

# Mill View Primary School

## Inspection report

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<b>Unique Reference Number</b>	111123
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	325295
<b>Inspection dates</b>	10–11 December 2008
<b>Reporting inspector</b>	David Halford

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	214
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Thompson
<b>Headteacher</b>	Mrs S Walters
<b>Date of previous school inspection</b>	13 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wealstone Lane Upton-by-Chester Chester Cheshire CH2 1HB
<b>Telephone number</b>	01244 381443
<b>Fax number</b>	01244 382334

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school with an Early Years Foundation Stage (EYFS) provision serves an area of mixed housing. The proportion of pupils eligible for free school meals is below average. The proportion of pupils from minority ethnic heritages is well below average and very few are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The headteacher was seconded to the post 10 days before the last inspection in 2006, following a period of significant instability in the school, and has led the school continuously since then. She was appointed to the permanent post just before the start of the current term, in 2008. The deputy headteacher has also been appointed since the last inspection. An out-of-school club, which is not managed by the governing body, operates on the site. It was not included in the inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils are achieving excellently. Inspirational leadership is providing an excellent platform for outstanding achievement. The overall quality of the school's provision for its pupils – including the teaching and learning, the range of curriculum on offer to them, their care, guidance and personal well-being – is outstanding. The pupils thoroughly enjoy being in school and the vast majority of parents are overwhelmingly supportive of the work undertaken. They applaud the changes that have taken place since the last inspection and find the staff thoughtful, approachable and thoroughly professional. Typical parental views indicated, 'We could not be happier with the quality at Mill View. Our child thoroughly enjoys the whole experience of school and is excited to talk about it on returning home.' Others were particularly explicit about recent improvements; 'I am very happy with the school and feel it has improved significantly over the past two years.' The inspection agrees fully with this positive picture of rapid improvement from when the school was last inspected.

Relationships, attitudes to work and behaviour are excellent. Children enter the EYFS in the Reception year with skills which are broadly typical for their age and they settle very well. Provision for them in this setting is good, although recent developments for their outside education have yet to be improved. Outstanding progress is made through the rest of the school and pupils achieve excellently. Standards at the end of Year 2 are above average and by the end of Year 6, high. Pupils with learning difficulties and/or disabilities achieve very well and the school makes excellent provision for all who are vulnerable. Part of the great success of the school is that it now knows the strengths and weaknesses of each child and tracks their individual progress in detail.

The staff take the highest quality care of their pupils and the pupils are highly aware of their own safety and well-being. Excellent links are made between different curriculum areas, which add much to pupils' real enjoyment and test their use of basic skills in interesting and challenging ways. The pupils' knowledge and use of information and communication technology (ICT) are exceptional. This very high quality curriculum is supplemented by a wide range of extra-curricular activities and residential experiences, in each year group from Year 2 to Year 6.

The school benefits from leadership of the highest quality at all levels. Governors are very well informed, supportive of the school and know that it is developing rapidly, yet they are confident to hold senior leadership to account. Overall, the school has made outstanding progress since the last inspection, provides excellent value for money and demonstrates a particularly strong capacity to promote further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The children's skills and knowledge when they first enter the Reception year are typical for their age. They make good progress in the EYFS because of effective teaching, outstanding personal attention to the children's needs and the effective links with parents. Staff give deliberate attention to letters, sounds and words and teach this work in an enjoyable way. Good use of the interactive whiteboard and tasks readily adapted to promote the clarity of children's understanding help the children to achieve well. Children's attainment is a little above what is expected of them by the end of the Reception year in all areas of learning. Children gain very good social skills as they interact with one another and develop increasing levels of

independence. They use their developing confidence very well to choose their own activities and work with good focus on activities. The provision is led particularly well. The EYFS leader provides an excellent teaching role model. Self-evaluation is perceptive and the quality of planning is outstanding. Effective assessment systems support the children's next steps in learning. Resources are good overall, but the outside resources, whilst recently improved, is an area for further development.

### **What the school should do to improve further**

- Improve the quality of the provision made for outside education in the EYFS.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding overall and pupils by the end of Year 6 reach high standards. The majority of pupils enter Year 1 with skills, which are a little higher than those normally expected for their age. Overall, standards reached by the end of Year 2 are above average in reading, writing and mathematics and are showing improvement in 2008 from the position outlined in 2007. By the end of Year 6, results have shown further improvement in recent years, and are high in English, mathematics and science. An increasing number of pupils are reaching the higher than expected levels in English, mathematics and science. Overall progress is exceptional. Pupils with learning difficulties and/or disabilities are supported particularly well and make very good progress in their learning. Particularly high standards are seen in the development of pupils' ICT skills and this promotes learning of a very high quality.

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

### **Grade: 1**

Pupils behave excellently. They adopt a very positive approach to work, try particularly hard and take their learning very seriously in lessons. They show outstanding levels of enjoyment. Attendance is above the national average. Pupils have a very good and developing understanding of different faiths and cultures and show much mutual respect. The manner in which the curriculum links subjects together promotes this high level of understanding and enjoyment very purposefully. Pupils assess their own work honestly and are developing a good understanding of their own skills. Pupils keep safe both in and outside school. They eat a balanced diet and engage in exercise. The school council know they have a real voice in school and have been actively involved in planning some of the contexts in which learning takes place. All are keen to take on responsibility. Recent funds raised from a charity sale have been used to purchase a goat, school meals and the services of a teacher for children abroad. Pupils are very well prepared for their secondary schooling; links with the nearby High School are very well established. They are prepared excellently for the world of work, especially in their highly developed ICT skills on the school's Virtual Learning Platform.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. The enthusiasm shown by the staff is clear to see and is reflected in the pupils' outstanding motivation to learn. Teachers and teaching assistants work incredibly well together ensuring that groups of pupils and individuals work

purposefully. Staff use technology with great confidence, classroom management is excellent and planning is detailed and meticulous. Extremely effective links are made between subjects, for example, in work on Egypt and India. Independent and group working is promoted exceptionally well, as seen in science investigation, where older pupils successfully separated three solids. Very good relationships throughout the school support pupils particularly well across a very wide-ranging and vibrant curriculum.

## **Curriculum and other activities**

### **Grade: 1**

Staff integrate subjects well, and these arrangements support pupils' literacy and numeracy skills very effectively. In these lessons, pupils read for purpose and approach difficult mathematical problems enthusiastically, in contexts which are stimulating and challenging. A particularly impressive aspect of the overall provision is the manner in which the curriculum is linked to assessment in all subjects and not just those focused on the development of pupils' basic skills. The school makes excellent use of visiting professional groups to support a rich and broad curriculum, such as in art and drama. Music is a strong feature. The use of peripatetic music teachers enables many pupils to further their interest in instrumental work, seen to great effect in an afternoon of African drumming, which was clearly enjoyed by all. Extra-curricular provision is outstanding with a wide range of after-school activities, remarkable home/school links through the computer network and annual residential experiences for pupils from Year 2 to Year 6. The outstanding curriculum also underpins the school's excellent work on community cohesion by developing the pupils' knowledge and understanding of local, national and global communities.

## **Care, guidance and support**

### **Grade: 1**

Every aspect of pastoral support is excellent. Typical parental comments include, 'excellent staff look after each and every pupil'. Health and safety, and child protection procedures meet current government requirements and promote pupils' welfare effectively. Adults demonstrate much kindness and sensitivity to pupils resulting in outstandingly positive attitudes and behaviour. Relationships of the highest quality exist amongst all the members of the school, prompting parents' comments on the 'excellent ethos and atmosphere', which exists within it. Very strong links with parents support pupils' progress, and meetings with them are regular. Arrangements for assessing and tracking pupils are exceptionally thorough. The information gained is used very well to set challenging targets for pupils. There are very consistent procedures in place to enable pupils to assess their own work. Pupils' work is thoroughly and consistently marked, giving pupils clear guidance on how to improve. The school has forged extensive links with outside agencies, which support pupils' learning very well and very good systems are in place to facilitate smooth transition to the High School.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. Since her appointment to the school in 2006, the headteacher's inspirational leadership, along with the full support of all the staff, has transformed the school to one of outstanding quality. The school now has excellent systems in place and staff are eager to see its continued development. These systems are managed with

precision and progress has been remarkably rapid. Monitoring of teaching and learning is regular, professionally critical, and very effective. Leaders at all levels have a particularly good understanding of the strengths of the school and areas for further development. There are detailed and excellent plans to improve further. Much work has been undertaken to track the progress of every child with precision and to ensure that they meet exactly their changing needs. This results in every child having the opportunity to make the most progress they can. The school, through its outstanding curriculum provision and excellent focus on pupils' well-being is promoting community cohesion especially well. The governing body is led extremely well. It has benefited from wise and experienced governance in the recent past and is well prepared and is very well placed to oversee the school's continued improvement.

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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	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

My colleague and I really enjoyed our recent inspection of your school. Thank you very much for your very warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy your school so much.

We are really impressed with your school and we believe that your headteacher and staff are doing a very impressive job in seeking to make it so very good for you all. We judge that Mill View Primary School is an outstanding school with many very successful features. The staff care for you all so very well and provide really interesting things for you to do in school and out. We thought your lessons were really interesting and we can tell why you enjoy coming to school so much. Teachers are tracking your progress very carefully and we think that should help you to know what to do to improve your work. I particularly enjoyed talking to that group of boys and girls who gave up part of their lunchtime to speak with me, and taking part in that drumming session!

We saw so many good things going on when we visited, but part of our task is to try to suggest things which may make your school even better. We are asking the headteacher and her staff to ensure that the outside play area for the Reception and Year 1 children might be made a bit more interesting for them.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.