

# Millfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	124081
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328046
<b>Inspection date</b>	3 June 2009
<b>Reporting inspector</b>	Marion Thompson

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	379
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>	Sue Bramwell
<b>Headteacher</b>	Paul Moon
<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>	Coleshill Street Fazeley Tamworth B78 3RQ
<b>Telephone number</b>	01827 475010
<b>Fax number</b>	01827 475010

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of the school's efforts to improve boys' writing in Key Stage 1
- the progress made by less able pupils and those with learning difficulties and/or disabilities
- the impact of monitoring on improving the quality of teaching and learning.

Evidence was gathered from: discussions with leaders, the chair of governors, pupils and staff; visits to most classes; observations of other aspects of the school day such as assembly, break and lunchtime; analysis of pupils' work; scrutiny of safeguarding arrangements; and analysis of parents' questionnaires and school documentation, in particular data on pupils' progress. Other aspects of the school's work were not investigated in detail but 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

This is a large school, with two Foundation classes for children in the Early Years Foundation Stage. The vast majority of pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is well below average. A few pupils have statements of special educational needs. The school has gained the Healthy School Award and has silver Eco Schools and Dyslexia Friendly status. This term Millfield has also achieved Financial Management Standards in Schools accreditation, awarded to schools with good financial management practices. The Maxi-Mums Kids Club is also on the school site providing morning and afternoon sessions.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It has the overwhelming support of parents, who wrote in great numbers to support all aspects of its work and to praise the commitment of the highly respected headteacher. Parents particularly appreciate the high level of pastoral care the school provides, which underpins pupils' outstanding personal development. As a result, pupils are eager to learn, concentrate very well and listen attentively. They are very proud of their school and show this in the good quality of their work. Attendance is good and pupils behave extremely well. Pupils' great enthusiasm for learning supports the good progress they make.

By Year 6, standards in English, mathematics and science are well above average. This represents good achievement from pupils' starting points which are broadly in line with expectations for children's age on entry to the Reception classes. Robust action has been effective in improving the quality of writing throughout the school, especially for boys. Achievement in science has also improved, especially in relation to designing and carrying out investigations. Year 6 pupils are confident in their work in mathematics and use their skills well to solve real problems, for example, in planning a budget to buy a car.

More able pupils and those of average ability often make progress at a rapid rate. Pupils with learning difficulties and/or disabilities make good progress over time in relation to their individual targets. In many lessons their needs are met well. However, there are occasions in a small minority of lessons, when less able pupils and those designated as in need of specific extra support do not make quite as much progress as others. This is because teaching and the curriculum in these lessons are not closely enough matched to these pupils' needs. Work is occasionally a little too difficult for them, or, conversely, keeps them occupied but does not move their learning on. Those pupils who have statements of special educational needs make consistently good progress, because their needs are catered for well. The small number of pupils at the early stages of learning English make rapid progress.

Good teaching and a stimulating curriculum support the good progress pupils make and promote enjoyment of school life. Through the wide range of enrichment and extra-curricular activities, pupils develop a keen interest in music and many take advantage of the opportunity to play an instrument. Well-organized playground activities and a good variety of sports ensure pupils take very regular exercise. Pupils have an excellent understanding of the benefits of a healthy diet and adopt a healthy lifestyle. They are very responsible in their attitudes towards each other and the environment. They care for a well-tended garden in the school grounds and are sensitive to the beauty of nature.

Pupils' spiritual, moral, social and cultural development is good. Through their good skills in literacy and numeracy and their excellent social skills, pupils are well prepared for the next stage in their education.

Good academic guidance also contributes to pupils' good progress through the setting of challenging targets and the effective use of comments on pupils' work. Parents are kept well informed about their children's progress. Pupils' achievements are carefully tracked and interventions are both effective and timely. Pupils are well aware of what they need to do to improve their work.

The headteacher provides an excellent sense of direction for the school and has used challenging targets effectively to drive up expectations of what pupils might achieve. He is supported well

by the senior leadership team, staff and governors. Parents rightly feel that the school provides a safe and nurturing environment where pupils thrive. Planning is good and is based on an accurate evaluation of the work of the school. Robust monitoring by the senior leaders has resulted in eradicating unsatisfactory teaching and boosting the number of good lessons so that teaching and learning are now good. Monitoring by subject coordinators is not as well developed as that of senior leaders, but is improving and recognised by the school as an area for development. Standards have risen sharply since the previous inspection and personal development has improved from good to outstanding. Leadership and management are good and the school is well placed to improve further.

The school makes a good contribution to community cohesion by striving, in the main successfully, to provide good learning opportunities for all pupils. Where inequalities are identified, as in the differences that emerged in the achievement of girls and boys in writing, they are tackled effectively. Work has already begun on improving the progress of less able pupils. Pupils initiate and organize fund-raising events for international charities, such as the Spring Term 2009 support for 'Water Aid.' They make an excellent contribution to the school and global community through, for example, their ecological studies and recycling paper and water. Staff and pupils share values of showing respect for all. However, pupils' understanding of the range of lifestyles and cultures within contemporary Britain is underdeveloped.

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

### **Grade: 2**

Provision in the Early Years Foundation Stage is good and enables children to make rapid progress. Children settle quickly, learn new routines and develop highly positive relationships with each other and with adults. This is because of very effective induction procedures, which are sensitive to the needs of children and their parents. Excellent personal development is nurtured by the high quality of care. Children quickly develop independence and learn to share and take turns. Good teaching enables children to achieve well, reaching above average levels on entry to Year 1. Careful monitoring of individuals' achievements enables staff to plan a curriculum well matched to their needs and both classrooms provide a well-resourced learning environment. Children enjoy their learning, and make good progress, for instance in understanding letters and sounds. Interest is stimulated by exciting cross-curricular themes, such as this term's topic on castles. The staff use a good range of equipment effectively to develop many aspects of learning in the outdoor area. There are, however, too few opportunities to extend their understanding of number through play and record their findings, especially in the outdoor area. Additional learning needs are identified quickly and measures are implemented to ensure that all children make equally good progress. Good leadership and management ensure staff work collaboratively to create a highly effective, safe, nurturing learning environment.

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

- Ensure that work in all lessons is well matched to the needs of less able pupils and those with learning difficulties and/or disabilities.

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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?	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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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

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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	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

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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

4 June 2009

Dear Pupils

Inspection of Millfield Primary School, Fazeley, B78 3RQ

Thank you for the pleasant welcome you gave us when we visited your school. A very large number of your parents responded to our questionnaire and the vast majority told us how highly they regard your school. We know that you are proud to attend Millfield, so we are pleased to tell you that it provides you with a good education and some aspects of its work are outstanding. Children in the Foundation classes achieve well, because teaching and the programme of activities are good and the Early Years Foundation Stage is well led. Children's personal development is particularly good because of the excellent care the Early Years Foundation Stage staff provide from the time that children start school.

In Key Stages 1 and 2 you make good progress in English, mathematics and science, and reach well above average standards. Big improvements have been made in the standards of writing, so well done. These improvements have come about because teaching and the curriculum are interesting and well organised, and teachers keep a close eye on the progress you are making. The headteacher, staff and school governors work hard and effectively to make sure things carry on improving.

The staff take excellent care of you and make sure you feel safe. Because you know you are valued, your personal development is outstanding and your enthusiasm for your work helps you to learn more effectively. We enjoyed being in school because behaviour was excellent and pupils were so polite and friendly. You enjoy the wide range of activities the school provides for you, like learning an instrument or taking part in sports activities. You also have an excellent understanding of how to keep safe and healthy. You make an excellent contribution to the school community and we really liked the lovely garden you have made and the way you look after the environment by recycling paper and collecting rainwater for the garden.

In order to improve things further, we have asked the school to make sure that in all lessons those of you who find learning a little difficult are given work to do that is pitched at the right level.

We hope that you will continue to enjoy school as much as you do now.

Yours faithfully Marion Thompson

Lead inspector