

# Inspection of a good school: Milverton Community Primary School and Pre-School

Milverton, Taunton, Somerset TA4 1JP

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Inspection dates:

7 and 8 February 2023

## Outcome

Milverton Community Primary School and Pre-School continues to be a good school.

## What is it like to attend this school?

Positive relationships are at the heart of school life. Pupils understand the values of 'we care, we aspire, we belong'. They use these values to guide their behaviour. Pupils are respectful and caring towards each other. They have a strong sense of belonging.

Pupils feel safe at school. At times, they say that they do fall out, but this does not happen often. Most pupils resolve issues confidently. Bullying is rare. Pupils state that if it happens, staff sort it out quickly.

Leaders have high expectations for pupils' learning. Pupils concentrate well in lessons and work hard. They have pride in their work and take care over their presentation. In English, mathematics and science, pupils are routinely challenged to apply their knowledge in different contexts. For example, they regularly use scientific enquiry to build their scientific knowledge and 'think like a scientist'.

Extra-curricular activities are very popular. A high number of pupils attend them. These clubs help pupils to develop their interests in sports, dance and art. The 'Morning Club' and 'Toasties' after-school club provide an engaging place for pupils to socialise and play.

## What does the school do well and what does it need to do better?

School leaders are implementing an ambitious curriculum. The curriculums for English, mathematics and science are well established. Leaders refine the design of the curriculum over time. They think carefully about the knowledge that children should learn in each of these subjects. Teachers give regular opportunities to pupils to apply their knowledge and develop their skills. For example, pupils recall their knowledge of number facts and different methods to solve mathematical problems.

In the wider curriculum, leaders have set ambitious goals for pupils in each subject. The

curriculum design provides a strong foundation for the school's high ambitions. However, leaders have not yet refined the curriculum so that the most important knowledge that pupils must know and remember is emphasised in pupils' learning. As a result, some pupils do not remember what they have been taught or build their knowledge as well as they could. For example, pupils do not remember what they have learned as a result of their historical enquiry. This hinders pupils' future learning.

Reading is central to the curriculum and begins in the early years. Children engage in play and talk in the Nursery, enabling staff to extend children's knowledge of words. Pupils in the Reception Year and key stage 1 learn the sounds that letters make well. Teachers introduce new sounds based on what pupils know. They ensure that pupils have plenty of opportunities to practise recalling the sounds they are learning. Pupils read books matched to these sounds. As a result, most develop fluency in their reading.

Pupils with special educational needs and/or disabilities (SEND) receive additional teaching support when needed. As a result, most pupils study the same curriculum as other pupils.

In English, mathematics and science, staff use assessment information to identify pupils who have fallen behind. These pupils receive extra support to help them keep up. This helps pupils to be ready for the next steps in their learning. However, in the wider curriculum subjects, leaders have not established effective assessment systems. This means leaders are not able to assess the impact of the curriculum and determine what pupils need to learn next.

The school celebrates pupils who display caring attitudes. Pastoral leaders support pupils who might be experiencing difficulties well. These positive approaches promote good standards of behaviour. In addition, leaders also challenge persistent disruption or deliberate unkindness so that pupils know what is not acceptable.

Leaders think carefully about supporting pupils' personal development. For example, pupils study the achievements of artists from different backgrounds. This broadens pupils' knowledge of the world and promotes respect for different cultures. Leaders give older pupils the responsibility to be role models. For example, some act as playground buddies to younger children.

Leaders are aware of staff's workload and provide support where needed. Staff say that they always have someone to turn to for help. This supports their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Governors and school leaders are knowledgeable about safeguarding practice. They are well trained and ensure that appropriate systems are in place. As a result, staff know how and when they should report concerns. Leaders know when to escalate concerns and work closely with external agencies when necessary. Leaders ensure appropriate checks are made when recruiting staff.

Leaders promote relationships in the school that encourage pupils to talk about any worries that they may have. Pupils know that adults will listen to them if they have any concerns. Pupils know about healthy relationships and how to keep themselves safe online.

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

### **(Information for the school and appropriate authority)**

- In the foundation subjects, leaders have not yet refined the curriculum so that the most important knowledge is clearly identified. As a result, this knowledge is not emphasised when implementing the curriculum and pupils do not build their knowledge as well as they could. Leaders need to clearly identify the most important knowledge all pupils need to know and then ensure assessment is effective to check pupils remember this knowledge.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123703
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10240831
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Linda Burton
<b>Headteacher</b>	Richard Stead
<b>Website</b>	<a href="http://www.milvertonprimary.co.uk">www.milvertonprimary.co.uk</a>
<b>Date of previous inspection</b>	11 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school runs a Nursery for children aged two to four years.
- The school has undergone significant changes in staffing since the last inspection.
- The school runs a before-school club and after-school provision on site.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, school leaders, other school staff, members of the governing body and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history.
- For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and

looked at samples of pupils' work.

- For the early reading deep dive, the inspector listened to pupils read to a familiar adult and visited early reading lessons delivered by teachers.
- The inspector also reviewed curriculum planning and pupils' work across other subjects in the curriculum.
- The inspector talked to pupils, staff and leaders about how the school supports the safety of pupils.
- The inspector observed pupils' behaviour when arriving at school, in lessons and during breaktimes. The inspector met senior leaders to discuss the school's approach to behaviour management and how staff respond to behaviour incidents.
- The inspector reviewed and sampled leaders' checks on the suitability of staff to work with children. He discussed with leaders behaviour records, support plans for pupils with SEND and safeguarding records.
- The inspector considered responses in Ofsted Parent View and met with parents at the school gate.

### **Inspection team**

Gareth Simons, lead inspector

Ofsted Inspector

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