

South Milford Community Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 121418 |
| Local Authority | North Yorkshire |
| Inspection number | 339933 |
| Inspection dates | 23–24 September 2009 |
| Reporting inspector | Paul Hancock HMI |

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 of pupils on the school roll | 147 |
| Appropriate authority | The governing body |
| Chair | Mrs Jane Sleath |
| Headteacher | Mrs Sue Atkinson |
| Date of previous school inspection | 2 February 2007 |
| School address | Sand Lane South Milford Leeds LS25 5AU |
| Telephone number | 01977 682359 |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 13 lessons and held meetings with governors and staff. Inspectors met and talked with pupils in lessons and around the school. They observed the school's work and looked at 60 completed parental questionnaires. Pupils' work and school documentation, such as safeguarding information and records of pupils' progress, were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of safeguarding procedures
- attainment, achievement and progress, particularly achievement in Years 4 and 6, pupils with special educational needs and/or disabilities, and girls attaining below Level 2
- the quality of teaching and learning
- the impact of improvement in assessment practice and the curriculum
- improvement in leadership and management at all levels.

Information about the school

South Milford is a smaller than average rural primary school. The number of pupils who do not speak English as their first language or come from minority ethnic groups is well below average. There are fewer pupils with special educational needs and/or disabilities than usually found, although the number with a statement of special educational need is average. The number of pupils who join and leave the school other than at the usual time is above average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

South Milford is a good school which has steadily improved since the last inspection. The rate of improvement slowed in the first year because of high staff turnover. The pace has quickened and aspects of the school's work have recently improved, for example, the Early Years Foundation Stage is now outstanding and pupils have the best possible start when they join Year 1. Capacity to improve is good and the school's evaluation of its own performance by senior leaders is accurate.

Inspection evidence supports the school's view that attainment and achievement are good. All groups of pupils, including those with special educational needs and/or disabilities, make good progress as they move through the school. Attainment in English and mathematics fell at the end of Key Stage 2 in 2008 and was close to average. This was largely the result of a lack of consistency in learning caused by high staff turnover and the ability of the year group. Unvalidated national test results in 2009 show a significant improvement and are above average. Evidence from lesson observations confirms attainment and achievement are good. Standards in Years 4 and 6 have risen and the progress of pupils with special education needs and/or disabilities is more rapid. The school has made raising attainment and achievement further a high priority.

Inspection evidence confirms the school's view that teaching is now consistently good and some is outstanding. The school has made it a priority to increase the proportion of outstanding teaching in order to raise achievement and standards even further.

Assessment practice is good and has improved since the last report. Information is used well to meet needs and pupils are effectively supported in improving their work.

Behaviour is good in lessons and attendance is above average. The curriculum is good and improving. Pupils find it meets their needs well; for example, in Year 6, when working in business groups such as 'promotions' to raise funds for an animal shelter. The school's strategy to promote community cohesion at local, national and international levels is satisfactory, and care guidance and support for pupils are good.

Leadership, management and governance are good. Senior leaders are making sure the school continues to improve and they are well supported by the governing body.

Resources are effectively deployed and value for money is good.

What does the school need to do to improve further?

- Raise achievement even more by increasing the proportion of outstanding teaching.
- Improve community cohesion by engaging with a broader range of community groups beyond the school.

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Outcomes for individuals and groups of pupils

2

Pupils achieve well, enjoy learning, and attain standards in line with their capabilities. All different groups of pupils make good progress, including those with special educational needs and/or disabilities and those from minority ethnic backgrounds. Challenging targets are used very effectively to drive progress and achievement.

Standards at both Key Stages 1 and 2 fell in 2008 and swift action by the school brought them back on track in 2009. Inspection evidence confirms the school's view that attainment and achievement are improving, particularly in Years 4 and 6 for pupils with special educational needs and/or disabilities, and in the achievement of girls. Most pupils attain above average standards by the end of Key Stage 2.

Pupils feel very safe in school and behaviour is good. They understand the rules and have a clear awareness of what is right and wrong. The way in which pupils adopt healthy lifestyles is outstanding and the Healthy School status has been gained for the third time. Attendance is good and pupils make an outstanding contribution to the school and community life through the very active school council and fundraising for many charities. Spiritual, moral and cultural development is good and pupils are socially responsible and care for each other in school.

The development of workplace and other skills that contribute to pupils' future economic well-being is outstanding. Team building and problem solving are highly advanced by the time pupils leave the school, often as a result of highly successful enterprise activities.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

| | |
|---|----------|
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| Please turn to the glossary for a description of the grades and inspection terms | |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Inspection evidence confirms the school's view that teaching and learning are consistently good. The school is rightly seeking to increase the proportion of outstanding teaching in order to raise achievement even more. This good teaching helps pupils enjoy their lessons and make good progress. Teachers have good subject knowledge and, when planning lessons, they take assessment information into account and make sure that pupils respond well to their targets.

The school now has permanent teachers and, as a result, pupils' learning is more consistent. All staff make sure individuals and groups are catered for well. Assessment practice is good and information is used well to review progress and set new targets. Marking and feedback to pupils is good.

The good curriculum meets statutory requirements and is well matched to pupils' interests. It is effectively adjusted to meet the needs of different groups of pupils, for example, providing individually tailored physical education (PE) lessons for disabled pupils. Work with partners to support learning is a strong feature of the good care, guidance and support provided by staff. Pupils thrive and gain in confidence in a warm and supportive atmosphere.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Senior leaders and governors have an accurate view of the school's strengths and areas for development as a result of regular self-evaluation. They have a clear vision and understanding of what the school needs to do to improve and what is required to continue the upward trend of improvement. Actions taken by staff have made a direct impact on improving attainment for individuals and groups of pupils.

All forms of discrimination and barriers to learning have been effectively tackled and the school's promotion of equality of opportunity is good. The school's promotion of

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community cohesion is satisfactory. It works effectively encouraging cohesion within the school and local community and is planning to engage with a range of groups beyond the immediate community. Partnerships with other schools are good. There are clear and accessible channels for parents and carers to communicate with the school. The large majority who responded to the questionnaire say they are successfully involved in decisions about their children's learning, well-being and development.

Governance and value for money are good. The governing body supports and challenges the school and regularly monitors all statutory duties. This makes a substantial contribution to the outstanding safeguarding procedures which are evident in all aspects of the schools work.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage are outstanding. Children show high levels of independence and relate very well to adults and their peers. The school works closely with parents when they enter the Reception class, for example, setting targets. All different groups of children do equally as well and are thoroughly involved in their learning.

The quality of provision is outstanding. The environment is exceptionally well organised and provides the children with exciting opportunities for learning inside and outside the classroom. Teaching is outstanding. Progress is regularly assessed and children's welfare is rigorously monitored.

Leadership and management are outstanding. Children's safety and well-being have the

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highest priority and their needs are met very well through rich and imaginative experiences. For example, on an autumn scavenger hunt, they had an excellent understanding of shape and colour and were able to describe different tones of light in dark brown leaves and pine cones.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The very large majority of parents who responded agreed that the school is well led and managed and their children enjoy school. They are happy with their children's experience at the school and see it as very caring and supportive. Almost all parents agreed that the school keeps their children safe. The concerns of a very small minority were investigated and no evidence found to support their views.

A small minority were concerned about their children not making enough progress due largely to disruptions in their teaching and learning. This has been resolved as one commented, 'the teaching team is strong now' and another said, 'we are well informed about learning'. The very large majority were happy with their children's experience at the school, summed up by a typical comment, 'such a friendly welcoming atmosphere, home from home'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Milford Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 60 completed questionnaires by the end of the on-site inspection. In total, there are 147 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 72 | 62 | 41 | 35 | 4 | 3 | 0 | 0 |
| The school keeps my child safe | 69 | 59 | 43 | 37 | 4 | 3 | 0 | 0 |
| The school informs me about my child's progress | 27 | 23 | 80 | 68 | 6 | 5 | 4 | 3 |
| My child is making enough progress at this school | 33 | 28 | 62 | 53 | 15 | 13 | 6 | 5 |
| The teaching is good at this school | 29 | 25 | 71 | 62 | 7 | 6 | 4 | 4 |
| The school helps me to support my child's learning | 23 | 20 | 75 | 65 | 14 | 12 | 2 | 2 |
| The school helps my child to have a healthy lifestyle | 39 | 34 | 63 | 54 | 12 | 10 | 2 | 2 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 34 | 30 | 56 | 50 | 12 | 11 | 2 | 2 |
| The school meets my child's particular needs | 34 | 30 | 66 | 57 | 13 | 11 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 25 | 22 | 62 | 55 | 14 | 12 | 6 | 5 |
| The school takes account of my suggestions and concerns | 27 | 24 | 70 | 61 | 9 | 8 | 6 | 5 |
| The school is led and managed effectively | 22 | 19 | 77 | 68 | 7 | 6 | 6 | 5 |
| Overall, I am happy with my child's experience at this school | 45 | 39 | 55 | 48 | 10 | 9 | 3 | 3 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of South Milford Primary School, Leeds LS25 5AU

Thank you for all your help when I inspected the school with my colleagues. Please would you pass on my thanks to your parents and carers for returning the questionnaires and say we took all their views into account. I thought you might like to know what we found out about your school.

South Milford is a good and improving school.

You feel very safe and the care, guidance, and support you receive are good.

You get off to a flying start and the Early Years Foundation Stage is outstanding.

You continue to make good progress and standards are above average by the time you leave in Year 6.

The quality of teaching is consistently good and some is outstanding.

Leadership, management and governance are good and the school is moving in the right direction.

Your teachers and the staff want to make the school even better. To help them do this, I have asked if they would:

help you achieve even more by increasing the proportion of outstanding teaching
improve community cohesion by engaging with a broader range of community groups beyond the school.

I wish you every success in all you do in the future.

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