

# Milverton Community Primary School

## Inspection report

---

<b>Unique reference number</b>	123703
<b>Local authority</b>	Somerset
<b>Inspection number</b>	380715
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	Tony Shield

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<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 of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Ainsworth-Smith
<b>Headteacher</b>	Richard Stead
<b>Date of previous school inspection</b>	15 October 2008
<b>School address</b>	Sand Street Milverton Taunton Somerset TA4 1JD
<b>Telephone number</b>	01823 400439
<b>Fax number</b>	01823 401412
<b>Email address</b>	office@milverton.somerset.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	7–8 March 2012
<b>Inspection number</b>	380715



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Tony Shield

Additional inspector

Fran Ashworth

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons taught by eight teachers, as well as visiting five classes for shorter periods to check on pupils' progress and to scrutinise their work. They held meetings with members of the governing body, the headteacher, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View), as well as documents provided by the school, in planning the inspection. They observed the school's work, and looked at the school development plan, safeguarding policies, attendance data, minutes of governing body meetings, the school's assessment data, and planning documentation. Inspectors took account of the views of 62 parents and carers who responded to inspection questionnaires.

## Information about the school

Milverton Community Primary School is smaller than most primary schools. Most pupils are of White British heritage and only very small numbers of pupils are from a range of different ethnic heritages. The proportion known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is also below average. Most of these pupils have either moderate learning difficulties or speech, language or communication needs. Last year, the school met government floor standards, which set the minimum expectations for pupils' attainment and progress. The on-site pre-school provision is privately managed and was not part of this inspection. Most children transfer to the school's Reception class for the remainder of their Early Years Foundation Stage provision. The school manages an on-site early morning club and an after-school club. The school is an Eco-School and has gained other awards in recognition of its work to counter bullying and promote a healthy lifestyle and sports.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Improvements since the last inspection have been marked and achievement is good. Currently, the school is good rather than outstanding because provision and outcomes in the Early Years Foundation Stage are only satisfactory, and teaching is not consistently good enough to be judged outstanding.
- Attainment in reading, writing and mathematics is consistently above average by the time pupils leave in Year 6. Many pupils write with imagination and verve and they apply their numeracy skills confidently.
- The quality of teaching is good and sometimes outstanding. Pupils respond to teachers' high expectations with energy and commitment. Respectful relationships between adults and pupils ensure a calm and purposeful atmosphere in classrooms. Learning is characterised by vibrant and stimulating lessons alongside an ethos of care. As a result, pupils enjoy school and make good progress. Well-directed questions prompt pupils to think carefully, but do not always ensure pupils work and solve problems independently of the teacher. Pupils' performance is checked regularly but teachers do not always use this information sharply enough to set tasks which successfully build on their prior attainment. Assessment in the Early Years Foundation Stage is not consistently accurate and is underdeveloped, with the result that activities are not always purposeful.
- Pupils are well behaved around the school and show kindness and courtesy to each other and adults. The buddy system has encouraged pupils to behave thoughtfully and responsibly to each other. Pupils take work seriously in class and take pride in what they achieve. Pupils say they feel safe in school and parents are confident the school keeps their child safe.
- The headteacher's calm leadership has inspired a culture of improvement and trust. Senior leaders lead teaching effectively and manage teachers' performance well, resulting in more rapid pupil progress and sharp improvements in the quality of teaching. But school improvement has been a team effort, and the contribution of all staff has been considerable.

**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

## What does the school need to do to improve further?

- Accelerate pupils' progress further by:
  - sharing good and outstanding practice
  - using assessment more sharply to set work which builds on individual pupils' prior attainment
  - devising tasks which promote pupils' independence and their capacity to steer their own learning.
  
- Improve provision and outcome in the Early Years Foundation Stage by:
  - ensuring accurate ongoing assessment of children's progress is used to promote successful learning.

## Main report

### Achievement of pupils

Pupils' progress in lessons observed during the inspection is good and is consistent with work scrutinised in pupils' books and the school's own analysis of performance data. Attainment in reading, writing and mathematics is above average by the time pupils leave in Year 6. By the end of Year 2, reading is broadly average. Most pupils, have developed secure reading skills, and all know how to sound out letters and make sense of unfamiliar words. They read and understand books appropriate for their age. Reading skills develop well through the school and by Year 6, reading is above average and most pupils read a range of genres fluently and confidently.

Staffing difficulties in the Early Years Foundation Stage have inhibited improvements. Children's welfare is given a high priority and caring relationships ensure they are happy and feel safe. However, although achievement is satisfactory for most children, they do not always make as much progress as they are capable of because provision is not closely tailored to individual needs. This is particularly the case with regard to the development of children's language skills and numeracy skills. Nevertheless, pupils soon catch up in Years 1 and 2 because challenging teaching and well-managed learning promotes good progress. In one Year 1 English lesson, pupils recounted getting up in the morning and clearly identified the time connectives they used. They spoke confidently and listened to each other well.

Progress continues to accelerate through Key Stage 2. Inspectors agree with the large majority of parents and carers who believe their children make good progress. Disabled pupils and those with special educational needs make increasingly good progress across all subjects because of carefully targeted support. By the time they reach Year 6, pupils demonstrate confidence and imagination in their writing. They talk about their work with pride and enjoy recalling particular topics they have studied. Year 6 pupils confidently apply their literacy and numeracy skills in different subjects. Pupils' sophisticated speaking skills were demonstrated in an English lesson in Year 6, pupils were encouraged to talk before writing their responses.

**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

All groups of pupils make similar progress. The school has successfully improved the standard of more-able pupils' writing through increasing the levels of challenge, and developing strategies to encourage writing through talk. Work to narrow the gap between the performance of girls and boys has also been successful.

### **Quality of teaching**

Good teaching is a feature of the majority of lessons, and most parents and carers agree that their child is taught well. At its best, teaching successfully involves the pupils themselves in deepening their thinking and developing their own approaches to the task. In one Year 4 mathematics lesson on recognising the properties of two-dimensional shapes, pupils were expected to describe their methods and thinking in solving the problem. This led to a secure understanding. Ongoing assessment by the teacher was sharply focused and led to some impressive gains in learning, as tasks were adapted to meet individual needs.

Mutual respect and good relationships are at the heart of all the learning. Pupils know that the teachers expect a lot from them, while providing them with good care and guidance on how to improve. Marking is regular and, for the most part, constructive in ensuring pupils know how to move the learning forward. However, unfinished work is sometimes left incomplete. Most pupils agree that teaching is good. 'We absolutely love it....' is how one Year 6 pupil described her work in class. Teachers successfully promote positive attitudes to learning, through the setting of motivating tasks within the lively curriculum. Teachers adapt the planned curriculum carefully to ensure the interests and abilities of pupils are closely met. In some of the most effective lessons, pupils work independently and are sometimes engaged in shaping the direction of the learning. However, this is not consistently the case.

Teachers keep a close eye on individual pupils' progress through regular assessment. In lessons, tasks are designed effectively to build on what pupils already know and understand. Where tasks are well matched to wide range of abilities in the class, pupils make good progress. Sometimes, however, pupils miss out because work is either too easy or too difficult for them. There is a good partnership between teachers and their teaching assistants, ensuring that disabled pupils and those with special educational needs are well supported and make good progress.

Typically, pupils work hard and know exactly what they are trying to achieve, because teachers make their learning intentions clear. High expectations of behaviour and of how to work collaboratively are the norm. This makes a strong contribution to pupils' social and moral development.

### **Behaviour and safety of pupils**

Pupils are friendly, polite and courteous. They treat each other respectfully. Groups of pupils play together happily and in the classroom they work together well and collaborate constructively, discussing and sharing ideas. They respond well to gentle reminders of their responsibility to themselves and others in class and frequently

**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

need no reminder whatsoever. There is a strong sense of community and mutual support, exemplified by the work of the older pupils in caring for the younger ones in the playground or in running lunchtime clubs, such as the chess club. As a result, behaviour is good in class, around the school and during break and lunchtime. In addition, bullying is kept to a minimum and dealt with quickly and effectively when it does occur. Pupils themselves were actively involved in devising the school's approaches to minimise and deal with bullying. Most pupils say that while there is occasional 'name calling', it is rare. Older pupils are alert to the dangers of text and cyber bullying, but say they have little personal knowledge of it.

A very large majority of parents and pupils say that behaviour is good and that lessons are not disrupted by any occasional misbehaviour. Some pupils report that they can sometimes be distracted by others during lessons, but that teachers deal with this effectively. The school is a safe environment and parents and carers are confident that their child is safe while at school. Pupils too recognise that school is a safe place to be. Attendance has been improving and is now above average. Punctuality is good.

### **Leadership and management**

A strong team spirit pervades and shared values and a common purpose provide a good framework for school improvement. Firmly led by the headteacher, the school has made significant strides forward. The school has robust procedures for checking the effectiveness of its work and for tracking the progress of pupils. Assessment data is carefully analysed leading to accurate and realistic self-evaluation. A well-conceived development plan and a comprehensive programme of professional development underpin school improvement. The impact of this has been seen in the improving picture of teaching and the achievement of all groups of pupils. Given its track record of improvement, the school has a good capacity to improve.

The governing body makes an important contribution. Governors are well informed and confident to challenge and ask questions. The school meets its statutory obligation to safeguard pupils and is diligent in tackling discrimination. Teachers are quickly alert to potential underachievement by individuals or groups, and intervention and booster programmes are used effectively. As a result, there are no significant differences between the achievement of different groups, and gaps are narrowing.

The school's values in which 'the world is our classroom' are embedded in the curriculum. As a result, pupils' spiritual, moral, social and cultural development is promoted well at every opportunity. Particularly strong features are the school's work to encourage a sustainable future through the work of the pupils' eco-committee. The school grounds are used well to encourage outdoor learning and the Eco-days are a popular feature. Pupils learn to understand their place in the school, and the local and global communities through the curriculum and to understand cultural diversity through music and dance. The broad and balanced curriculum is good and encourages lively and motivated learners. The school keeps it under review to ensure it promotes more meaningful opportunities for pupils to understand how subjects link

**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

in the real world.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



9 March 2012

Dear Pupils

**Inspection of Milverton Community Primary School, Taunton TA4 1JP**

Thank you for being so welcoming and friendly when we visited your school recently. We were very impressed with your politeness and the kind and thoughtful way you behave around school. We liked the way you play happily together and work hard in lessons. You say that you feel safe in school and your parents and carers agree.

Your teachers are kind and helpful, and do everything to encourage you to do your best. You go to a good school where all the adults care about you and where you make good progress. However, we want the headteacher and governing body to make your school even better and have asked them to make sure that:

- children in the Reception class get off to a good start and achieve well
- teachers learn from one another and that they plan work in lessons which is neither too easy nor too hard for you
- you are given more opportunities to work on your own and sort problems out yourself.

Everybody in school is determined to improve even further and, with your help, they can!

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Tony Shield  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**