

Mildmay Junior School

Inspection report

Unique Reference Number	114892
Local Authority	Essex
Inspection number	378949
Inspection dates	20–21 September 2011
Reporting inspector	Judi Bedawi

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair	James Bell
Headteacher	Ceri Jones
Date of previous school inspection	9 June 2009
School address	Robin Way Chelmsford CM2 8AU
Telephone number	01245 250019
Fax number	01245 265689
Email address	head@mildmay-jun.essex.sch.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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 11 teachers in 18 lessons or parts of lessons. The inspection team held meetings with pupils, staff, and representatives of the governing body, and talked to parents and carers informally. Inspectors observed the school's work, and looked in detail at pupils' books, a range of documentation including the school's evaluation of its performance, policies, monitoring records and data on pupils' attainment. The inspectors received and analysed responses to the questionnaire from 94 parents and carers, 101 pupils and 20 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors explored the impact of recent strategies and initiatives put in place by the new headteacher, to raise standards and pupils' progress.
- They investigated the quality and impact of provision for pupils attending the hearing impairment base.
- Inspectors also investigated the accuracy and effectiveness of the school's evaluation of its own performance.

Information about the school

Mildmay Junior is a larger-than-average-sized urban school. Pupils mostly live locally, with a few from further afield. Most pupils are of White British heritage with low proportions of pupils from different minority ethnic backgrounds and those learning to communicate in English. An above-average proportion of pupils have special educational needs and/or disabilities, and a high proportion have a statement of special educational needs. A below-average proportion of pupils are known to be eligible for free school meals. The school has National Healthy School Status and the Activemark. The headteacher has been in post for just over one term.

Within the school, there is specially resourced provision for special educational needs for pupils with hearing impairments. A few pupils attending this provision have additional learning or medical needs and all have a statement of special educational needs. The hearing impairment base admits up to 12 pupils. Currently 11 pupils attend the base. Most pupils transfer from the infant school's hearing impairment base on the same site.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides all of its pupils with a satisfactory education in a caring and calm learning environment. The headteacher's energy and ambition have harnessed the support of the staff, governors, parents and carers for the many changes which are making a positive impact on the provision the school makes for the pupils. A parent, echoing others' views said, 'The headteacher has made a positive impact on the school with vast improvements in the short time he has been here.' Pupils' questionnaires give a 100% positive response on the leadership of the headteacher and his senior leaders.

Pupils' achievement is satisfactory. Attainment is broadly average, and the declining trend of recent years has been halted. Steps taken by the school to bring improvements are beginning to have an impact and there are clear signs that progress is improving. However, progress in writing is not increasing as rapidly as in other areas because the pupils do not have enough opportunities to write at length and in a range of different styles and contexts. Not enough attention is paid to the presentation of the pupils' work or the quality of their handwriting. Pupils with special educational needs and/or disabilities, including those who are deaf, are making good progress because the skilled and well-trained staff set challenging tasks and targets that have a positive impact on their communication and learning skills.

The teaching is satisfactory. It is improving because monitoring of the quality of teaching and learning has been introduced and has increased the staff's confidence and raised expectations. In some lessons the pace of learning is hindered because introductions are too long. In most lessons the pupils enjoy learning and the curriculum captures their interests. The tracking of pupils' progress is working effectively in English and mathematics. However, new assessment arrangements are not fully implemented in all subjects and so a few pupils do not know how to improve their work.

Attendance is high, behaviour is good and pupils have adopted very healthy lifestyles and engage in many sporting activities. They say they feel exceptionally safe at school, and are very confident in talking to staff about learning or personal matters. Deaf pupils, those with special educational needs and/or disabilities and the very few from minority ethnic groups are fully included in all aspects of the life of the school.

The governing body provides positive support for the school but is not sufficiently influential in determining the strategic direction for the school or robustly holding it

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

to account for its performance. Nevertheless, the many recent improvements and a significant increase in the proportion of pupils reaching higher levels in the national tests at the end of Year 6, in 2011, illustrate that the school has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards and progress in writing by:
 - providing more opportunities across the school for pupils to write at length and in a range of different styles
 - encouraging pupils to improve the presentation of their handwriting.
- Raise the quality of teaching and learning by:
 - increasing the pace of learning and independent work
 - fully embedding the best assessment practice in all subjects so that pupils have a clear understanding of what they need to do to improve.
- Improve the effectiveness of the governing body, by implementing training and skills development for its members, so that they can make a greater contribution to the strategic direction of the school and robustly hold it to account for its performance.

Outcomes for individuals and groups of pupils

3

Pupils enter in Year 3 with attainment that is broadly average. They make satisfactory progress, although there are clear signs that their progress is accelerating. Pupils across the school find learning fun and know they are expected to work hard. One pupil said, 'Sometimes I misunderstand things and they (the teachers) help me.' Pupils read confidently and well, often enjoying books in the library at lunchtimes. However, pupils' progress in writing is not as fast as it is in reading because they have too few opportunities to write at length in a range of contexts. Although there are some good examples of interesting extended writing in which the pupils use imaginative and descriptive vocabulary, this is not the case in all classes. In addition, pupils do not take enough care with their handwriting.

Those pupils with special educational needs and/or disabilities are identified promptly and receive focused support that enables them to make good progress. This was seen in an outstanding mathematics lesson for deaf pupils in Year 3, where they made very effective use of signing, speech and the interactive whiteboard to solve subtraction problems. Most pupils worked independently and with considerable enthusiasm. Occasional support and encouragement for less-confident pupils enabled

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

them to make equally good progress. During the lesson, progress accelerated rapidly as the teacher and her assistant increasingly challenged the pupils, who all responded accurately and with real delight in their achievements.

Pupils behave well at all times and are tolerant and supportive of each other, forming strong friendships. The pupils appreciate the help given to them by the staff to stay safe in and out of school. They have an excellent understanding of the importance of being healthy and their involvement in many sporting activities is impressive. They are 'Ambassadors for Sport' and rightly hold the Activemark. There are strong links with the local community through visits and fundraising events, but links with other communities across the United Kingdom and globally are less well developed. Awareness of moral and social issues is good, as is pupils' spiritual development as seen in their response in assemblies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of the teaching is satisfactory. The sharp focus on raising standards has generated a determination among staff to raise their game. There is an increasing proportion of good and some outstanding practice evident in some classes. In most lessons the teachers use their subject knowledge effectively and show a clear awareness of pupils' needs. In the best lessons, learning proceeds at a fast pace, pupils have plenty of opportunity to work independently and time is used well throughout the lesson. However, these good features are not evident in all classes. On occasions teachers' explanations are too long and limit the time available for

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

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

learning and progress.

Pupils with special educational needs and/or disabilities, including deaf pupils, receive good support from skilled teaching assistants through activities that are carefully planned to meet their needs.

Teachers and their assistants value the newly implemented and clear assessment guidance and practices. As a result, they are starting to use assessment more accurately to set individual targets. The use of self-assessment is beginning to give pupils a greater insight into their learning and progress. Marking does not always offer pupils helpful guidance about how to improve their work.

The curriculum is satisfactorily broad and balanced. It is well adapted to meet the needs of pupils who are deaf and others who have special educational needs and/or disabilities. All who work and learn in the school know or are starting to learn sign language. The recent focus on improving basic skills is starting to have an impact and the school is identifying more opportunities for pupils to apply their skills, although they do not have sufficient opportunity to write in a range of contexts. Use of information and communication technology is satisfactory and opportunities for pupils to do independent research are developing. There is an impressive range of after-school activities in sports and other areas with a high uptake in all year groups. Visits, visitors and residential experiences enrich pupils’ knowledge and personal development.

Pastoral care and the guidance offered to pupils and their families are having a good impact on pupils’ learning and their personal development. A high proportion of families and pupils find themselves in circumstances that have made them more vulnerable, and the school readily offers good support through the family support worker and learning mentor. The school uses other agencies if needed or requested by families. The monitoring of matters related to pupils’ safety, well-being and welfare is good. Parents and carers comment positively about the good transition practices on entry and when pupils leave the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has gained the confidence of pupils, parents, carers, staff and governors through his accurate assessment of the school’s needs. He has put in

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

place strategies to accelerate rapidly pupils’ progress and raise standards. Although at an early stage, the steps taken by the headteacher are having an impact in many areas of the school’s performance. Monitoring, evaluation and review of teaching and learning by senior leaders is established and has high priority and, as a result, is improving the quality of teaching. Subject leaders are now holding colleagues to account for pupils’ progress. The support and commitment of the governing body is greatly valued and it now receives information about school performance. It has yet to develop and hone the skills needed to evaluate and review standards in order to have a sharp strategic overview of the school’s work.

Partnerships with parents and carers are good. They say that communication with the school has greatly improved in recent times and they appreciate the opportunities to talk to the headteacher and staff whenever they feel it will help their child. Most parents and carers are involved successfully in school life. However, a very few would like an easier way to communicate through the school’s new website. Partnerships to promote learning are good. There are strong links with the infant school sharing the site. Links with welfare and other agencies and local schools are widening learning and training opportunities for pupils and staff. Equality of opportunity is satisfactory. Pupils understand that any form of discrimination is unacceptable.

Safeguarding is good. There are strengths in the way that the most vulnerable pupils and families are supported. The school keeps a careful and detailed check to ensure that all adults working in the school are suitable and qualified to work with children. Community cohesion is satisfactory, being better in the local community than in the wider and global communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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

Views of parents and carers

The parents and carers who responded to the questionnaire were almost entirely positive about all areas of their children's education. Almost all said that their children enjoy school, are kept safe and lead healthy lifestyles. They think that leadership and management of the school are good. They believe that there is room to improve pupils' progress and the support they receive. A few think that suggestions and concerns could be better managed. The inspection team judged progress to be satisfactory and found that any concerns or suggestions are now recorded and receive a response.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mildmay Junior 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 inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	54	40	43	2	2	0	0
The school keeps my child safe	56	60	34	36	2	2	0	0
The school informs me about my child’s progress	33	35	50	53	4	4	0	0
My child is making enough progress at this school	24	26	59	63	4	4	0	0
The teaching is good at this school	33	35	50	53	3	3	0	0
The school helps me to support my child’s learning	26	28	50	53	10	11	0	0
The school helps my child to have a healthy lifestyle	37	39	53	56	1	1	0	0
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)	29	31	56	60	2	2	2	2
The school meets my child’s particular needs	32	34	51	54	2	2	0	0
The school deals effectively with unacceptable behaviour	29	31	49	52	5	5	0	0
The school takes account of my suggestions and concerns	29	31	45	48	7	7	0	0
The school is led and managed effectively	49	52	38	40	2	2	0	0
Overall, I am happy with my child’s experience at this school	44	47	43	46	3	3	0	0

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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



22 September 2011

Dear Pupils

Inspection of Mildmay Junior School, Chelmsford, CM2 8AU

Thank you for giving all of us such a friendly welcome when we visited recently. You told us what it is like to be a pupil at your school and this helped us a lot. We are pleased to see that you enjoy school, like the new changes and find learning fun. We are very impressed with your excellent attendance, the way that you have adopted healthy lifestyles and that you feel extremely safe because all the adults look after you so well. We like the way you use signing to fully involve your friends who are deaf. Well done!

You go to a satisfactory school. This means that you make similar progress to pupils in most other junior schools. Your headteacher and the staff want to make the school even better. I have asked them to:

- help you get better at writing by providing you with more opportunities to write in different styles and use imaginative language
- make sure you keep your handwriting neat, tidy and looking good
- give more time for you to learn and to work independently
- get even better at knowing how well you are doing so that you make faster progress in every subject.

I have also asked the governing body to check how well the school is performing and to check that your progress is continuing to get better and better.

You can help by writing more and by writing neatly. Talk to the governors about your work when they visit, it will help them to check how well the school is doing. I am sure you will all continue to enjoy the rest of your time learning at Mildmay.

Yours sincerely

Judi Bedawi
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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**