

Millway Primary School

Inspection report

Unique Reference Number	122086
Local Authority	Northamptonshire
Inspection number	327634
Inspection date	13 May 2009
Reporting inspector	Arnalena (Nina) Bee

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	230
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	Simon Potts
Headteacher	Paul Sentance
Date of previous school inspection	11 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Millway Duston Northampton NN5 6ES
Telephone number	01604 583105
Fax number	01604 751125

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school, including the Early Years Foundation Stage provision, and investigated three main issues:

- whether the outstanding judgement for teaching could be substantiated in the Early Years Foundation Stage
- the key features that made a small minority of teaching outstanding
- the quality of academic guidance that is offered to pupils in all classes.

Evidence was gathered from: observing pupils from Reception to Year 5 in lessons and during break times, discussions with staff, governors, parents and pupils, scrutiny of pupils' work and the systems the school uses to monitor the quality of teaching and track pupils' progress. A small amount of school documentation and parents' questionnaires were also examined. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Millway is smaller than most primary schools. The school has been subject to reorganisation and currently has pupils up to Year 5. Most pupils come from White British backgrounds. The proportion of pupils identified as having learning difficulties and/or disabilities is below average. The school provides for children in the Early Years Foundation Stage in two Reception classes. There is on-site childcare provision which is managed by an external provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Millway is a good school. It has a number of outstanding features. It is welcoming and everyone ensures that pupils do their very best in all that they do. Parents are overwhelmingly supportive of the work of the school. One parent wrote, 'We couldn't ask for a better standard of care and education. Pupils are committed to their education and staff are approachable and professional. Everyone works hard to maintain the good ethos and team spirit of the school.'

The care and personal support that pupils receive are outstanding. Health and safety arrangements meet current requirements. Pupils' personal needs are very well catered for. As a result, pupils' personal development is outstanding. Pupils' spiritual, social, moral and cultural development is good. Behaviour is excellent and pupils are respectful, kind and thoughtful towards each other. Pupils make an outstanding contribution to the community. They have many opportunities to become monitors, buddies and librarians as well as members of the school council. These responsibilities are taken very seriously and pupils act sensibly as information and communication technology (ICT) monitors and librarians during lunchtime. The youngest children in Reception are involved in the work of the school council. Older pupils speak very maturely about how they are helping people in a village in Gambia. They are developing a good idea of different cultures in the world. By raising funds they proudly speak of what they have achieved. A Land Rover has been sent to Gambia and is now doing the job of an ambulance because the hospital is a long way from the village. Pupils talk of sponsoring a little girl who lives there and sending funds to make her school a nicer place to learn. These pupils really do care and are very aware that life in this village is not as comfortable as in Millway.

Pupils thoroughly enjoy the time they spend in school and the above average attendance figures reflect this. They say they feel safe in school and know that if they have a problem there is always someone to help them. Older pupils show an excellent awareness of the need to keep themselves safe and identify potential dangers they may come across as they get older. In addition, they have learnt a great deal about the need to eat healthily and take regular exercise. They say they enjoy the numerous extra sporting activities that are offered. By the time they leave in Year 5, pupils develop outstanding personal and social skills whilst academically, they are well prepared for their next school.

Achievement is good overall for all pupils, including those with learning difficulties and/or disabilities. Children in the Reception classes get off to an excellent start and their achievement is outstanding. As a result, standards at the end of Year 2 have risen since the school was last inspected and are well above average. This represents good achievement as pupils moved through Years 1 and 2. School assessment information indicates that pupils in Year 5 have achieved well since they entered Year 3. Standards in Year 5 are above age-related expectations.

Teaching is consistently good and occasionally better in Years 1 to 5. In all lessons, relationships are excellent, teaching assistants contribute effectively to learning and all abilities are well challenged. Consequently, pupils demonstrate very positive attitudes to learning and say that to get a good education is important. In the very best teaching, pupils make outstanding progress because questioning addresses all abilities, and pupils are given time to think and then articulate their thoughts. In addition, teachers consistently keep checking that all pupils understand what is being taught. Self-assessment opportunities are provided so pupils can identify how well they have done and teachers can see who may need some additional support. The academic guidance that pupils receive is good. Pupils' progress is very thoroughly tracked

as they move through Years 1 to 5. Staff are very aware of the importance of tracking pupils' progress regularly to make sure progress does not slow down. There are good examples of where marking is supportive and informative, but, teachers' marking does not always give pupils enough guidance to make sure that they know what is needed to improve their work and reach the personal targets they are given.

The enrichment of the good curriculum by out-of-school activities and clubs, and by visits out and visitors invited into the school is outstanding. Good links have been developed with the outside world which benefit all pupils. For example, links with local schools enhance and extend learning especially in art and design, music and physical education. These factors all contribute to the good achievement that pupils make.

The headteacher leads the school very effectively and has a very clear idea of the strengths and what needs improving. He is passionate that pupils have a happy time and do their very best in everything they do. Senior staff and governors are actively involved in the school's good self-evaluation. Governors are knowledgeable and are able to support and challenge the school effectively. Subject leaders manage their areas of responsibility well and have a clear understanding of the quality of the work in their subject and how well pupils are progressing. The school's contribution to community cohesion is good. The curriculum is used skilfully to increase pupils' awareness of life outside their immediate neighbourhood. Issues identified for improvement in the previous inspection have been rectified. Further successes, such as improvements in the Early Years Foundation Stage and pupils' personal development, rising standards in Year 2 and good progress being maintained in Years 1 to 5, indicate that the capacity to improve further is good.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The care and personal support that children receive is outstanding. As a result, they settle into school happily and thoroughly enjoy all that is on offer. Children's progress is carefully tracked so adults who work with them know exactly how well they are doing. Because of this, all adults understand each child's particular needs and are fully committed to ensuring that they get the best possible learning opportunities. Parents are pleased about this. Teaching is consistently good and often outstanding. Activities are very well planned and resourced. Children find them exciting and interesting and are keen and eager learners. Relationships are excellent. Teachers reinforce and develop language, skills and knowledge expertly in all activities. Children learn how to converse in other languages. They were seen confidently and expertly answering the register in French and Spanish as well as English. Other children made outstanding progress as they read books and learnt about whether they were reading fiction, non-fiction or poetry books. Classes are well organised and managed. Teaching assistants contribute very well to the learning that goes on in both classes. Consequently, children make outstanding progress in their learning and personal development. They have good, all-year-round opportunities to work and play in a secure, covered outside area. By the end of Reception almost all children are working at above the national average levels. Many are ready to start the National Curriculum before they enter the Year 1 class. The Early Years Foundation Stage is very well led and managed. All adults have very high expectations and a very clear idea of how young children learn.

What the school should do to improve further

- Ensure that teachers' marking gives pupils in all classes clear guidance on what they need to do to improve and reach the targets they are given.

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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?	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

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?	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/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

How good are the overall personal development and well-being of the learners?	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	2
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	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

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	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	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

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

14 May 2009

Dear Pupils

Inspection of Millway Primary School, Northampton, NN5 6ES

Thank you for making us so welcome when we came to visit your school. We really enjoyed talking to you and seeing how well you are getting on. It was wonderful to see such polite and well-mannered pupils. Your behaviour is outstanding, both in lessons and in other areas of the school. We were very impressed to see so many of you taking advantage of the lunchtime activities on offer. The ICT monitors in Year 2 and Year 3 did a very good job helping the Reception children as they worked on the computers. Similarly, the librarians took their role very seriously as they encouraged younger children to learn to love books, and listen and enjoy stories. We think you go to a good school and some things are outstanding.

These are the main things we found out about your school.

- The children in the Reception classes get off to an excellent start.
- Teaching is good and sometimes it is outstanding.
- We know you enjoy school because you told us so.
- Lots of interesting visitors that come to school and visits out make learning more fun.
- You obviously enjoy the excellent range of activities and clubs you are offered because they are well attended.
- By the time you leave in Year 5, you reach standards that are higher than found in most other schools.
- You are all very well cared for and looked after, and those who look after you at home are pleased about this.
- Your school is well led and managed.

We have asked the school to do one thing to make it even better.

- Make sure that when teachers mark your work they give you clear advice on what you need to do to improve and reach your targets.

You too can help by continuing to always do your very best.

Yours faithfully

Nina Bee

Lead inspector