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Mrs Jan Harazdiuk  
Millfield Primary School  
Recreation Road  
North Walsham  
NR28 0ES

Dear Mrs Harazdiuk

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 23 June 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also extend my thanks to your staff and pupils.

Since the last inspection the headteacher has moved on and a new headteacher is now in post having been appointed very recently. Management structure has been reorganised so that accountability and responsibilities are better defined. The number of pupils on roll has decreased slightly.

As a result of the inspection on 25 June 2008, the school was asked to:

- Accelerate pupils' progress, especially that of the middle and higher achievers, ensuring they all work at appropriate levels in lessons.
- Improve the accuracy of teachers' assessment of pupils' work to develop an accurate picture of standards and to track progress.
- Ensure teachers' marking gives the next steps in learning across the school and in all subjects and make sure pupils respond to the advice given.
- Develop and extend the outdoor provision for the Foundation Stage.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Since the last inspection the progress that pupils make has improved markedly and is now close to that expected. This is especially so in mathematics and science although progress in English has not improved as quickly. This is mainly because



reading and writing are less well developed in boys than in girls. The picture of satisfactory progress was confirmed by classroom observation. When pupils reach the end of Key Stage 1 they attain standards that are a little above national average. Overall standards reached at the end of Key Stage 2 are a little below that expected. In mathematics and science the proportion of those attaining the highest level 5 or higher is above the national average, having improved in 2009. The progress made by the least able is improving.

The extent to which the school accurately monitors the attainment of pupils has improved significantly because of the extensive development work undertaken. All teachers now evaluate the progress made by pupils on an individual basis. The levels that they reach are accurately recorded and regularly reviewed. However, the information that is now available is rarely used to structure the teaching and learning seen in class. Too often, lessons concentrate on task completion rather than the support of differing individual learning needs. In some classes the tasks are insufficiently demanding so that the most able become bored.

Marking of written work by teachers has improved. Comments made are now more comprehensive and usually give clear areas for improvement, often linked to levels of attainment. However, the use of this information in class is inconsistent across the school.

Considerable improvement has been made in the development of outdoor provision for the Early Years Foundation Stage. A large canopy now enables children to access the outside all year round. Various markings such as a cycle track, hopscotch and a number snake have been laid out on the play area to enhance children's learning. A satisfactory range of resources and activities are always available to the children. They are able to make choices about what activities they play with and are able to work at their own pace to develop knowledge and skills. Staff are clear about further improvements that are now possible.

The school is quickly developing a culture for improvement. The new headteacher, well supported by the deputy, is clear about the challenges that the school faces. The self evaluation is excellent and is accompanied by clear development plans. Target setting is improving, and the accountability of staff is being made clearer through the performance management system. The school's lesson observation system is being used effectively to identify where areas for development exist, and much professional development has been undertaken as a result. The school recognises, however, that the current system places too much emphasis on what teachers do rather than what pupils learn.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely



Ian Seath

Her Majesty's Inspector

