

# Millhouse Primary School

Lea Lane , Millhouse Green, Penistone, Sheffield, South Yorkshire, S36 9LN

## Inspection dates

6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress in their lessons and over time.
- Good and sometimes outstanding teaching motivates pupils to do their best. Teachers, skilfully supported by well-trained and experienced support staff, establish a purposeful atmosphere in lessons.
- Teaching in the Early Years Foundation Stage helps children to make good progress in their reading, writing and number work; they make outstanding progress developing their personal and social skills.
- The curriculum has been carefully planned with good links between subjects. Pupils say they find their work 'fun and relevant'.
- The school is a safe and harmonious community where pupils' behaviour is consistently good. They enjoy all this improving school has to offer. Attendance is high and continues to improve.
- Leaders across the school, including governors, want the best for the pupils. They use data effectively to identify those who could be making better progress and then provide the right support to help them improve.
- Since the last inspection leaders have taken robust action to ensure the quality of teaching has improved significantly.

### It is not yet an outstanding school because

- Teaching is not yet strong enough to ensure all pupils make the best possible progress across the school. As a result, achievement is higher in reading and writing than it is in mathematics.
- Although some marking of pupils' work is excellent and helps them to understand how to improve, this is not consistent across the school.
- Leaders are currently redeveloping the way in which younger pupils use phonics (letters and sounds) to help them read, as best practice is not firmly established across Key Stage 1.
- Leaders recognise that some opportunities to systematically engage with the wider community need to be strengthened.

## Information about this inspection

- The inspector observed 10 lessons and small-group activities. Three of the observations were jointly conducted with the headteacher.
- Meetings were held with governors, senior leaders, school staff and a representative from the local authority.
- The inspector talked to pupils in lessons about their work, looked at books, listened to younger pupils read and talked to a group of pupils from Key Stage 2.
- The inspector took account of 21 responses to the online questionnaire (Parent View) and a number of letters and emails sent during the inspection, and spoke to parents at the start of the second day.
- The inspector took account of 11 questionnaires returned by members of staff.
- The inspector observed the school's work and looked at progress data, performance management information and records relating to behaviour and attendance, as well as documents relating to safeguarding.

## Inspection team

Jim Alexander, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average sized primary school.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is also above average.
- All pupils are from a White British heritage.
- The proportion known to be eligible for the pupil premium funding is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the time of the last inspection the school has appointed a new assistant headteacher and two new teachers. Four new teaching assistants have also been appointed. The governing body has appointed five new members and elected a new Chair.

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

- Improve the quality of teaching so all is consistently good, and a greater proportion is outstanding, by:
  - ensuring that teachers' marking always shows pupils how to improve their work and that pupils act quickly on that guidance
  - helping pupils make equally good progress in their mathematics as they do in their reading and writing
  - further strengthening the teaching of phonics (letters and sounds) in Key Stage 1.
- Improve opportunities to systematically engage with parents and the wider school community.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are generally well below those typically expected for their age. Communication, language and number skills are particularly low. They are helped to make good progress and are well prepared for the smooth transition into Year 1.
- Pupils read regularly and enjoy a wide range of interesting and challenging books. This helps them make generally good progress. Following recent assessments, however, leaders have reviewed how well pupils use what they know of letters and sounds to help them read tricky words. Teachers recognise that some of the younger pupils could make even faster progress. Staff training in phonics is complete and a new system is ready to be introduced.
- At the time of the last inspection pupils' attainment by the end of Year 2 was exceptionally low. It has improved significantly since then and is now broadly in line with the national average. This now represents good progress from pupils' starting points.
- Attainment by the end of Key Stage 2, while broadly average overall and representing good progress, is higher in reading and writing than it is in mathematics.
- The school has introduced a number of changes to the way mathematics is taught. This is helping pupils make much faster progress than previously. However, some inconsistencies remain. For example, pupils in Year 3 and Year 6 are now making excellent progress, while progress for pupils in Year 4 has not improved so quickly.
- Well-tailored support for disabled pupils and those with special educational needs help them make good and often outstanding progress from their low starting points.
- Those pupils who are supported by extra funding through the pupil premium are provided for in small-group and one-to-one activities. This is helping them to also make good progress, so that any gaps in their previous attainment are quickly closing.

### The quality of teaching is good

- Teaching is good and some is outstanding. Teachers plan enjoyable lessons that meet the needs and interests of pupils well. As a result, pupils are enthusiastic and keen to learn. They particularly appreciate 'how well teachers link subjects together and make lessons practical'.
- Teachers ensure that pupils do not spend too much time sitting and listening but quickly settle to work that is set just at the right level. This helps to effectively develop their independence.
- Teachers are supported by highly experienced teaching assistants, who are always very clear about what is required to help pupils make good progress in the time available.
- Across the school the quality of marking is good but can vary from class to class. When marking is at its best, for example in Class 4, pupils explain that 'it really helps us know what we need to do to get our work even better'. However, some marking, while praising pupils' efforts, offers less in the way of constructive guidance about how to improve. There are other examples where pupils have been told about what steps to take but they have then not acted quickly enough to implement the changes required.
- Children are taught well in the Early Years Foundation Stage. Activities are carefully planned to support all areas of learning, both indoors and outside. Children are encouraged to be independent, taking responsibility for their own learning. Adults use questions well to challenge and extend children's understanding.
- Throughout the school, the impact of teaching on pupils' spiritual, moral, social and cultural development is strong. This helps pupils develop good attitudes to their work and they encourage one another to do their best.

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

- Pupils enjoy school and appreciate the variety of sporting and musical activities available. They also speak highly of how well they all get on together, explaining that, when disagreements do occur, they are resolved quickly.
- Older pupils recognise how much the school has improved in recent years and say, 'Teachers make sure our lessons aren't dull but are exciting and fun'.
- Pupils generally have positive attitudes towards learning, listen sensibly to each other's opinions and show respect for adults.
- This explains why pupils' excellent attendance continues to improve. All parents who completed the online survey agreed that their children are safe and well looked after.
- The number of exclusions is very low and incidents of bullying are rare. Pupils are informed about all types of bullying and know how to keep themselves safe, for example when using the internet.
- Around school and at playtimes pupils are polite and friendly, accepting responsibility well.
- A few pupils, who have particular emotional needs or behavioural difficulties, receive good support so that they learn to manage their feelings well. Parents speak very highly of this aspect of the school's work.

**The leadership and management are good**

- The determined leadership and high expectations of the headteacher, together with a united staff team, have ensured that this school has improved significantly since the last inspection.
- The headteacher has successfully eradicated inadequate teaching and now ensures it is of a good standard. Lessons are checked regularly and feedback is provided. This helps teachers know how to improve the quality of their work.
- Since the time of the last inspection leaders have redesigned the curriculum. There are now clear links between subjects, so skills learnt in one area can be reinforced in another. Pupils enjoy the weekly enrichment lessons where, for example, they learn to bake. Staff 'go the extra mile' to ensure pupils in this small school are provided with many musical and sporting opportunities.
- Senior leaders ensure that responsibilities for checking and analysing information on pupils' progress are shared more widely among teachers. This enables everyone to play an active part in supporting developments.
- The school benefits from effective, well-tailored support provided by the local authority. This partnership has helped to secure improvements since the time of the last inspection.
- Leaders have allocated the pupil premium funding in a wide variety of ways. For example, additional tuition and small-group activities before and after main teaching sessions are just one example of the school's commitment to equality of opportunity for all pupils.
- Performance management arrangements are effective. Leaders identify teachers' strengths and weaknesses by using a wide range of evidence and then provide effective support to ensure teaching improves. The headteacher's judgements about the quality of lessons are accurate and the inspector observed the effective feedback each teacher received.
- **The governance of the school:**
  - Governors bring a range of skills and expertise to help them lead the school. They know how well the school is performing in relation to other schools across the country. This information is used, alongside looking at work in pupils' books and observing the work of the school, to gain a clear understanding of the school's strengths and what needs to be improved. They use the information from the performance management procedures to ensure only teachers who meet the teachers' standards are considered for annual pay awards. They are aware of the positive effect of the use of the pupil premium on pupils' progress. Safeguarding arrangements are met. The vast majority of parents speak very positively about the improvements they have

seen at the school. A small number, however, remain concerned about how well the school communicates with them or takes their views into account. Leaders recognise the need to ensure engagement with all parents is as good as possible. This aspect has been identified in the school's development plan and a named governor is now overseeing developments.

## 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>	106586
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	400850

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>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Irene Gorsden
<b>Headteacher</b>	Gary Mangham
<b>Date of previous school inspection</b>	1 December 2009
<b>Telephone number</b>	01226 763019
<b>Fax number</b>	01226 763019
<b>Email address</b>	<a href="mailto:g.mangham@barnsley.org">g.mangham@barnsley.org</a>

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