

Mill Hill Primary School

Mill Road, Waterlooville, PO7 7DB

Inspection dates

13–14 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Strong leadership, good governance and effective teamwork among the staff have brought about considerable improvements to teaching and achievement since the previous inspection.
- Most pupils show a keen interest in learning and behave well in lessons and around the school.
- Pupils' spiritual, moral, social and cultural development is promoted well. Consequently, pupils learn the rights and responsibilities of citizens in modern Britain.
- There are good procedures to ensure that pupils are safe. As a result, pupils feel safe and well looked after by staff.
- Teaching is good and most pupils are achieving well. Improvements to the quality of teaching are having a positive impact on pupils' learning and progress.
- Developing pupils' speaking skills and vocabulary is a strength in the teaching.
- Most pupils are making good progress from their starting points. By the end of Year 6 in 2014, attainment was average in reading and mathematics.
- Children in Reception have a good start to school. They make good progress in all areas of learning.

It is not yet an outstanding school because

- Occasionally, the learning intended in lessons is not made clear and pupils do not fully understand what they are expected to learn.
- Work set is not always demanding enough to ensure that the most able make good progress.
- Pupils' achievement in writing is behind that in reading and mathematics.

Information about this inspection

- The inspector observed teaching and learning in all classes. Most lessons were seen jointly with the head of school or the executive headteacher.
- Pupils' work was scrutinised and the information about their attainment and progress was analysed.
- Discussions were held with the executive headteacher, the head of school, other staff, representatives from the local authority, the governors and pupils.
- The inspector took account of the 39 responses to the Ofsted online survey, Parent View, as well as correspondence from parents.
- Fifteen questionnaire returns from staff were taken into account.
- The inspector examined a range of documents, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The school federated with Woodcroft Primary School in December 2011. Mill Hill has its own head of school and both schools share an executive headteacher and a governing body.
- Most of the pupils are White British.
- About one in four pupils is disabled or has special educational needs. This is above average.
- Close to half the pupils are eligible for the pupil premium. This proportion is well above average. The pupil premium is additional funding for pupils who are looked after and those known to be eligible for free school meals.
- Children in the Reception class all attend fulltime.
- The school met the current government floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the teaching even more in order to raise achievement further, especially in writing, by:
 - making sure that all learning activities have a clear purpose so that pupils fully understand what they are expected to learn
 - ensuring that, in all classes, work is sufficiently demanding to extend the most able
 - increasing opportunities for pupils to write more so that their written skills improve.

Inspection judgements

The leadership and management are good

- The executive headteacher, head of school, other leaders and governors have brought about many improvements since the previous inspection. The emphasis given to effective teaching and pupils' positive attitudes to learning creates a culture which is apparent throughout the school.
- Senior leaders and subject leaders have accurately identified the school's strengths and areas in need of improvement. Leaders and staff work well together to take the school forward and do the best for pupils and their families. Consequently, leaders are focused on raising achievement and improving teaching, and their actions are effective in doing so.
- Pupils are achieving well across the school because of stronger teaching. Achievement in reading and mathematics has improved. Raising achievement in writing is a school priority as this area is less strong in Years 3 to 6.
- Leaders and staff ensure that pupils are well behaved and safe at school. As a result, the school is a safe place to be and pupils feel, and are, well looked after by the staff. All statutory requirements for safeguarding are met.
- The leadership of English, mathematics and the early years provision is effective. As a result, these leaders are fully engaged in checking and confirming pupils' progress and attainment, and actively work to improve their areas of responsibility.
- Leaders have placed much emphasis on improving teaching. The quality of teaching is regularly checked by leaders and the local authority. Arrangements for teachers' performance management help to improve the quality of teaching because targets for development are focused on accelerating pupils' progress. Effective support by leaders and the good quality of training provided by the local authority contribute well to improving teaching.
- Mill Hill provides a broad and interesting range of subjects, which promotes pupils' good achievement and contributes well to their personal development. Provision for reading and mathematics is good. Pupils enjoy the additional activities provided, such as clubs, sport and educational visits. New assessment arrangements are at an early stage of development.
- Provision for pupils' spiritual, moral, social and cultural development is good. As a consequence, pupils are courteous and considerate. They appreciate the importance of values, including democracy, fairness, respect, tolerance and teamwork.
- Pupil premium funding is used well to provide disadvantaged pupils with additional support, particularly in literacy and numeracy. The funding and support are having a positive impact on their progress.
- The primary sport grant is used effectively to extend pupils' opportunities for sport and physical development. A productive sports partnership operates with a local secondary school. Specialist physical education teachers are employed to provide good teaching for pupils and to help increase the skills of staff. Pupils are actively engaged in sports clubs and tournaments. Consequently, pupils gain in health and physical well-being.
- All pupils have full access to the learning opportunities provided. The school effectively tackles any form of discrimination.
- The federation of the two schools allows a sharing of expertise and resources to the benefit of both organisations.
- The local authority has a good understanding of the school's performance and provides helpful advice and support on its journey of improvement.
- **The governance of the school:**
 - Governance is good.
 - Governors have a clear and accurate overview of the school's performance. They analyse and understand the data on pupils' performance and inform themselves well about attainment and progress.
 - All governors have a good understanding of the quality of teaching and its impact on pupils' progress. They understand requirements relating to the management of staff performance and ensure that promotion and pay increases are based on the progress that pupils make.
 - Governors ensure that additional funding for disadvantaged pupils is used effectively and check the impact of spending on pupils' achievement.
 - The governors are supportive, but challenge the school and hold leaders to account for its performance.
 - Governors have contributed actively to bringing about the school's considerable improvements since the previous inspection.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy coming to school and their attendance has been average since the previous inspection.
- In lessons, most pupils show positive attitudes to learning and participate well in the activities provided. They relate well to others and work well in groups and teams when required to do so.
- Pupils are well behaved in the classroom and around the school. There are a number of pupils with behavioural difficulties, but these individuals are usually well managed and supported by staff.
- Pupils respond well to additional responsibilities provided, such as serving on the school council and being 'lead learners'.

Safety

- The school's work to keep pupils safe and secure is good.
- Senior leaders and staff take effective steps to ensure that all pupils, particularly the most vulnerable, are well cared for and protected.
- Pupils have a clear understanding of bullying. They report that there is very little bullying in the school. Pupils are confident that bullying will be dealt with.
- Pupils know how to keep themselves safe at school and at home. For example, they demonstrate a good understanding of how to keep themselves safe when using the internet.
- All staff have had recent training in safeguarding pupils. The systems for checking and recording safety matters ensure that any concerns are swiftly dealt with. Staff are appropriately checked before being appointed to the school.
- Leaders and staff carry out regular risk assessments and make sure that the school is a safe place for pupils to learn and thrive.

The quality of teaching**is good**

- Teaching is having a positive impact on pupils' learning and achievement. Teaching is promoting good progress for different groups of pupils, particularly in literacy, reading and mathematics.
- Since the previous inspection, teachers' expectations of what pupils can achieve have risen and more challenging work is provided. The marking of pupils' work has strengthened. Pupils know how well they are doing and what they need to do to improve because of teachers' helpful spoken and written comments and guidance on their work.
- Teachers place much emphasis on developing pupils' speaking skills and on extending their vocabulary. They provide good opportunities for pupils to discuss their learning and encourage them to use newly acquired vocabulary. The development of pupils' speaking and listening skills is having a positive impact on their reading and writing.
- Questioning is used effectively to explore pupils' ideas and to check how well pupils understand new learning. Pupils are attentive and respond well to teachers' questions.
- Teachers promote pupils' enjoyment in reading. The teaching of phonics (letters and the sounds they make) is effective. Pupils are provided with good opportunities to apply their reading skills in different subjects.
- In mathematics, teachers use clear explanations and demonstration to develop pupils' understanding of calculation and mathematical operations. Pupils gain essential knowledge, understanding and skills and are provided with interesting opportunities to apply these to solve mathematical problems.
- The teaching of writing is improving. However, pupils in Years 3 to 6 are not always given sufficient opportunities to write detailed pieces to practise and enhance their written skills. Handwriting skills are taught well in Years 1 and 2. Pupils' handwriting and presentation skills have been less strong in Years 3 to 6, and teachers are making these areas improvement priorities.
- Disabled pupils and those who have special educational needs are taught well. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly in developing pupils' language, literacy and numeracy skills.
- In a few classes, work set is not demanding enough to extend fully the learning of the most able. When this happens, pupils' progress is hindered because the work is too easy to stretch their abilities to the full.
- Occasionally, pupils do not make the progress they should because they are not sufficiently clear about

what they are expected to learn. This happens when they do not have enough guidance from the teacher.

The achievement of pupils

is good

- In the previous inspection, pupils' achievement required improvement because not enough pupils were making good progress, particularly in Years 3 to 6. Subsequently, decisive and positive action has been taken to raise pupils' achievement. Throughout the school, most pupils are making good progress.
- By the end of Year 6 in 2014, pupils' attainment was broadly average in reading and mathematics, but below average in writing. These standards represent good progress from the pupils' starting points, especially in reading and mathematics.
- The achievement of most able pupils is improving. By the end of Year 2, broadly average proportions of pupils attain the higher levels in reading, writing and mathematics. By the end of Year 6, in 2014, an average proportion of the most able attained the higher levels in mathematics and a slightly lower proportion did so in reading. Fewer reached the higher levels in writing. In lessons, there are occasions when the work set is not demanding enough for the most able. Raising achievement of the most able is a school priority, but action taken has not yet had the impact intended.
- Most disabled pupils and those with special educational needs make good progress. This is because the activities set and the support provided are well suited to their specific learning needs.
- In Year 6, in 2014, disadvantaged pupils supported by additional funding attained lower standards than others in the school. These pupils were about five terms behind the others in mathematics and four terms behind in reading and writing. Disadvantaged pupils also attained lower standards than pupils nationally. More effective action is being taken to support these pupils and is having a positive impact. Current data show that disadvantaged pupils are making faster progress, and that gaps in attainment with others are closing, especially in mathematics.
- Pupils make good progress in speaking and listening. They acquire and use new vocabulary successfully. For example, pupils in Year 1 described clearly to the class the materials and techniques used to build a model vehicle. They responded well to the teacher's questions about the features of different vehicles.
- Pupils make good progress in reading. The proportions of pupils who reached the nationally expected standard in the Year 1 phonics check were below average in 2013, but improved in 2014 and were closer to average. Pupils apply their reading skills well to find useful information.
- In mathematics, pupils are making good progress. They gain good knowledge and understanding of calculation and mathematical operations. They use and apply their knowledge and skills well in solving mathematical problems. For example, pupils in Year 6 used their knowledge and understanding of area and perimeter to design a theme park within a given budget.
- Pupils make good progress in writing in Years 1 and 2 but in Year 3 to 6, achievement in writing is less strong than in reading and mathematics. Positive steps are being taken to tackle this issue and pupils' books are showing clear signs of improvement. Grammar, punctuation and spelling are steadily improving. There are some good examples of pupils applying their writing skills in different subjects. Pupils in Years 3 to 6 are not writing in sufficient detail and depth.

The early years provision

is good

- The early years provision is well led and managed and as a result children are well-prepared for the challenges of moving up to Year 1. Effective induction arrangements, including home visits, help children settle into school quickly. There are good systems for checking and recording children's attainment and progress. This information is used well to plan teaching and learning.
- Children enter the Reception class with knowledge, understanding and skills often lower than typically found for their age, particularly in their communication and language skills. Most children make good progress in all areas of learning because they are well taught and are provided with interesting activities which are well suited to the needs of different groups.
- Successful learning activities are provided indoors and out. Imaginative role play promotes creativity and language well. The attractive and stimulating learning environment motivates the children.
- Strong emphasis is placed on developing children's speaking and listening skills. Children make good gains in working with number and solving basic problems. They make good progress in early writing skills because of the good guidance and demonstration provided by the teacher. Children are beginning to write imaginative sentences about their learning.
- Children achieve well in all areas. For example, in a science activity, children made good progress in

investigating the melting of ice in different places. They described the ice as 'clear', 'cold' and 'slippery'. The children discovered that ice melted quickest when put in water. With skilful prompts from the teacher, they talked about their findings and learned more about the world.

- In Reception, children are safe and well cared for. Adults establish strong relationships with the children, who respond well to the adults' clear expectations. The children grow in confidence and relate well to adults and to their peers. Their good behaviour contributes a great deal to their learning.

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	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. 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.

School details

Unique reference number	130325
Local authority	Hampshire
Inspection number	453657

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Christine Thompson
Headteacher	Diane Lawry (Executive Headteacher)
Date of previous school inspection	22 January 2013
Telephone number	02392256955
Fax number	02392264614
Email address	admin@millhillandwoodcroft.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

