

# Millbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	106195
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	324347
<b>Inspection date</b>	12 May 2009
<b>Reporting inspector</b>	Julie Price Grimshaw

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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<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)	197
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 M Clowrey
<b>Headteacher</b>	Mrs Paula Tankard
<b>Date of previous school inspection</b>	27 June 2006
<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>	Bank Road off Huddersfield Road Stalybridge Cheshire SK15 3JX
<b>Telephone number</b>	01457 834314
<b>Fax number</b>	01457 834314

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## Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' standards at the end of Key Stage 1; the impact of revisions to the Key Stage 1 curriculum; and the accuracy of the school's self-evaluation. Evidence was collected from: national published assessment data and the school's own records; scrutiny of pupils' work, a range of school documentation and parents' questionnaires; observations of the school at work; and discussions with staff, pupils and members of the governing body. Other aspects of the school's work were not investigated in detail, but evidence relating to them was collected which is referred to where appropriate in the report.

## Description of the school

This smaller than average sized school serves a mixed area that includes some social and economic disadvantage. The proportion of pupils eligible for free school meals is well above the national average. The school's population is largely White British, with very few pupils from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. There is provision for the Early Years Foundation Stage in the Nursery and Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Pupils thrive in this outstanding school. All staff believe that pupils' well-being is vital to their achievement and so the quality of care, guidance and support provided for each individual is exemplary. Pupils love learning and thoroughly enjoy themselves in this friendly, welcoming and supportive environment. Through the school's emphasis on self-esteem they become confident and articulate learners, many of whom are clear about their ambitions for the future. Behaviour is excellent, both in lessons and around the school. Parents who responded to the inspection questionnaire were unanimous in their support for the school. This is reflected in comments such as, 'This is a happy school with motivated staff who bring out the best in the children' and 'I would like to comment on what a fantastic school this really is'.

Children's skills on entry to the school vary, but are generally below typical expectations. They make outstanding progress to reach standards that are well above average by the time they leave Year 6. Data from the past three years show consistently exceptional achievement. Pupils with learning difficulties and/or disabilities make outstanding progress due to very high quality support, tailored precisely to meet individual needs. This reflects the school's excellent promotion of equal opportunities and its total commitment to ensuring that all pupils have access to a curriculum of excellent quality. Since the previous inspection, the curriculum for pupils in Key Stage 1 has been revised to include elements of the Early Years Foundation Stage curriculum. This has been very successful in accelerating pupils' development of a very wide range of skills. As a result, standards in English and mathematics in Year 2 are now higher than in previous years, reflecting improved achievement for all of these pupils.

Pupils' excellent academic achievement is the result of outstanding quality teaching, combined with a curriculum that very successfully enthuses and engages pupils and fully meets the needs of every individual. Very positive relationships are a key strength of the highly effective teaching and learning throughout the school. Teachers instil a genuine passion for learning amongst their pupils. The quality of language used, both in lessons and in the colourful and attractive displays in every classroom, reflects teachers' very high expectations. Pupils describe their teachers as helpful and kind and say, 'They think of great ways to make lessons fun for us!' Skilled and knowledgeable support staff carry out excellent work across the school. Teachers provide detailed and precise feedback to pupils, who respond very well. Books show that pupils are adept in assessing their own work, as one said, 'We have success criteria that really help us to learn.' Through this excellent assessment practice, pupils know exactly what they need to do to improve.

Pupils feel safe in school and are very supportive of each other. Their views are summed up in the comment, 'I think this school is brilliant – I've made loads of friends.' As a reward for hard work, pupils in Year 6 relish the opportunity to spend time working to support children in the Early Years Foundation Stage. All pupils are keen to become involved in fundraising activities for local and national charities as well as for the school itself. They are proud of the award of Healthy School status and show a very thorough understanding of the importance of diet and exercise. Pupils' social and moral development is outstanding; they get on well together and show understanding and respect towards each other. Their spiritual and cultural development is good. Attendance is satisfactory and has improved since the last inspection due to the school's concerted efforts. The great majority of pupils now attend well. Nevertheless, there remain a small number of pupils who take too much time off school, and this hinders their progress. The vast majority of pupils are exceptionally well prepared for their future education and the world

of work. They say, 'we need to be independent learners to do well in high school', and are competent in literacy, numeracy and information and communication technology. They are encouraged to write about their aspirations, recognising what they will need to do to fulfil their ambitions. Excellent pastoral care is a strength of the school's work, and all safeguarding requirements meet current government requirements.

Leadership and management of the school are outstanding. Senior leaders have established highly effective collaborative work, with all staff sharing a very clear vision for the school's future. Rigorous monitoring of teaching and learning has led to effective self-evaluation, although the school has been a little too modest in grading some aspects of its work. Senior and middle leaders use data very well to set challenging targets. Governance is outstanding. Governors are committed, enthusiastic and knowledgeable. They have a detailed understanding of data and are fully aware of current national priorities, such as those relating to the curriculum. The school promotes community cohesion well. Leaders have made a good start to extending this work by monitoring current provision, although they recognise the need to implement further developments, such as establishing links with other schools to increase pupils' awareness of cultural and ethnic diversity. The school has improved several aspects of its work since the last inspection and has outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Each unique child is valued in the Early Years Foundation Stage. The outstanding quality of provision ensures that children make excellent progress and take great delight in their learning. The vast majority achieve or exceed the early learning goals set for them on entry to Year 1. Since the last inspection, significant improvements to both the indoor and outdoor provision have moved children's achievement from good to outstanding. Children develop as independent learners thanks to the skilful guidance and intervention of the highly competent staff. An extensive range of exciting activities successfully promotes children's progress in all areas of learning. For example, Nursery children were thrilled to find that 'fairies' had visited the garden which was prepared for them, and had left a letter. The children could hardly contain their excitement as they went off to write a reply to the fairies. Reception children who were learning about dinosaurs were enthralled as they discovered model dinosaurs, frozen within blocks of ice, and watched with fascination as the ice melted. Children's welfare is a high priority, and staff and parents work well together to ensure that children are healthy and safe.

The Early Years Foundation Stage is exceptionally well led and managed and secure plans for further development are in place. It is little wonder that many parents expressed their appreciation of the provision here, as shown in the comment, 'Since starting in Nursery my child has come on in leaps and bounds and surprises me daily with the new things she has learned.'

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

- Improve attendance for the minority of pupils whose progress is hindered by their absence.
- Implement planned strategies to make pupils more aware of the cultural and ethnic diversity of the society within which they live.

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**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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<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>	1
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	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

As you know, I inspected your school recently together with another inspector so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

During one of our meetings, a pupil said to me, 'Do you think that this is an outstanding school? I think it is!' Well, I am delighted to tell you that I agree with this pupil, and also with those of you who told me that your lessons are excellent. You make outstanding progress, and many of you reach well above average standards. I thought that the Nursery and Reception classrooms were full of wonderful things to do and learn, and I could see why the children there enjoy themselves so much. I was also very impressed with your behaviour, and the way that you are friendly and supportive to one another. You told me that you are very well prepared for the next stage of your education, and it was lovely to read about your ambitions for the future. One of the reasons you make such good progress is that your teachers give you excellent quality feedback on your work, so you know exactly what you need to do to improve. You are also very good at assessing your own work!

All the staff are keen for each one of you to do as well as you possibly can, and they care for you very well. They also do their best to make the lessons as interesting as possible, and it was great to see you all responding so well.

Even outstanding schools can make some improvements, and I have suggested two things that would make your school even better. Although most of you attend school regularly, there are just a few pupils who have too much time off, and I would like the school to carry on working to improve attendance for everyone. I have also suggested that the school goes ahead with some exciting plans to help you understand different faiths and cultures, perhaps by linking up with other schools.

I am delighted that you are proud to be pupils at Millbrook and wish you well for the future.