

# Mildmay Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	114895
<b>Local Authority</b>	ESSEX
<b>Inspection number</b>	290068
<b>Inspection dates</b>	11–12 June 2007
<b>Reporting inspector</b>	Marianne Harris

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Freda Mountain
<b>Headteacher</b>	Mrs Angela Wright
<b>Date of previous school inspection</b>	11 November 2002
<b>School address</b>	Robin Way Chelmsford Essex CM2 8AU
<b>Telephone number</b>	01245 250021
<b>Fax number</b>	01245 284631

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size school in a socially advantaged area. Most of the pupils come from a White British background and a few pupils are from minority ethnic groups. The proportion of pupils who have learning difficulties and disabilities is higher than normally seen because the school has provision for twelve hearing impaired pupils, all of whom have a statement of special educational need and are fully integrated into mainstream classes. The school has gained the Healthy School's Advanced Award and the Basic Skills Quality Mark.

## 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, where pupils enjoy learning and make good progress. Parents are very supportive of the work of the school and are particularly appreciative of the way in which teachers help them to help their children learn.

The school is well led and managed and much emphasis is put on making sure that pupils develop personally as well as academically. Consequently, standards are above average in reading, writing and mathematics, with a recent rise in mathematics standards. Pupils who have a hearing impairment have very good support so that they can achieve very well, often reaching the nationally expected standards for their age. Very good provision is made for pupils with learning difficulties so that they are fully included and make outstanding progress.

Pupils' personal development is good and most have a secure understanding of how to keep healthy and remain fit. They are very sensitive to their friends needs and take great care of each other. Parents report that their children like school and enjoy coming and attendance is above average.

Teaching and learning are good. Children in the Foundation Stage achieve well during their time in the Nursery and Reception classes because provision is good. Lessons throughout the school are well planned so that work and activities match the needs of individual pupils. Most lessons move at a fast pace, although there are times when the pace slows as pupils are kept sitting for too long and they begin to lose concentration. A small minority of parents are concerned about the times when their child is not taught by their regular teacher. Whilst this concern is understandable, the overall progress their children make is not affected by changes in teachers. The curriculum is good with a good range of activities outside of lessons. There are some opportunities for children to learn about other faiths and beliefs, but there are fewer occasions when they can learn about the range of cultures in Britain today. Care, guidance and support are excellent. The school has thorough tracking systems in place to make sure that all pupils make the expected progress and every step is taken to make sure that the school is welcoming and safe. Pupils themselves report that they have many adults to go to if they have a worry.

The headteacher, staff and governors have been very successful in tackling the issues identified in the last inspection and the accommodation has improved dramatically. The evaluation they make of their work is thorough and accurate.

Standards are higher than reported last time and the strengths of the school have been maintained and the school has good capacity to improve further. It provides good value for money. Excellent use is made of partnerships with others, notably the Junior School and specialist teachers and health professionals, to ensure that all pupils are fully included in the life of the school and that they are secure when moving on to the next stage of their education.

### What the school should do to improve further

- Ensure that pupils do not sit on the carpet for too long and lose concentration.
- Provide more opportunities for pupils to explore the range of cultures in Britain.

## **Achievement and standards**

### **Grade: 2**

When they start school children's abilities vary, but are similar to those expected nationally. There are some children with very specific needs and some who are more able. By the times children join Year 1 they have made good progress in consolidating their knowledge and skills in all areas of learning and reach standards that are a little above those expected for their age. Pupils continue to make good progress and achieve well throughout Years 1 and 2. In the 2006 national assessments, standards were above average in reading and writing and average in mathematics. Current standards reflect these results, except in mathematics, where there has been much success in raising standards so that they are now above average.

Pupils with learning difficulties and disabilities and those with specific needs make outstanding progress because the school makes very good provision for them. The specialist help given to those pupils who have a hearing impairment is very good and they achieve very well, often reaching nationally expected standards in reading, writing and mathematics. More able pupils also achieve well because work is well matched to their needs and the proportion who reach higher levels in national assessments is above that normally seen.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being, including spiritual, moral, social and cultural development, are good. Pupils live up to the rules of good behaviour that are displayed in all classes. This contributes much to the school's good climate for learning. Pupils work and play together very amicably, so those with hearing impairment and learning difficulties or disabilities are fully included in all activities. Pupils enjoy school enormously. One of them summed up the views of many, when she said, 'I've been here since nursery and I've liked it every single day.' This particularly high enjoyment of school is reflected in pupils' above average attendance. Personal, social and emotional development is good throughout the Nursery and Reception classes, where children soon settle and learn to work, play and share effectively. Pupils understanding of their own culture is strong because pupils value art, music and dance highly. However their understanding of other cultures is limited. Pupils know much about how five fruits and vegetables a day can help keep them healthy and they are keen to be active. Outstanding contributions to the community include singing and signing at a Carol Service in Chelmsford Cathedral and much involvement in charitable fund-raising. Good literacy and numeracy skills prepare pupils well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers and teaching assistants form very good relationships with their classes and this means that pupils are keen to learn and enjoy coming to school. The purpose of each lesson is clearly explained to each class, and if the teacher forgets there is usually a child who will ask what the learning objective is. Teachers and assistants who work with those who are hearing impaired are particularly skilled at working together so that all pupils can have access to the signing and be able to take part in all lessons. Planning is good and work is matched to the needs of all pupils in the class, whatever their ability. Most

lessons have challenging work planned for more able pupils so that they remain interested in learning. The pace of lessons is usually good, with fast exciting introductions that make pupils eager to learn more. However, there are times when this pace slows as teachers spend too much time on explanations and pupils sit on the carpet for too long. They then lose concentration and begin to fidget.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is rich and varied and covers all aspects of the National Curriculum. The programme for pupils' personal, social and health education is very good and results in pupils having a clear understanding of how to keep healthy and safe. Displays around the school celebrate the visits that pupils have undertaken and pupils are keen to share their experiences. There are many visitors into school that support pupils with learning how to read and in helping them understand about their local community. There are more clubs than are normally seen in an infant school and these help pupils with their social skills as well as helping them with their singing and art skills. There are opportunities for pupils to learn about the beliefs and cultures of others, but not enough is done to help them understand about the wide cultural diversity that exists within Britain today.

## **Care, guidance and support**

### **Grade: 1**

The school provides excellent care, guidance and support for all pupils. There are regular assessments to make sure that all pupils are making as much progress as possible. Information from these are used effectively to set targets for each class. Pupils talk enthusiastically about what they are learning and know what they have to do to improve their work. There is swift action if a pupil is falling behind and appropriate support is given so that they can soon catch up. The progress that pupils with learning difficulties and disabilities and those with particular needs is tracked carefully so that their individual needs can be met. Great care is taken so that there is always an adult that the pupils can go to if they have a problem or worry. Many staff are trained in First Aid, and Child Protection procedures are firmly established in the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and her deputy provide a strong lead, offering clear direction for future development. Governors have played an important part, contributing their strengths willingly, while asking pertinent questions. Teamwork is a key feature in how the school operates. It is strongly exemplified in the way that staff with responsibility for pupils with hearing impairment co-operate and share expertise with the special educational needs co-ordinator and other staff. This benefits all pupils very well, as it results in highly effective uses of learning resources and uses of expertise. Checks on pupils' performance and the quality of teaching are carried out regularly, so pupils' good progress is ensured. Liaison with the junior school that shares the site is another particularly strong feature. Senior staff have been effective in maintaining above average standards, and in bringing about recent improvement in mathematics.

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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	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	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 disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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 the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<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.

## Annex A

**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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

## **Text from letter to pupils explaining the findings of the inspection**

15 June 2007

Dear Children

Inspection of Mildmay Infant and Nursery School, Chelmsford, CM2 8AU

Thank you so much for welcoming us into your school a few days ago and for helping us find out about your work. We would now like to tell you what we found out.

We agree with you and think yours is a good school, with some parts that are excellent. We think that you all make good progress in your work and are very impressed by the way you all get along together. You behave well and are very good at looking after each other. You are friendly and polite and know a lot about keeping healthy and safe. We were particularly keen to hear about the excellent things you do for the local community, especially the fund raising and the singing.

Your teachers told us that they have worked hard to make sure your mathematics work has improved and we saw that you are working very hard on this. We have asked your teachers to make sure that you do not sit on the carpet for too long because you sometimes lose concentration and begin to fidget. We have also asked your teachers to give you more opportunities to learn about the different cultures that are in Britain today. We know that you learn about religious beliefs and about other countries, but we would like you to learn about other children from different backgrounds that live in this country.

Once again thank you for helping us find out about your school. We wish you good luck in the future.

Marianne Harris Lead inspector