

Milford School

Church Road, Milford, Godalming, GU8 5JA

Inspection dates

16–17 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- The community at Milford School is happy and welcoming. The atmosphere is calm and pupils and teachers are respectful towards each other. Teachers and other adults have high expectations of all pupils.
- Pupils, including those who are disabled and those with special educational needs, make good progress in English and mathematics owing to effective steps that the school has taken.
- Attainment at the end of Key Stage 1 is high. Pupils develop confidence in speaking and build strong vocabularies. Their reading is particularly strong.
- The Early Years Foundation Stage is very well organised and activities are carefully planned to match children's needs. Children settle quickly, enjoying and persevering with activities, and make good progress.
- Teaching is typically good and some is outstanding. Good relationships are quickly formed between adults and pupils. Behaviour is managed well.
- Teachers plan interesting activities, which make good use of previous learning. They mark pupils' written work regularly and the pupils respond to the feedback they receive. They understand what they should do to make further progress.
- Leaders check the quality of teaching carefully and follow each pupil's progress. They ensure that extra support for pupils is used effectively. Pupils are making good and improving progress.
- Governors work effectively with senior leaders. They provide challenge to improve the quality of teaching and raise pupils' achievement.
- Pupils behave well and have a positive attitude to their work. They enjoy studying a broad range of topics and are enthusiastic about different opportunities for learning.
- Pupils feel safe. They are proud of their school and like their teachers. They get along well with one another, both in work and play. Attendance is well above average.

It is not yet an outstanding school because

- In a few lessons, work is too easy for some pupils, or they are not clear about what they are being asked to do.
- Teachers do not regularly and effectively check pupils' understanding throughout all lessons.

Information about this inspection

- Inspectors observed eight lessons, three of which were seen together with members of the senior leadership team. Inspectors also walked round the school on three occasions, making short visits to a number of lessons. They looked at pupils' written work and met with a group of pupils. An inspector listened to pupils reading and discussed their reading habits with them.
- The inspectors held discussions with school staff and with members of the governing body. They also met with a representative of the local authority.
- The inspectors looked carefully at safeguarding documentation, information about pupils' progress, self-evaluation documents and the school's development planning.
- Inspectors took account of 38 responses to the Ofsted online questionnaire (Parent View) and one letter from a parent. They had informal discussions with parents and carers.
- Inspectors also considered the views expressed in a questionnaire returned by 16 members of staff.

Inspection team

Josephine Lewis, Lead inspector

Additional Inspector

Noureddin Khassal

Additional Inspector

Full report

Information about this school

- Milford School is a small village school with 165 pupils, which became a two-form-entry school in September 2014. Pupils in the Reception Year attend the school full time.
- The large majority of pupils are of White British heritage. The number of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs (mostly speech, language and communication needs) and are supported through school action is slightly above average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by pupil premium (extra government funding for pupils known to be eligible for free school meals and children in local authority care) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' achievement and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by all teachers using time effectively to make sure that all pupils are clear about what they are expected to do and how to set about it.
- Further speed up the progress of all pupils in lessons by:
 - giving all pupils work at the right level of difficulty so that they achieve well
 - ensuring that teachers are consistent in checking pupils' understanding throughout lessons.

Inspection judgements

The leadership and management are good

- Milford School is led and managed well. Senior leaders know the strengths and areas for improvement of their school. Development planning, including that by the middle leaders, is highly focused and effective. The well thought-out plans of all leaders use information about pupils' progress to bring about significant improvement in achievement and in the quality of teaching.
- The school regularly checks on the progress of different groups of pupils and provides extra support when it is needed. Achievement is reviewed regularly so that senior leaders assess the impact of this work and hold the teachers to account for how well the pupils do. The recent well-targeted support for underachieving pupils is beginning to have an impact as it gets them back on track quickly.
- Senior staff act as good role models for pupils and staff alike. They ensure that the school is calm and orderly with a friendly, caring and purposeful atmosphere. Other leaders, particularly the Early Years Foundation Stage leader, also provide strong support in this respect.
- Senior leaders and middle leaders make robust checks on the quality of teaching by observing lessons and by reading pupils' work and teachers' planning. They also review the progress of groups of pupils. This is having a good impact but has not yet raised the quality of teaching to outstanding overall. Nevertheless, teachers are set clear targets which are linked to the school improvement plan.
- The school works closely with an outstanding school. Subject leaders, teachers and learning support assistants have opportunities to observe and discuss good practice. This not only develops their roles but also gives them confidence to support the pupils in the best way possible to ensure that all groups make good progress.
- The curriculum is broad and balanced. Teachers plan together weekly when their classes are involved in a range of activities which include karate, music, construction and the outdoor activity known as 'forest school'. Year group topics include helpful opportunities for literacy and numeracy, and pupils are also taught English and mathematics as separate subjects. The Reception classes study topics such as 'helping hands' in personal and social education. This teaches the children about sharing. The outdoor space regularly supports the curriculum as Year 2 turn into 'maths detectives'. In a Year 2 topic on pirates, pupils are making good use of tablet computers for designing ships.
- Disadvantaged pupils benefit from the support they receive and are now making good progress. The support encourages them to concentrate on what they are being taught, thus bringing about improvement.
- The extra government funding for primary physical education and sports is used to provide high-quality physical education as class teachers work alongside sports coaches. The teacher then demonstrates the good practice and the sports coach provides feedback. The funding is also used to provide places on after-school clubs, for example 'Tennis England'. Pupils have also been introduced to different skills, including dance and gymnastics.
- School assemblies contribute well to pupils' spiritual, social, moral and cultural development. An assembly focused on sharing and became memorable as an element of humour was introduced. The school has links with the local church and invites visiting speakers, including the police community support officer. There are also focus days, for example grandparents' day, and visits to the local farm. Each term there is a focus on different faiths. All these activities improve pupils' understanding and broaden their knowledge.
- The school promotes tolerance, especially in its work on sharing with the younger pupils. It has a clear code of behaviour which the pupils are reminded of regularly. The school ensures equality of opportunity for all and tolerates no discrimination.
- The school's arrangements for safeguarding are effective and meet statutory requirements.
- The local authority shares the school's own evaluation of itself as good and provides a useful external assessment of the quality of the school's work.
- **The governance of the school:**
 - The governing body includes a good range of relevant skills. These have been increased by further training, which includes work on analysing data, safeguarding and chairing committees. Governors are well informed about the quality of teaching and how well pupils are doing. The governing body understands the school's strengths and weaknesses, and allocates extra resources as needed to improve the quality of teaching and therefore raise pupils' attainment. These are regularly discussed at meetings. They receive regular reports from the headteacher and they talk with subject leaders and with pupils. They ask challenging questions about the quality of the school's work and its impact on pupils' achievement.
 - Governors have worked effectively with senior leaders, staff, parents and pupils to develop a common

vision and the school's aims. They are involved in setting challenging targets for the headteacher and make sure that teachers are rewarded appropriately for meeting their performance targets. The governing body ensures that sound financial decisions are made, for example that the additional government funding is used effectively to raise attainment. All statutory arrangements for safeguarding are in place.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. The school's learning environment reflects the pupils' good attitudes and the pride they have in their school. They are polite, friendly, curious and well mannered.
- Pupils understand how the school's behaviour management system works and how their behaviour affects their progress. They cooperate well with one another and collaborate effectively in group work as they discuss ideas.
- Pupils like their teachers and their attitudes are consistently positive with all staff. They enjoy studying, are keen to learn, and respond well to instructions as a result of regular routines.
- There are no well-founded concerns expressed by parents and pupils about behaviour.
- In discussion with inspectors, pupils showed that they value the 'Golden Rules' to manage and demonstrate good behaviour. These rules are complemented by 'Golden Words' which encourage pupils to show respect and kindness in their speaking to each other.
- Pupils know about a healthy diet and the benefits of exercise.
- When there are occasional disruptions to lessons and less than good behaviour, staff are quick to intervene and situations are dealt with well.
- Pupils move around the school in a calm, purposeful manner. They readily respond to instructions and always settle quickly. For example, there was a calm entrance to a physical education lesson with a focus on balance, as the pupils entered on tiptoe.
- Pupils who are disabled or who have special educational needs are encouraged to participate in learning. As their self-confidence increases and their anxiety lessens, they begin to feel part of the class.
- Attendance is high for all groups and pupils are punctual in arriving at school.
- Exclusions are very uncommon and confined to a small number of pupils with severe behavioural needs. Pupils say bullying is rare. If it occurs, it is dealt with quickly.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and their parents agree. Pupils understand how to keep themselves safe and know how to deal with risks. They are confident that if they have cause for worry, a member of staff will help them.
- They were joined by pupils from two other schools in an effective session focusing on awareness when using information and communication technology. Some children have a clear understanding of how to keep themselves safe online and the school is working to help all children to understand.
- Teachers and other adults have a clear understanding of their responsibilities with regard to the safety of pupils. All procedures are carried out rigorously, accurately and with the necessary urgency.

The quality of teaching

is good

- Teaching is typically good and is sometimes outstanding. It is improving because of frequent checks and opportunities for staff to see outstanding teaching and share good practice.
- In a few lessons, pupils were given work which was not challenging enough and therefore made less progress. In others, time was not used effectively because pupils were not clear about what they needed to do. Teachers do not always check during lessons that all pupils are understanding the work. However, in the best lessons, teachers make effective use of questioning to assess pupils' understanding regularly.
- Teachers establish good relationships with pupils which encourage them to do well. Pupils have good relationships with each other, which promote good discussion as they challenge and support each other. For example, pupils practised together and made good progress in a lesson about phonics (letters and the sounds they make).
- Additional adults promote and create a positive climate to support learning. They carefully show pupils how to set about tasks and check pupils' understanding. This enables less-able pupils and those who are disabled or have special educational needs to make progress.

- In written work, the teachers' feedback is well developed and understood by pupils. They are clear about their next steps and show progress in their literacy books by moving swiftly towards accurate and longer pieces of writing. In this way, they build on their prior learning.
- Pupils read every day. This improves their vocabulary and aids their comprehension. Teachers make good use of pupils' reading records to plan the next stages of their learning.
- Pupils use investigations well in mathematics to increase their understanding and take time to reflect on the methods they use. This has a positive impact on their learning and progress.
- The school uses 'key ingredients for learning'. These include high expectations, regular reflection by pupils on learning throughout the lesson, very good behaviour and positive attitudes. They are applied consistently in all classes and help pupils to understand how they can make most progress.
- Teamwork was clearly demonstrated in a Year 2 lesson on 'being proud'. Not only did pupils reflect and share their personal key moments but also they joined in an effective discussion on teamwork in a football game, which demonstrated their understanding of what they were learning.
- Teachers adapt their planning to meet the needs of their classes, using the information they have about pupils' learning and understanding of the work already covered. They plan interesting activities which build well on what pupils have learned previously.

The achievement of pupils

is good

- Progress across year groups, particularly in literacy, is marked as pupils move rapidly from limited understanding to being able to write at length. Effective questioning, particularly at the end of the lessons, supports and fixes learning. Pupils become confident speakers and build broad vocabularies. Their reading is particularly strong.
- From their starting point below average, pupils make good progress so that standards are above average for all subjects and well above average for reading by the end of Year 2. The proportion of pupils attaining the higher level in reading is well above average and rising rapidly. In writing, it is well above average and still rising. Attainment in mathematics is typical for children of this age.
- The children in Reception have skills that are typical for their age. They make good progress and the proportion who reach a good level of development is average by the end of Reception.
- The 2014 assessments showed that the proportion of boys attaining a 'good level of development' is well below that of girls. The early years leader has recognised this and is planning activities, and working with support staff, to close this gap rapidly.
- Attainment has increased, in particular for reading, from its level in 2013.
- The proportion of pupils making expected levels of progress has improved from 2013 to 2014.
- Pupils read widely and often, as shown in discussions with inspectors and in the inspectors' listening to readers.
- The progress of groups of pupils, including disabled pupils and those who have special educational needs, is good, as seen both in lessons and in small-group work. In 2014, these pupils made the same amount of progress as others in the school in reading and mathematics.
- For disadvantaged children, the proportion making expected progress is below that nationally in all subjects at the end of Year 2. For disadvantaged pupils, progress is the same as other pupils in school in reading, and progress is above other pupils in writing and mathematics at the end of Key Stage 1.
- The most-able pupils in the school make expected progress. They are highlighted in planning and in the use of questioning in class so that they are challenged to reach higher levels by the end of Key Stage 1.

The early years provision

is good

- Teaching in Reception is most effective when there is frequent use of praise and when the teacher insists that children pay attention. Behaviour is good as a result of strong relationships. Pupils feel safe and well cared for in class.
- The children have ample opportunity to practise crucial skills in literacy and numeracy both in the classroom and in outdoor activities. Children encounter a wide range of activities which are related to all the required areas of learning for this age group. An adult-led activity involved directing a water spray at a word which started with a particular letter. The intention of this activity is to encourage boys' literacy development and the impact is immediate. Boys are also encouraged to carry a notebook or clipboard to record 'information' or to produce 'tickets' for the puppet show. Both these activities focus on improving

boys' writing.

- All opportunities are taken to help children extend their use of vocabulary. An example of this is in the production of 'repeated' patterns.
- All staff use questions carefully to extend learning further. They involve the children in activities to practise their skills in using their hands for small-scale tasks, for example using tweezers to transfer 'peas' to small pots. The children become completely absorbed in this, as they do also in constructing rockets. These activities have a positive impact on their development.
- At the end of the day, the children are encouraged to reflect on their learning as the teacher holds a puppet who 'joined the class later in the term'. In a lesson seen, this prompted the children to become vociferous about their learning and thus it became fixed in their memories.
- The children's readiness to start Year 1 is shown by the high proportion who have made progress across all the areas of their learning and the fact that all groups of children make the progress expected of them.
- Leadership of the Early Years Foundation Stage is outstanding as there is an accurate understanding of the strengths and areas for improvement through effective evaluation by the staff of their work. All adults work together as a team, which has a positive impact on the progress of the children. Detailed records are kept, the progress of children is reviewed regularly and extra support is put in place as needed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125014
Local authority	Surrey
Inspection number	449193

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Jackie Morris
Headteacher	Kay Leggett
Date of previous school inspection	13–14 October 2010
Telephone number	01483 422087
Fax number	01483 419147
Email address	head@milford.surrey.sch.uk

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