

Millbrook Combined School

Mill End Road, High Wycombe, Buckinghamshire, HP12 4BA

Inspection dates 20–21 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 are given a good start in the Early Years Foundation Stage because of the consistently good teaching and stimulating environment.
- Pupils are making good progress in reading, writing and mathematics in all year groups because of the good quality of teaching. Teachers are enthusiastic, have high expectations, good subject knowledge and positive relationships with pupils.
- The school is inclusive and provides effective support for disabled pupils or those who have special educational needs or who are learning English as an additional language.
- Pupils' behaviour around the school and in most lessons is good. They are polite, respectful and respond well to the teaching and to being given responsibilities.
- The school's leaders have been effective in improving the quality of teaching and establishing good systems for tracking pupils' progress.
- A good range of subjects and enrichment activities are provided for pupils, including many opportunities for them to improve their speaking and listening skills and to enhance their spiritual, social, moral and cultural development.
- School leaders at all levels, with good support from the governing body, are ambitious for the school and have worked well together to raise standards. Staff are given many opportunities for further training and development.

The school is not outstanding because:

- Standards at the end of Key Stages 1 and 2 are rising, but are still below the national average.
- Not enough teaching is outstanding. In a small proportion of lessons, not every pupil is consistently engaged with work well matched to his or her different abilities.

Information about this inspection

- Inspectors observed 26 lessons, or part lessons, small-group work, one-to-one sessions, an assembly and lunchtime activities. They carried out learning walks to look at specific aspects across the school, including behaviour, and listened to children read and talked to them about books.
- Inspectors held discussions with pupils during lessons, around the school and in two organised meetings. They spoke with the headteacher, deputy headteacher, five members of the governing body, teachers with subject and other responsibilities, other teachers and support staff.
- The lead inspector spoke with a local authority adviser who has been working with the school and with the principal and assistant principal of a local National Support School that is working in partnership with Millbrook.
- Inspectors analysed the 50 responses to the staff questionnaire.
- Responses from 17 parents or carers on Parent View were analysed, along with the 144 responses to the school's own questionnaire for parents and two letters sent to the team.
- Inspectors looked at a range of documents provided by the school, including minutes of meetings of the governing body, the school development plan, draft self-evaluation form, report of a review by the local authority in March 2012, pupil progress data, safeguarding documents and records, policies, a range of pupils' work, performance management targets and outcomes, and records of the monitoring of lessons.

Inspection team

Helena McVeigh, Lead inspector	Additional Inspector
Philip Littlejohn	Additional Inspector
Susan Thomas-Pounce	Additional Inspector
Philip Scull	Additional Inspector

Full report

Information about this school

- Millbrook Combined is a larger-than-average primary school and the roll has increased each year for the past few years.
- An increasing proportion of pupils are from minority ethnic backgrounds and is well above the national average. A wide range of ethnic groups are represented, with the largest being of Pakistani origin. Nearly two thirds of pupils are learning to speak English as an additional language. This school year, 22 pupils joined the school with no English.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and children of service families) is in line with the national average. The school does not currently have any looked after children or children of service families.
- The proportion of disabled pupils and those with special educational needs receiving extra support through school action is below average, as is the proportion supported through school action plus or with a statement of special educational needs.
- A very high proportion of pupils enter or leave the school at times other than the start of the Reception Year. For example, of the current school roll of 452 pupils in Years 1 to 6, only 300 started in Reception and many others came and went before the end of Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by:
 - ensuring that lessons engage all pupils by reducing, where appropriate, the amount of whole-class input by the teacher and providing work that is consistently matched to pupils' different starting points and levels of ability
 - ensuring that all teachers are helped to manage the behaviour of the most challenging pupils.
- Raise standards at the end of Key Stages 1 and 2 by:
 - continuing to monitor rigorously pupils' progress
 - ensuring that interventions are well targeted
 - improving the quality of teaching further, as outlined above.

Inspection judgements

The achievement of pupils is good

- Pupils are given a good start in the Early Years Foundation Stage. Their attainment on entry is well below average and over half of them are just starting to learn English. They make good, and sometimes outstanding, progress in the Nursery and Reception classes across all areas of learning, and their attainment rises to around national expectations by the end of Reception.
- Progress of all pupils, whatever their ethnic background, in Key Stage 1 has improved and is good across all classes. Standards at the end of Year 2 have risen over the past three years, although they dipped last year, but are well below the national average. Evidence from lessons, pupils' work and school data indicates that pupils are on track to attain higher standards this year in reading, writing and mathematics because of the improvements in teaching and interventions, such as one-to-one and small-group sessions.
- Standards at the end of Year 6 have risen each year for the past three years, particularly in mathematics, which increased by 2.6 average points between 2011 and 2012, which is equivalent to around 10 months' gain in learning. The results, though, are still below the national average. The proportion of pupils that made and exceeded the expected two levels of progress from Key Stage 1 compares favourably with the national average. Current pupils, regardless of their ethnic groups, are making better than expected progress in all year groups and are on track to get improved test results.
- The high turnover of pupils has adversely affected Key Stage 1 and 2 results, because several pupils have not been in school from the start of the key stages and are new learners of English.
- Pupils enjoy reading and good use is made of the school's library. They are encouraged to read and write in all subjects and they use phonics (the sounds that letters make) skills well to tackle unfamiliar words.
- Pupils with disabilities or who have special educational needs are supported effectively in class or through small group or one-to-one sessions, and as a result they achieve well in all subjects.
- The school is using its pupil premium funds appropriately for the eligible pupils, who are achieving in line with, and sometimes better, than their non-eligible peers. In 2012, Year 6 pupils eligible for free school meals were ahead of their peers by around three months in reading and writing, but were behind by five months in mathematics as measured against their average point scores. The school is tracking the attainment and progress of these pupils well and the gap in attainment has closed over the years.

The quality of teaching is good

- The quality of teaching is consistently good and sometimes outstanding in the early years. The environment, including a delightful outside area, is arranged to provide a wide range of experiences and resources for children, who demonstrate independence and concentration. Teaching assistants are deployed very well and some have been recruited specifically to help the children who are new to learning English.
- Teaching in the rest of the school is good and there is evidence of consistent practice as a result of whole-staff training, for example in the promotion of pupils' literacy and oracy skills across all subjects. Teachers have high expectations and good subject knowledge, are enthusiastic and have established positive relationships with their classes. Their questioning encourages pupils to think and to give full answers, such as when asked to explain how they have worked something out in mathematics. Teachers share the learning outcomes with pupils and provide activities that will engage their interest, including good use of problem solving in mathematics.
- Phonics is taught well and results in the Year 1 screening check were close to the national average. Pupils are taught in small groups according to their ability and are provided with a good level of challenge as well as activities that are fun. From the youngest age, pupils are encouraged to use the correct terms, such as 'digraph'.

- Teachers usually provide activities that are designed to be appropriate for pupils' different starting points and abilities. This often works well, but occasionally results in work that is too easy or too difficult for some pupils. The whole-class sessions sometimes go on for too long with the result that a few pupils become restless and distracted.
- Teachers check pupils' written work regularly and include detailed comments to show them how to improve. Pupils are given clear targets to aim for and they know them well. They are given opportunities to assess their own work and that of their peers. Although pupils sometimes respond to teachers' suggestions and questions, this is not consistent across all classes.
- Pupils who are new to learning English are well supported through well-designed interventions, and others who are at the later stages of learning English are helped through an intensive Talk Partners programme that the school has recently introduced.

The behaviour and safety of pupils are good

- Pupils have positive attitudes towards school. They say that they enjoy coming to school and feel safe. Older pupils commented that behaviour has improved in the last few years under the current headteacher and that they helped to develop the 'Millbrook Message' rules. A few younger pupils referred to some low-level disruption in lessons, but were not unduly concerned as they said teachers dealt with it. Pupils are aware of different types of bullying. They said that if it occurs in school, it is swiftly sorted out by staff. Most parents and staff also feel that behaviour is good.
- Pupils' behaviour outside of lessons is a strength. They are polite and friendly and readily hold doors open for staff and visitors. They eat and play together sensibly at lunchtime and enthusiastically take part in the clubs and activities. They enjoy being given responsibilities, such as being members of the School Council or checking who has had lunch in the school canteen.
- Pupils behave well in the overwhelming majority of lessons. There are a few incidents of children calling out in class and not settling quickly to their tasks, but these are uncommon. Most teachers handle behaviour well, using the 'Millbrook Message' rules. There are a few pupils whose behaviour is very challenging, but they are well supported on the whole. The school's leaders have identified the need to provide further training for staff, many of whom are new to the school, in managing such pupils' behaviour.
- Attendance has improved considerably over the past few years, from 91% in 2010 to 95% currently, and is now in line with the national average. The attendance officer has been effective in working with parents to reduce the number of pupils persistently absent from school.

The leadership and management are good

- The school's leaders monitor the quality of teaching rigorously and their judgements are accurate. They provide action plans for teachers whose practice requires further improvement as well as a range of good training opportunities for all staff. They make use of the good links with the partner school to observe lessons, discuss planning and moderate teachers' assessments. The headteacher also invited the local authority to audit teachers' assessments last year in order to be confident about judgements.
- The arrangements to track pupils' progress are good and have improved in the last year. Teachers are held to account appropriately for the performance and progress of their pupils and in identifying which ones need to be supported through additional interventions. Leaders are aware that they sometimes need to change targeted groups more quickly.
- The middle leaders, who include heads of subject and key stages, are involved alongside the senior leadership team in monitoring and development planning and have contributed to the improvements in teaching and pupils' standards. They report an analysis of pupils' achievements in their areas to the governing body each term. They share with the senior leaders and

governors ambitions for the school to improve further.

- The school is inclusive and promotes equality of opportunity effectively. It takes good care of the welfare, health and safety of all its pupils, several of whom are vulnerable. There is good tracking of these and other pupils' progress.
 - Pupils experience a good range of subjects and enrichment activities, such as clubs and visits. The inspection took place in 'science week' and a scientist visited the school to provide sessions for all pupils, which they thoroughly enjoyed. They spoke enthusiastically about visits to the local mosque and the Roald Dahl museum. All pupils in Years 5 and 6 benefit from learning to play a musical instrument and read music. Pupils in Year 6 were practising for a performance in the Royal Albert Hall and their obvious enjoyment and progress in learning a range of orchestral instruments were exceptional.
 - The local authority has supported the school effectively over the years and helped to moderate judgements of pupils' standards as well as teaching quality. They are confident in the leadership and the recent partnership with the National Support School.
 - **The governance of the school:**
 - Governors have a good knowledge of the school and the performance of pupils, based on the detailed information provided by the headteacher, including the new Data Dashboard, and their own frequent visits that involve learning walks around the school. They are very confident in the headteacher and the improvements she has secured in the school over the past few years. They are aware that the new performance management arrangements are helping to improve teaching and raise standards. They challenge the leaders appropriately and ensure that teachers' progress up the pay scale is linked to teaching quality and pupils' progress. They help to manage finances efficiently, including the use of the pupil premium. They have received appropriate training and ensure that statutory obligations, including safeguarding, are met.
-

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

Unique reference number	131815
Local authority	Buckinghamshire
Inspection number	406453

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair	Ania Sagajllo
Headteacher	Debra Mansfield
Date of previous school inspection	15–16 March 2011
Telephone number	01494 524791
Fax number	01494 533361
Email address	office@millbrook.bucks.sch.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 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 2013

