

Millennium Primary School

Inspection report

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| Unique Reference Number | 100111 |
| Local Authority | Greenwich |
| Inspection number | 323226 |
| Inspection dates | 6–7 May 2009 |
| Reporting inspector | Lily Evans |

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.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 401 |
| 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 |
| Appropriate authority | The governing body |
| Chair | Ms Sally Manser |
| Headteacher | Ms Amanda Dennison |
| Date of previous school inspection | 25 January 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | 50 John Harrison Way Greenwich London SE10 0BG |
| Telephone number | 020 8858 0394 |
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| Age group | 3–11 |
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Millennium is an inner-city primary school that is part of the Greenwich Peninsula rejuvenation project, serving a growing local community of great diversity. Pupils often enter the school at other than the usual times, in many cases having no nursery education, or coming from any one of a number of nurseries in the wider community. The school has doubled in size since the last inspection, and from September will complete its expansion to two forms in each year group. It has Early Years Foundation Stage provision and on-site childcare provision. As it has specialist provision for children with autistic spectrum disorder (ASD) and good access for pupils with physical disabilities, pupils come from a wide area and there are above average proportions of pupils with statements of special educational needs. The proportion of pupils from minority ethnic groups, and that of those whose first language is other than English, are above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Good leadership and management at all levels have ensured that the school provides a good quality of education, with good standards of care. The senior management team has managed the school's rapid growth extremely well in this highly inclusive school. It has a distinct identity, having established effective integrated provision for pupils with learning difficulties and/or disabilities, who are very well supported. The school is welcoming. Pupils are happy, make good progress, and work cooperatively together. This is reflected in their good behaviour and their thoughtfulness for others in the school and local communities. They work together to raise funds and support those less fortunate than themselves. Pupils' understanding of healthy lifestyles is very good. From aerobics at registration to the many after-school sports clubs, pupils enjoy exercise. Good food in the dining hall and regular emphasis on healthy diet help pupils to have a very good understanding of healthy living. The headteacher successfully encourages parents to be actively involved in the work of the school. For example, parents read with their children and others at well-attended regular weekly sessions in the Reception class, to the obvious pleasure of both children and parents. Representing the views of the vast majority of parents, one commented, 'The school is very welcoming and has a warm, friendly feel.'

In the Early Years Foundation Stage, from starting points that are well below expected levels, children make good progress in speaking and listening, and in beginning to read. Their English language skills remain below expected levels by the time they enter Year 1. The majority reach the expected levels in most areas of learning, but for many their vocabulary is relatively limited, which affects understanding and expressive skills. The school recognises the need to adapt the curriculum at the end of Reception and the beginning of Year 1 in order to ease the transition of children to more formal learning.

Good teaching, and a curriculum which, after this transitional stage, is well planned and enhanced with visits, visitors and clubs, ensure that all groups of pupils achieve well. Teachers use assessments of pupils' learning in their planning of lessons for different levels of skills, and evaluate effectively progress towards their learning objectives. Pupils have their targets for learning. Teachers are now tracking progress carefully each term. They highlight pupils who are not progressing as well as they should, and are successfully planning and evaluating support for individuals and groups.

Standards in Year 6 continue to be in line with national expectations, but this is gradually improving. A slight dip in 2008 was due to the proportions of pupils with ASD and the effect of this on a small cohort. Pupils now make good progress in Years 1 and 2, particularly in reading and mathematics, but standards are overall slightly below the national average. This is due to several factors, including the higher-than-normal proportions of pupils with learning difficulties and/or disabilities, and of pupils entering the school with little knowledge of the English language. Parents of such pupils have praised the school's efforts to help them to make fast progress. Tracking data each term identify dips in progress, which are quickly rectified. The school is determined to improve the quality of writing. Work in pupils' books in Year 2 shows that the focus on phonic skills is having a beneficial effect on spelling skills which, along with punctuation, is weaker in the upper year groups.

Governors are fully committed and involved in all aspects of the school's work, including the raising of standards. They are exceptionally well organised, having their own action plan linked

to the school development plan. Improvements on all issues from the last inspection show that this school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

A high proportion of children entering the Early Years Foundation Stage have well below expected levels of communication for their age. Many have little English, or have speech and language delays and lower-than-expected social and emotional skills. Ten children currently benefit from speech and language therapy. With good tuition, children make good progress in developing social skills and spoken language through listening to stories and role-play activities such as 'the vet's surgery'. In Reception, children make good progress in letter sound relationships and writing, but only a minority are confident in expressing their ideas. In play activities, support staff sometimes miss opportunities to talk with children. The recently appointed manager provides good leadership and has taken effective steps to enhance learning opportunities in reading and writing, and planned use of the spacious outside learning environment. Children play safely, choosing from a good range of activities including exploratory play, using their initiative and building their confidence. Routine staff observations track progress and identify next steps in learning. Mathematical development is relatively weak and lacks sufficient cross-curricular opportunities to embed learning. Although many children are reaching the goals expected for their age, their language and mathematical development are below expectations, and a number are socially immature. This means that a good proportion of the children find difficulty in the change to the National Curriculum in Year 1.

What the school should do to improve further

- Raise standards in writing across the school.
- Improve transition arrangements for Early Years Foundation Stage children entering Year 1 in order to ensure that children are well prepared for the National Curriculum.

Achievement and standards

Grade: 2

In Year 6, achievement is good overall from below-average starting points. The trend over the last three years shows that progress has been consistently good from Year 2 to Year 6, and more pupils are reaching average or better standards. In 2008 in Year 6, the school exceeded the challenging targets set in English, mathematics and science. In Year 2, the school exceeded their targets for reading and writing but just missed them in mathematics.

Termly class-monitoring information shows that the proportion of pupils across the school making good progress is steadily increasing as the quality of teaching has improved. This includes all pupils with learning difficulties and/or disabilities, and pupils who have English as an additional language. Scrutiny of writing shows good opportunities for extended writing. Teachers are successfully promoting enriched use of language, but there are weaknesses in spelling and punctuation in the upper year groups. There are plans for whole-staff training in teaching writing. Mathematics standards have risen steadily since the last inspection.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils know and recognise right from wrong, and support and understand moral values well. They develop a good understanding of their own and other cultures. In an assembly, younger children were keen to learn about Buddhism and the forthcoming festival of Wesak. As they progress through the school, pupils show increasing awareness of and respect for one another, helping pupils of different age groups, abilities and disabilities. They take the initiative to raise funds for a wide range of charities. Pupils are proud of their roles as 'peer supporters', and they learn how to help others in the playground. The school council's suggestions have a real voice in the life of the school. The opportunities for more pupils to learn leadership skills could be extended. Attendance is average, and behaviour is good in lessons. Pupils enjoy school, and most are enthusiastic learners. In the playground, some play is boisterous and pupils express a need for more structured activities and play, particularly at lunchtimes. In spite of some shortcomings in spelling and punctuation, good grounding and progress in literacy, numeracy, information and communication technology (ICT) and in developing personal skills prepares pupils well for their future education.

Quality of provision

Teaching and learning

Grade: 2

Most lessons are well planned to take into account the differing needs of pupils. There is a good balance between teachers' input and independent learning tasks, and relationships are positive. As a result, learning in most lessons is good. Effective use is made of technology, particularly interactive whiteboards, which captures the interests of pupils and makes learning more exciting. Teachers regularly ask pupils to discuss items briefly with their partners, enhancing effectively their speaking and listening skills, and keeping learners actively involved in learning. Teachers plan well for pupils' use of computers to support and challenge their learning, and in the best lessons pupils review their own progress. Teaching assistants are well briefed, and enable pupils to become more confident learners. Although there has been a focus on marking, comments made by teachers do not always reflect the targets that have been set for individual pupils. Pupils with learning difficulties and/or disabilities are extremely well supported in lessons by support assistants.

Curriculum and other activities

Grade: 2

The curriculum is good because it has recently been successfully redesigned to meet the needs of all pupils, including those in the special provision. It is being enthusiastically adopted by teachers. ICT is well planned across all curriculum areas, and this greatly enhances pupils' skills in preparation for their future education and careers. The curriculum is enriched by the addition of Spanish, French and music lessons from specialist teachers. An exciting range of visits and visitors motivates pupils to learn and extend their knowledge and cultural development. When new pupils who do not speak any English join the school, teachers respond well in adapting the curriculum. For example, when three pupils joined the school together, one afternoon per week was devoted to a special project for them alone. The curriculum is adapted well to support

pupils with learning difficulties and/or disabilities and those with ASD. A large number of pupils attend the wide variety of sporting and other clubs that extend pupils' experience.

Care, guidance and support

Grade: 2

All members of staff make sure that pupils, including those with physical disabilities and ASD, are helped to feel safe, secure and well cared for. Parents agree that their children enjoy school and are safe. Safeguarding arrangements are in place, and regulations met. The school works well to ensure the health of pupils. Pupils with disabilities receive very good support from staff. The school works well in partnership with other agencies to provide the specialist support that some need. One parent said that no school could do more for her son. The school has developed good systems to deal with non-attendance, which is resulting in reduced levels of persistent absence. The procedures for and use of assessment information are good. Teachers use assessment information well to plan learning in lessons, and to draw up and set pupils' individual targets. However, marking does not make sufficient reference to these targets, or what the pupils need to learn next.

Leadership and management

Grade: 2

The headteacher, ably supported by a committed senior management team, has set out a clear direction, resulting in a steadily improving picture in pupils' attainment and progress by the end of Key Stage 2. This has received a boost by the detailed and effective pupil progress tracking system, now in place. The senior management team knows the school well, and challenging targets are set to raise standards even further. The school's attractive website provides useful information to parents about learning opportunities. Millennium Primary is a truly inclusive school, where differences presented by individual pupils are celebrated in order to eliminate discrimination. Pupils with physical disabilities are fully integrated into the school. Whenever possible and practical, pupils with ASD are included in mainstream classes, and all are enabled to join after-school clubs. Governors have developed strategies to hold the school to account when necessary, and fulfil all legal requirements. The school ensures that resources are deployed in a way that is effective and promotes the interests of pupils. A commendable effort is being made to involve pupils in activities in the local community; this is still evolving. Arrangements to promote community cohesion, to ensure that pupils have a growing awareness of life in communities further afield, both nationally and internationally, are still at the planning stage.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 | 2 |

Effectiveness of the Early Years Foundation Stage

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| 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

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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

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|---|---|
| How good are 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 | 1 |
| 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 | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of 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 |

Leadership and management

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| 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 | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 3 |
| 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 | 1 |
| 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**

20 May 2009

Dear Pupils

Inspection of Millennium Primary School, London, SE10 0BG

We would like to thank you very much for welcoming us to your school the other day. As promised, we are writing to tell you our views of the school. Millennium is a good school that welcomes and values everyone equally.

- You make good progress and reach the standards expected for your age by the time you leave. Your school is good at praising your successes.
- You have an excellent understanding of how to lead a healthy lifestyle, and excellent opportunities to do so. We especially enjoyed seeing aerobics in the mornings.
- You behave well, care about others, and do good work fund-raising for others.
- Teachers plan interesting lessons for you, and encourage you to use the computer and the interactive whiteboards. This prepares you well for your future life.
- You have good targets for learning. We would like your teachers to refer to them more when they are marking books, so that you know whether you are achieving your goals and what you have to do to improve.
- You have a good range of clubs, activities, visits and visitors in and after school that enriches your experiences of life.
- Your parents are welcomed into school, and they especially enjoy reading with you in the Reception class.
- The school cares for you well, and those of you who have physical or other special needs have very good support, which helps you to make good progress.
- Your school is well led and managed by teachers and governors.
- We have asked your school to adjust its planning so that children find the change in learning from Reception to Year 1 a little easier.
- We enjoyed looking at your writing. We feel that your teachers could help you to become even better writers, and also help you to improve your spelling and punctuation.

You can help your teachers by doing your best work at all times and by coming to school every day.

Yours faithfully

Lily Evans

Lead Inspector