

# Mill View Primary School

Wealstone Lane, Upton, Chester, Cheshire, CH2 1HB

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Children make an excellent start to their school life in the outstanding Early Years Foundation Stage.
- Pupils throughout the school make rapid progress from their starting points and attain high standards in reading, writing and mathematics. High proportions of pupils are making better progress than similar pupils nationally. Although there is an excellent computer suite pupils would benefit from more access to computers and other technologies in the classrooms to improve their learning further.
- Teaching is of a consistently high quality because work is adapted to meet the needs and interests of individual pupils. All teachers and teaching assistants have high expectations of pupils and take every opportunity to motivate them to achieve their best.
- All pupils thrive in a vibrant learning environment where they are known and valued as individuals. Their personal and academic skills are developed and celebrated. As a result, pupils display exemplary attitudes to learning, behave outstandingly well and know how to stay safe. Their enjoyment and love of learning are reflected in their above average and improving attendance.
- The curriculum is rich and varied, providing excellent opportunities for pupils to explore and investigate learning both in and out of classroom. A vast range of clubs, visits, visitors and residential trips provide superb support to the outstanding learning experiences on offer. The curriculum is particularly strong in its support for the environment, sport and the arts.
- The inspirational headteacher has ensured that the outstanding practice seen at the last inspection has been sustained and indeed improved. Her uncompromising desire to make the school the very best it can be has galvanised the whole community and ensured that attainment continues to rise. The headteacher receives exceptional support from all the staff, particularly senior leaders. The school has excellent relationships with parents and the wider community.
- Governors provide exceptionally effective support and challenge in holding the school to account. This has ensured that the school is highly reflective and never expects anything but the best. Pupils and staff thrive in this climate of continuous improvement.

## Information about this inspection

- Inspectors observed a total of 14 lessons and observed pupils during playtime and lunchtime.
- Inspectors talked with pupils in lessons about their work, listened to them read and also held meetings with groups of pupils in Key Stages 1 and 2.
- Meetings were held with senior and subject leaders, members of the governing body and a representative of the local authority. Inspectors also took account of 37 responses to the staff questionnaire.
- A total of 46 responses to the online questionnaire (Parent View) were taken into account, along with conversations with parents around school. In addition, inspectors considered letters and telephone communication from individual parents together with detailed surveys of parental opinion undertaken by the school.
- Inspectors observed the school's work and scrutinised a range of documents, including the school's development plans, leaders' view of the school's performance, data on pupils' current and past progress and information on how well the staff are performing. Inspectors also scrutinised records of pupils' behaviour, child protection, safeguarding and attendance.

## Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- A below average proportion of pupils are eligible for the pupil premium, which provides additional funding for children who are looked after by the local authority, pupils known to be eligible for free school meals and those from service families. In this school, there are no children from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast, after-school and holiday club which is subject to a separate inspection.
- During the current academic year the headteacher works for two days per week as a Local Authority School Improvement Adviser providing support to other schools.

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

- Ensure pupils are provided with greater access to computers and other technologies in class to help them develop their learning further.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children join the Early Years Foundation Stage with skills below those typically expected for their age particularly in their personal and social and communication skills. They make excellent progress due to the outstanding teaching.
- Pupils make excellent progress in Key Stage 1. Their attainment is consistently high by the end of Year 2 in reading, writing and mathematics.
- Pupils' rapid progress continues in Key Stage 2 and by the end of Year 6, achievement is outstanding given their starting points. Current teachers' assessments and the work seen in books show that large proportions of pupils throughout Key Stage 2 are making expected progress. The proportion making better than expected progress is also higher than in most schools. Current Year 6 pupils have particularly high standards of attainment.
- The excellent teaching of phonics (letters and the sounds that they make) in the Early Years Foundation Stage and Key Stage 1 supports outstanding progress, a love of reading and provides a strong basis for their effective learning. High numbers of pupils achieved the expected standards in the Year 1 phonics check last year. Reading continues to be taught to a high standard in Key Stage 2. Pupils quickly develop their comprehension skills.
- The school-wide emphasis on developing writing further has improved the range of stimulating opportunities pupils are given to write. Work in books show that pupils produce high quality writing in all subjects.
- Achievement in mathematics throughout school is of a high standard. There is an excellent focus on the development of problem-solving skills through the application of mathematics to real life situations. Basic skills are exceptionally well reinforced.
- Pupils' achievement in music and the arts is outstanding. Their art work around school is of a very high standard. Their singing and music making are excellent.
- Pupils have well developed information and communication technology (ICT) skills. However, they are not given enough opportunities to use ICT equipment, such as laptops to help to develop their learning further.
- In the 2012 Year 6 national tests, very few pupils were eligible for the pupil premium funding. Their attainment in English was broadly similar to others in school and to pupils nationally. In mathematics, they were just over two and a half terms behind the rest of the class. However, evidence from the inspection shows that due to precisely organised help from adults and well-judged support, gaps in attainment are closing rapidly. In both English and mathematics, there is now little difference between the attainment of pupils eligible for the pupil premium and those who are not eligible.
- Pupils who speak English as an additional language, disabled pupils and those with special educational needs make excellent progress. Their progress in reading, writing and mathematics is similar to and often better than similar pupils nationally. This is because their needs are identified early and they are supported by highly skilled teachers and teaching assistants.
- The strong progress made by pupils eligible for the pupil premium and by those with special educational needs confirms the effectiveness of the school's unswerving commitment to providing equality of opportunity.

### The quality of teaching

### is outstanding

- The quality of teaching over time and of that seen during the inspection is outstanding. All teachers have high expectations. They make the best use of their excellent subject knowledge, questioning skills and finely tuned assessments of how well pupils are learning to plan work that suits the abilities and interests of all pupils. As a result, pupils acquire new skills at an excellent rate and make rapid progress.
- Teachers make full use of the outstanding teaching assistants. This aids and accelerates pupils'

learning and progress. Any pupils who are at risk of underachieving are quickly identified and benefit from teaching that addresses their particular needs.

- Pupils are provided with many opportunities to work with a partner to discuss their work and aid their understanding. Such opportunities enhance their ability to discuss their learning fluently and with purpose.
- Teachers ensure that when they mark pupils' work they provide helpful guidance so that pupils know what they are expected to do to improve. Pupils take full advantage of the good opportunities they receive to respond to their teachers' advice on how to improve.
- The quality of teaching in the Early Years Foundation Stage is outstanding. There is an excellent balance between activities that are led by adults and those that children chose for themselves. The indoor and outdoor learning environment stimulates and supports learning exceptionally well. The quality of learning outdoors is exceptional and superb use is made of the very exciting Forest School in the school grounds to enhance the learning opportunities of all pupils.
- Pupils with special educational needs and those whose first language is not English receive excellent support precisely tailored to suit their individual needs. This ensures that they learn at the same excellent rate as other pupils in school.
- Challenging work and pupils' total concentration were typical of many lessons seen. During an outstanding Year 5 mathematics lesson, pupils were provided with highly skilled teaching about problem solving. Pupils were completely engrossed in explaining the way they successfully tackled a range of demanding problems, such as probability.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour and attitudes to learning in lessons and around school are excellent and contribute very well to their outstanding achievement. Pupils are polite, thoughtful and kind. They play together happily and harmoniously and show a great deal of respect to adults and each other.
- Pupils benefit greatly from the excellent relationships they form with all adults in school. This enables them to develop their self-confidence and self-esteem in a highly supportive environment where they are always encouraged to do their best and aim high.
- Pupils demonstrate a real pride in being a member of the school. A typical pupil comment is 'We all love this school because the adults are so kind and helpful so we can do our best work.' Their pride in the school is reflected in their excellent presentation of high quality work and their eagerness to attend school. Attendance is above average and rising.
- Pupils' involvement in lessons is extremely high and they say that they love working independently as well as with partners and in groups.
- Pupils' all-round personal development is a major focus of the school and parents talk enthusiastically about how pupils become confident learners and the fact that all pupils are given responsibilities in class and around school.
- Pupils have an excellent understanding of bullying and the different forms it can take. They say that bullying is rare and are confident that staff deal very effectively with it when it does happen.
- Pupils say they feel safe and have an excellent understanding of how to stay safe in a range of situations including using the internet. Parents are very happy with behaviour at the school and confirm that pupils feel safe.

### **The leadership and management** are outstanding

- The headteacher provides highly inspirational and exemplary leadership. An unrelenting approach to making the school the best it can possibly be and a passion for continuous improvement have galvanised the whole-school community. All staff and governors share her clear plan for the future of the school and its development of the all-round skills and abilities of

pupils. Staff morale is very high because all are valued and appreciated and their professional development supported. The school demonstrates an excellent capacity to make further improvements.

- Senior and subject leaders know the school's strengths very well and have clear action plans in place for continuous improvement. They check the quality of teaching and pupils' work and progress regularly along with the effectiveness of the support provided for individual pupils.
- Precise support is provided to help teachers improve their performance and reflect the best of the government's Teachers' Standards. Leaders recognise excellence and potential in all staff and provide a wide range of opportunities for them to take on additional responsibilities.
- Arrangements for deciding on any increases in salaries are firmly based on the effectiveness of teaching on pupils' progress.
- The headteacher's outstanding leadership is confirmed by the way the school continues to thrive on the days when she is working in other schools as a local authority adviser.
- The outstanding curriculum focuses on key skills and experiences and enriched with visits, residential trips and teaching of French. Full use is made of the school grounds to enhance learning about the world around them. The curriculum supports pupils' spiritual, moral, social and cultural development exceptionally well.
- There are excellent relationships with parents who are overwhelmingly supportive of the school.
- The school benefits from a range of excellent partnerships. These include the local Early Years cluster of schools, where expertise is shared to improve the quality of teaching and learning. The local authority recognises the excellence of the school and has provided appropriate and effective support and encouragement.
- **The governance of the school:**
  - The governors provide outstanding support and challenge to ensure the school's continuing success. Governors ensure that they receive high quality information about the effectiveness of the school's work. Visits to school and regular reports and presentations by staff help them to ensure that all pupils achieve and make progress as well as they should and that the quality of the school's work is of a consistently high standard, including the quality of teaching. Governors are fully involved in planning for improvement and in reviewing the effectiveness of the school's practice. They have an excellent knowledge of strengths and areas for further improvement. They have allocated the pupil premium funding extremely well and closely monitor its impact on the pupils for whom it is provided. They are fully committed to promoting equality of opportunity and tackling discrimination of any kind. Governors ensure safeguarding procedures are robust.

## 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

<b>Unique reference number</b>	111123
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	412418

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>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maura Connolly
<b>Headteacher</b>	Susan Walters
<b>Date of previous school inspection</b>	10 December 2008
<b>Telephone number</b>	01244 381443
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