their own ideas.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to build steadily on what they have already learnt. The school is extending the satisfactory range of opportunities for pupils to use their literacy, numeracy and information and communication skills to support learning in other subjects. There are some missed opportunities for pupils to develop independence by making choices about their work. Members of staff are starting to use intervention strategies effectively to support pupils who find certain subjects difficult. The school provides good opportunities for pupils to learn modern foreign languages. There are satisfactory plans to improve the curriculum for religious education and to provide greater opportunities for pupils to develop their spiritual awareness.

A good range of visits, visitors and clubs enhances pupils' enjoyment of learning. Many pupils learn musical instruments and take part in a variety of sports. Enterprise work and lessons to support pupils' good personal development help them to learn how to stay safe and healthy.

Care, guidance and support

Grade: 3

Parents and pupils are right to be pleased with the way individual success is shared at the school. As one parent wrote, 'I like the way the school involves parents in sharing assemblies every Friday and the star award system which rewards effort, good behaviour and high standards of work.'

Most pupils say that, while there are occasional instances of bullying, they are satisfied with the way the school deals with them. One pupil said, 'If you have a problem they (members of staff) will sort it out.' There are good procedures to support pupils when they first start school and arrangements for safeguarding pupils are secure. Good links with outside agencies and

good contact with parents enable members of staff to provide pupils with strong pastoral guidance.

There are satisfactory procedures for assessing pupils' progress, and pupils with learning difficulties have clear individual education plans. Pupils across the school are increasingly becoming more involved in evaluating their own performance. However, the quality of teachers' written marking is not consistently good enough to show pupils how they can improve. Consequently, not all pupils know their next steps for development.

Leadership and management

Grade: 3

The headteacher and other senior leaders have a shared understanding of what they should do next to improve the school further. The school's systems for self-evaluation are satisfactory. The enthusiastic, new middle managers are developing their roles. They have had insufficient opportunity to gain a firm understanding of provision and progress by becoming fully involved in monitoring teaching and learning, and evaluating assessment information. The school shows that it has a sound capacity to improve because above average standards have been maintained at the end of Year 6 since the last inspection. The school is tackling the slowing of progress in Years 1 and 2 and standards have started to rise again. Recent strategies to improve pupils' writing across the school are beginning to have a positive impact.

Governance is satisfactory. Governors are kept well informed and know the school's strengths. They are keen to extend their role by becoming more proactive in monitoring and evaluating the school's performance.

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.

Annex A

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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 tackled so that all learners achieve as well as they can	3
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	3
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

12 June 2008

- Dear Children Inspection of Milby Primary School, Nuneaton CV11 6JS Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a satisfactory education. Here are some points about your school
- You make satisfactory progress and reach above average standards by the end of Year 6, with some of you making good progress each year.
- Children in the Reception classes settle well and make good progress, especially in literacy and numeracy.
- You all behave well and know how to stay healthy.
- You take responsibility well. The school council and 'eco warriors' are doing a good job in helping the school and environment.
- Teaching is satisfactory. Teachers work hard to make learning interesting for you.
- You study a satisfactory range of topics, and benefit from interesting visits, visitors and clubs.
- The adults in the school care about you and help you when you are finding your work hard.
- Your headteacher and other leaders know how to make your school even better. What we have asked your school to do now
- Make sure that you all learn quickly during whole-class work.
- Give you the chance to use your own ideas more in your work and help you to decide how well you are doing.
- Provide teachers who have special responsibilities at school with greater opportunities to check that you are all doing well. What you can do to help your teachers
- Make sure that you check your work for spelling mistakes.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this happy school and wish you well for the future.

- Yours sincerely
- Alison Cartlidge Lead inspector

12 June 2008

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What we have asked your school to do now

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- Give you the chance to use your own ideas more in your work and help you to decide how well you are doing.
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What you can do to help your teachers

- Make sure that you check your work for spelling mistakes.

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Yours sincerely

Alison Cartlidge
Lead inspector