

**SOMERSET EDUCATION PARTNER NOTE OF VISIT  
PRIMARY PHASE**

**ACADEMIC YEAR 2018-19**

<b>School:</b> Milverton Primary School
<b>Visit number:</b> 1

<b>Headteacher:</b> Richard Stead	<b>Date of visit:</b> 19/3/2019
<b>DfE number:</b>	<b>Chair of Governors:</b> Andrew Powell
<b>SEP who carried out the visit:</b> Judith Barrett	<b>Number of pupils on roll:</b> 209
<b>LLE/NLE supporting school (if applicable):</b>	<b>Time spent in school:</b> 7 hours

<b>Meeting with SEP attended by:</b> Judith Barrett: SEP. Richard Stead: Head teacher
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**PURPOSE OF VISIT:**

- To evaluate the school's own review of performance in relation to overall effectiveness, attainment and achievement.
- To evaluate progress since the last SEP visit.
- To agree challenges for leadership and management and to identify any external support that might be required.
- To agree the school's continuing level of support (if applicable).

<b>Date of last Ofsted inspection and overall judgement:</b> May 2017- GOOD
<b>Key Priorities:</b> Leaders and those responsible for governance should ensure that: <ul style="list-style-type: none"> <li>• The focus on challenging girls in mathematics to work at greater depth is continued while not losing focus on boys' development</li> <li>• The focus on writing, especially for boys, uses the curriculum expertise found in Year 6 and the Early years</li> </ul>

**Is the school currently receiving any additional support and, if so, what?**

*Could include Safeguarding, Governance or PP Review, EY Adviser, SEND services*

No

## SECTION 1: KEY OUTCOMES OF THE VISIT

### Data: Attainment and Progress

#### EYF's

**2017 GLD 79%**

**2018 GLD 78%**

#### Year 1 phonics:

**2017**

**2018 100%**

#### Year 2:

**2016**

**Combined: 68% GD 0%**

Progress: -1% GD -13%

**Reading: 84% GD 36%**

Progress: +4% GD +8%

**Writing: 80% GD 16%**

Progress: +8% GD -1%

**Maths: 84% GD 8%**

Progress: +5% GD -16%

**2017**

**Combined: 73% GD 1%**

Progress: +6% GD +5%

**Reading: 87% GD 27%**

Progress: +8% GD +1%

**Writing: 77% GD 20%**

Progress: +5% GD +3%

**Maths: 77% GD 27%**

Progress: -1% GD +6%

**2018**

**Combined: 74% GD 10%**

Progress: -2% GD -5%

**Reading: 84% GD 32%**

Progress: -1% GD 0%

**Writing: 81% GD 19%**

Progress: +0% GD -0%

**Maths: 81% GD 16%**  
Progress: -4% GD -11%

Lower performing groups in 2017-18 were:  
Middle attainers  
Autumn term  
Girls in Maths

**Year 6:**

**2016**

**Combined: 67% GD 10%**  
Progress: +10% GD +7%  
**Reading: 77% GD 30%**  
Progress: +7% GD +14%  
**Writing: 80% GD 13%**  
Progress: +2% GD -0%  
**Maths: 80% GD 27%**  
Progress: +7% GD +11%

**2017**

**Combined: 76% GD 28%**  
Progress: +9% GD +16%  
**Reading: 93% GD 41%**  
Progress: +14% GD +13%  
**Writing: 86% GD 31%**  
Progress: +3% GD +10%  
**Maths: 83% GD 41%**  
Progress: +4% GD +15%

**2018**

**Combined: 83% GD 17%**  
Progress: +7% GD +4%  
**Reading: 100% GD 57%**  
Progress: +15% GD +18%  
**Writing: 93% GD 37%**  
Progress: +4% GD +13%  
**Maths: 83% GD 27%**  
Progress: -1% GD -2%

Lower attainers in 2017-18 were:  
Girls in maths  
Spring term born in SPaG

**Learning and progress:**

- Average scaled scores at KS2 are 108.6

- Attainment in RWM in KS2 is substantially above national expectations at 83%
- Attainment in RWM in KS1 is above national expectations at 74%
- EYFS GLD above the local and national average.
- Progress at KS1 is broadly in line with national expectations at ARE and GD but took a slight drop in 2018
- Progress at KS2 is substantially higher than national expectations at ARE and GD and has been for the last three years
- The gap between FSM and Non FSM is marginal

**Has the school identified aspects of practice which could be shared with others?**

- The Head teacher has the capacity to support schools who are underperforming. His practice is very impressive
- The school has the capacity to work alongside underperforming teachers. Practice is particularly strong in Year 6 and EYF's

**SECTION 2: PROGRESS SINCE THE LAST VISIT**

<b>Agreed challenges from last SEP visit</b>	<b>Action the school has taken since the last SEP visit</b>
<p>Build upon existing processes, for example Middle Leaders to contribute to Head's report to Governors-ensure more focus upon impact, monitoring impacts and reshaped leadership actions as a result of this. Middle leaders to lead on key areas for development across the TVP.</p>	<p>Middle leaders have continued to take an active part in school improvement. They regularly conduct learning walks and book scrutinizes and lead moderations for the TVP. They feel empowered and are able to coach and support other members of staff. This is due to the collegiate approach adopted by the Head teacher and his senior staff. All staff have invested fully in data and know their children as learners. Assessment is accurate and informs future planning.</p>
<p>Question analysis to be considered for future CPD and key priorities for school  Familiarization of ASP 2017 in preparation for 2018</p>	<p>Knowledge of ASP has assisted with this.  Action completed</p>
<p>Use of existing systems and processes to embed Ofsted priorities</p>	<p>Girls attainment in Maths continues to be a focus. Boys writing is now strong. See data section</p>
<p>The support the school received to address these challenges (if applicable): <b>Internal support: None</b> <b>External support: None</b></p>	

### SECTION 3: CHALLENGES FOR LEADERSHIP AND MANAGEMENT

What are the agreed challenges for leadership and management in 2018/19?

Agreed challenges	Action the school will take by the next SEP visit
Safeguarding 2019	Contact Jane Weatherill to conduct an audit Investigate implementation of C-Poms on line Safeguarding tool.
IT and Infrastructure throughout the school	Elim 360 e-safety
Succession planning for senior and highly experienced staff	Continue with coaching and mentoring model of middle leaders
GOOD to Outstanding by next inspection	Maintain outcomes for 2018-19 and beyond HT to contact Bernie Green at Preston in Yeovil to evaluate her OUTSTANDING provision
Implementation of curriculum for the future	Ensure principle values and ethos underpin all aspects of the curriculum
<p>The support the school requires to address these challenges is:</p> <p><b>Internal support: None</b></p> <p><b>External support: None</b></p>	

### CHILDREN AND YOUNG PEOPLE WITH SEND

	Number	Percentage
<b>Pupils on roll:</b>	209	
<b>Pupils identified as SEN Support:</b>	28	
<b>Pupils on SEN monitoring list:</b>	22	
<b>Pupils with EHCPs:</b>	4	
<b>Pupils with High Needs Funding:</b>	4	
<b>Total with SEND:</b>	28	13%

Has the SEND Inclusion Audit been completed? (please tick)	Yes	No
	x	
How was the Audit completed/by whom?	SENDco/staff/governors	

**Commentary:**

Children with SEN need continue to make good progress and are very well supported.

**SCHOOL DEVELOPMENT PLAN**

**Commentary:**

The SDP continues to focus on the key areas for development. It is regularly reviewed and its impact evaluated by SLT and governance.

**THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT**

**Commentary:**

In 2018 the school took on the management of the Pre-School. There are currently 39 pupils on roll. There are 24 first choices for September 2019 and 29 second choices. This action has helped secure the future of the school. The EYF's lead line manages the Pre-School leader.

The school is currently on track to at least achieve targets set for this year, this is despite a small percentage of children entering mid-year with SEN. The present Year 5 cohort is smaller with again some children with SEN but provision for this group of pupils is of the highest quality.

Governance at the school is very strong. The Chair of Governors is highly competent and pro-active in his role. They actively participate in the compilation of the SDP and have devised a monitoring calendar in order to monitor key priorities.

The school invests in a SIP who visits termly and who challenges the school on its ideologies as part of its school improvement. A display in the front entrance is evidence of the impact this has had on the lives of the children, where they are actively encouraged to be part of something that is bigger than themselves.

Displays around the school are of the highest standard and evidence clear cross curricular links with the same emphasis on standards in all aspects of the curriculum. The school is in receipt of the Sainsbury's Silver Games Mark, Gold Arts Mark and the Green Eco Flag,

Parental surveys conducted annually result in high percentages of contented parents.

All staff are extremely effective in their roles and the school is exceptionally

well led by the Head teacher.

## ISSUES FOR THE LA

**Commentary:**

None

**Current SEP support level (number of visits)**

1 ARV

**Is the current support level appropriate?**  
(please tick)

**Yes**

**No**

**x**

**If no, give brief explanation and state new support level:**

*Consider: the outcomes of a recent inspection; changes in leadership, such as the appointment of a new/acting headteacher; marked changes in performance; changes in the school's capacity to sustain improvement; any critical issues.*

**Commentary:**

## SECTION 4: OUTCOMES

**HOW WELL ARE PUPILS DOING, TAKING ACCOUNT OF ANY VARIATION?**

School's evaluation using the Ofsted evaluation schedule	1	2	3	4
Effectiveness of leadership and management	x			
Quality of teaching, learning and assessment	x			
Personal development, learning and welfare	x			
Outcomes for pupils	x			
Early Years provision (if applicable)	x			
Safeguarding	x			

**Commentary:**

The school certainly has the capacity to be judged as **OUTSTANDING** by the next inspection. At the inspection in 2017 they were given the opportunity to convert their 1 day inspection to a 2 day. This offer was rejected at the time.

#### **ATTENDANCE AND EXCLUSIONS**

Overall attendance	96%
Persistent absence	4%

**Commentary:**

The school has worked extremely hard to address any absence issues with a very small percentage of families. The impact of their work is evident.

#### **CHILDREN IN THE CARE OF THE LOCAL AUTHORITY**

Does the school have a Designated Teacher?	Yes
Current number of pupils on roll who are in the care of the Local Authority	0
Are these pupils on track to achieve age related expectations?	
Does each pupil have an up to date personal education plan?	

**Commentary:**

n/a

#### **OVERALL EFFECTIVENESS**

	Yes	No
Does the school see itself as on track to be judged as good or better for overall effectiveness at the next inspection?	x	

**Date of next visit: ARV 2019-2020**

**Distribution:** Headteacher, Chair of Governors, Somerset County Council