

Millbrook Primary School



School Self Evaluation (SEF)

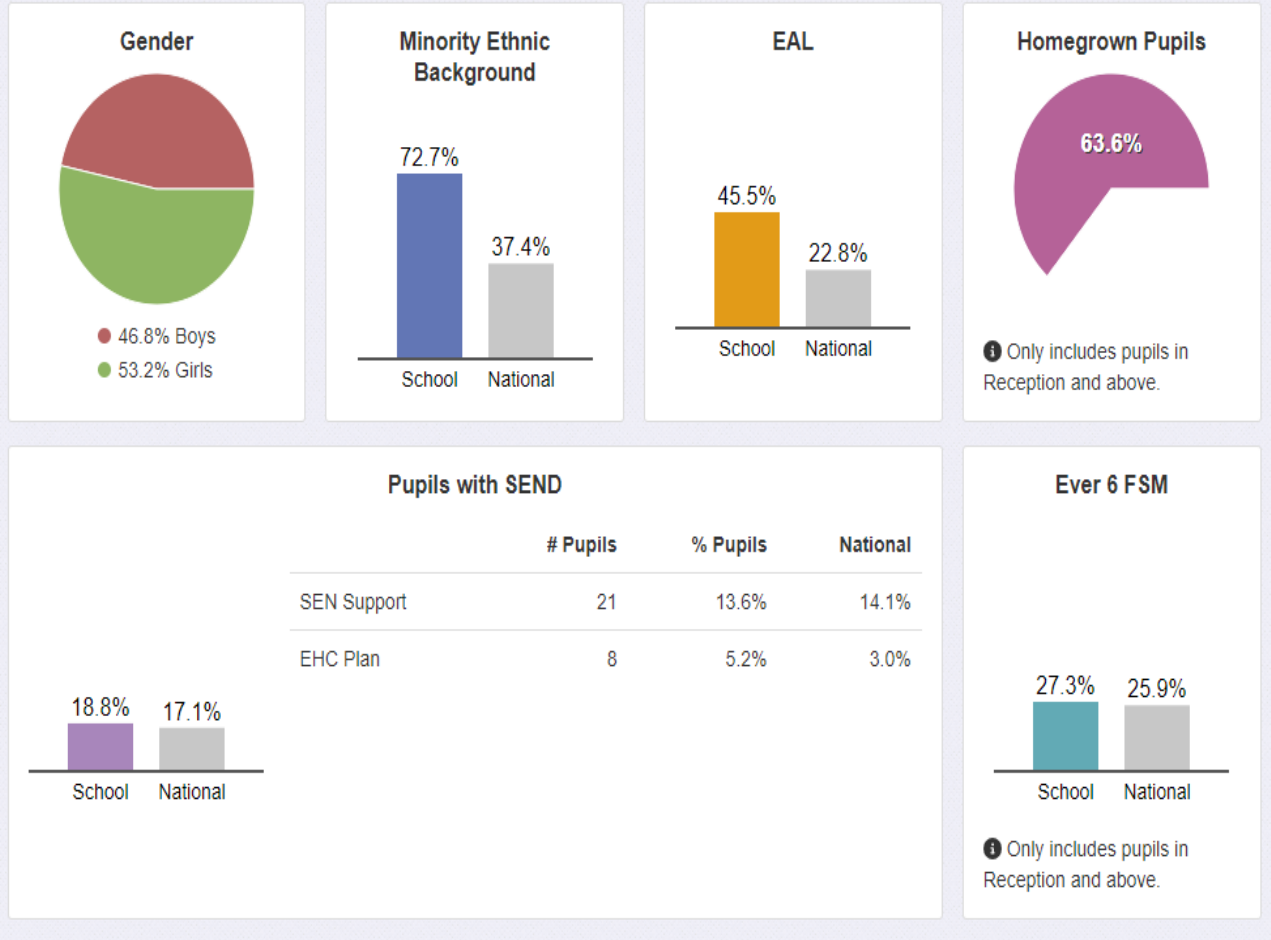
Updated: October 2024

School Context

Demographics of Millbrook School

2024-2025: 154 Pupils

Print



Special Features:

Wraparound Care

- The school provides an after-school club from 3.20 pm until 6.00 pm

School Grounds

- The school has extensive grounds where all children are encouraged to participate in after school sports clubs

National Breakfast Programme

- The school is part of the National Breakfast Programme where all children receive breakfast each morning on entry into class

CHEXS – Supporting Families in the Local Community - A school partnership

- The partnership with families guiding them through rough times transforming lives by nurturing resilience, inspiring hope and providing opportunities.

On the 2nd September 2024 Millbrook Primary and Bonneygrove Primary Schools formally federated. This is an exciting time for the school and its future. The benefits it will bring to the whole school community is a benefit that could not be ignored as highlighted;

1. **Shared Expertise and Resources:** By federating, Millbrook can now access a wider pool of expertise, experience, and resources from Bonneygrove. This can help strengthen teaching and learning practises across both schools.
2. **Economies of Scale:** Pooling resources and staff, can lead to greater efficiencies and cost savings, which can then be reinvested to improve the quality of education for pupils.
3. **Curriculum Alignment and Progression:** The federation can enable better alignment of the curriculum, teaching approaches, and assessment practises between the two schools.
4. **Professional Development Opportunities:** The schools can provide more opportunities for staff to collaborate, share best practises, and engage in joint professional development activities. This can enhance the skills and knowledge of teachers, ultimately benefiting the pupils.
5. **Strengthened Leadership Capacity:** By pooling leadership resources, the federation can develop a stronger, more resilient leadership team that can drive improvement across both schools.
6. **Improved Pupil Outcomes:** The combination of shared expertise, resources, and leadership has the potential to raise standards and improve outcomes for all pupils, including those from disadvantaged backgrounds.
7. Millbrook remains a school for its local community retaining its community identity.

Curriculum

At Millbrook Primary School we **believe** that all children can **achieve**.

Every child is recognised as a unique individual and as part of the wider school community.

Community involvement is an essential part of our curriculum as our children learn new skills that enable them to take an active role in events throughout the year.

The curriculum at Millbrook provides engaging learning experiences, this allows children to build resilience, confidence and independence. We believe that childhood should be a time where there are no limits to curiosity with a thirst for new experiences and knowledge. The impact of the Millbrook Curriculum will ensure our learners are equipped for the next stage in their life, enabling to make their own life choices and confidently face challenges.

All aspects of our curriculum are accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language. We provide a rich, challenging curriculum, which stretches all of our children. Staff are aware of children who have exceptional talents and gifts and monitor or track their progress carefully to ensure their academic potential or talent is continually developed.

We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. Additional information on this can be found in our policies: Inclusion, Equality and SEN.

Our aim for children is to leave Millbrook Primary aware of global opportunities where they have the confidence to communicate, make decisions and aspire to become lifelong learners. We intend our learners to be

- **effective contributors**
- **confident individuals**
- **successful learners**
- **responsible citizens**

who are

- **healthy and active**
- **safe and nurtured**
- **included and respected**
- **reaching their full potential**

We have a carefully planned an ambitious curriculum that is planned and sequenced with cross curricular links. It is genuinely 'broad and balanced'. It takes account of our cultural capital. It is a working document and it is always being developed.

It looks back at previous learning and forward to new learning so that our children can make those essential links. The Millbrook Primary curriculum has been designed, developed and adapted to meet the needs of all our pupils collaboratively by all our staff.

The *'seeds we plant today will grow throughout a child's life'*.

Quality of Education Current Grade 2/3 rapidly improving

Strengths:

We are pleased that our recent Ofsted inspection recognised the significant and effective improvements we have made to the 'Quality of Education' for our pupils, despite the challenges presented by the pandemic. The report noted that our leaders and those responsible for governance are taking effective action to ensure our school becomes a 'Good' school. This reflects our unwavering commitment to providing the best possible education for the children in our care.

Our school community is diverse and vibrant, with 26 languages spoken by our pupils. We take great pride in celebrating this diversity and ensuring our curriculum is inclusive and representative of our pupils' backgrounds. The Ofsted report highlighted that our pupils are happy, feel safe, and have positive relationships with their teachers and peers. This strong foundation of pastoral care and personal development provides an excellent platform for academic progress.

In English and mathematics, we have prioritised staff training and developed clear curriculum plans. Consequently, our pupils now experience lessons where explanations build on their prior knowledge, and the activities they complete help them to demonstrate and deepen their understanding. This focus on progression and the development of subject-specific skills is a key strength.

Our Early Years provision is a particular area of strength, as recognised by Ofsted. The report noted that recent improvements mean children in the Reception Year are now getting off to a positive start, with a well-designed curriculum that is tailored to their needs and interests. Our staff deliver the curriculum very effectively, supporting children to become creative and curious learners.

We are also proud of the wide range of enrichment opportunities we provide for our pupils, including educational visits, sports clubs, and opportunities for pupil leadership. These experiences complement our curriculum and help to broaden our pupils' horizons, developing their cultural capital and supporting their personal development.

While we acknowledge that there are areas for improvement, as highlighted by Ofsted, we are confident that the strong foundations we have built will enable us to continue making progress. Our self-evaluation reflects our honest and reflective approach, and we are committed to addressing the areas that require further development.

Next Steps:

To further strengthen the 'Quality of Education' at Millbrook Primary School, we have identified the following key next steps:

1. **Implement the curriculum effectively across all subjects:** Ofsted noted inconsistencies in the implementation of the curriculum, particularly in foundation subjects. We will ensure that all teachers have the necessary knowledge and skills to deliver the curriculum effectively, using a range of teaching strategies to meet the needs of all pupils, including those with SEND.
2. **Enhance the use of assessment to identify and address gaps in learning:** The Ofsted report highlighted that teachers do not always check pupils' understanding rigorously enough, resulting in gaps in learning that are not successfully identified and addressed. We will prioritise the development of effective assessment practises across all subjects, enabling us to tailor our teaching to meet the needs of individual pupils.
3. **Provide targeted support for pupils with SEND:** While Ofsted recognised that our provision for pupils with SEND is effective, they noted that some staff do not yet have the knowledge they need to adapt the curriculum to ensure all pupils with SEND can access it successfully. We will invest in further professional development for our staff to enhance their understanding of SEND and implement strategies to fully include these pupils in our curriculum.

Behaviour & Attitudes Current Grading 2

Strengths:

We are pleased to report that our school's behaviour and attitudes have been graded as Good by our most recent Ofsted inspection. This reflects the significant progress we have made in this area over the past year.

One of our key strengths is the positive relationships our pupils have with each other and with our staff. As Ofsted noted, our pupils "are happy" and "say that their teachers care about them", which helps them "feel safe". Our school's values of inspiring and respecting others are clearly embedded, underpinning these strong relationships.

We have also been successful in raising expectations around behaviour across the school. As a result, our pupils "typically behave sensibly in lessons" and "have positive attitudes to learning". Staff regularly reinforce our classroom rules, and pupils understand their importance, taking pride in the rewards they receive for good behaviour and hard work.

Attendance is another area of strength, with Ofsted reporting that "Most pupils attend school well". We have worked hard to promote the importance of regular attendance, and our efforts have paid off in this regard.

Beyond the classroom, our pupils "excel in their various roles and responsibilities", such as acting as junior ambassadors, eco-warriors, and house captains. These leadership opportunities allow our pupils to contribute meaningfully to school life, further developing their sense of pride and belonging.

Overall, our strong performance in behaviour and attitudes is a testament to the dedication of our staff, the engagement of our pupils, and the support of our wider school community. Our pupil survey showed the children feel safe and happy at school and they tell us they are equipped with the language of solving issues themselves and know they can approach any adult for support. We are committed to building on these strengths to ensure our pupils continue to thrive in a safe, nurturing, and inspiring environment.

Next Steps:

While we are proud of our Good rating in behaviour and attitudes, we are committed to continual improvement in this area. To further strengthen our provision, we have identified the following next steps:

- 1. Enhance Behaviour Support for Vulnerable Pupils:** Our Ofsted report highlighted that "some staff do not yet have the knowledge they need to adapt the curriculum so that all pupils with SEND can access it successfully." To address this, the SENCO has begun the year by working with all staff individually to ensure teachers from the outset are being given strategies to support children through effective scaffolding. Where further support is needed SENCO provides targeted professional development for staff, equipping them with the skills and strategies to effectively support our pupils with special educational needs and disabilities (SEND) in managing their behaviour and accessing the curriculum.
- 2. Strengthen Pupil Leadership Opportunities:** Building on the success of our existing pupil leadership roles, we continue to build on the leadership opportunities this academic year with the Junior Parliament, who have been democratically elected by their peers. The Eco-Warriors who encompass the sustainability strategy and the House Captains to further empower our pupils and give them a greater voice in shaping the life of our school.
- 3. Promote Positive Behaviour Through the Curriculum:** We will review and enhance our personal, social, health, and economic (PSHE) education curriculum this is delivered through the SCARF scheme. SCARF have delivered workshop on positive relationship to all classes in September and staff training to ensure it provides our pupils with robust support in developing strong learning behaviours, managing their emotions, and making positive choices. This will be complemented by a renewed focus on embedding our school values across all areas of the curriculum.

Personal Development Current Grade 2

Strengths:

We are pleased to report that our school's personal development has been graded as Good by our most recent Ofsted inspection. This reflects the significant progress we have made in this area and the positive impact of our efforts on our pupils' holistic development.

Our school has a strong focus on promoting diversity and inclusion, which is evident in the wide range of opportunities we provide for our pupils to learn about different cultures, faiths, and backgrounds. Our curriculum is carefully designed to celebrate the diversity within our school community, and we actively encourage our pupils to share their experiences and perspectives. This has helped to foster a sense of respect, understanding, and appreciation among our pupils, aligning with our core values of being inspired, respected, and caring for one another.

We take great pride in the various leadership roles and responsibilities we offer our pupils, such as junior ambassadors, eco-warriors, and house captains. These roles empower our pupils to contribute actively to school life, develop essential life skills, and take ownership of their learning and personal growth. Our pupils excel in these roles, demonstrating their commitment to the school and their peers.

Furthermore, we have placed a strong emphasis on supporting our pupils' mental health and emotional well-being. Through our comprehensive personal, social, health, and economic (PSHE) curriculum, delivered through SCARF scheme of work, which equip our pupils with the knowledge and strategies to manage their emotions, build resilience, and make informed decisions about their health and safety. Our staff are trained to identify and respond to any concerns, ensuring our pupils feel safe, supported, and cared for.

Our school's focus on personal development is also evident in the wide range of extracurricular activities and enrichment opportunities we provide. From sports clubs delivered by our Sports Coach and outdoor learning experiences built into the curriculum to creative workshops such as our Music specialist who visits weekly to provide specialist instruction in percussion instrument and singing and cultural visits for example by the Chinese Institute celebrating Chinese New Year. The school strives to offer a diverse and engaging programme that caters to the varied interests and talents of our pupils. These activities not only expand their horizons but also foster their social skills, teamwork, and sense of community.

Overall, we are proud of the progress we have made in the area of personal development and are committed to building on this strong foundation to ensure our pupils continue to thrive and develop into well-rounded individuals.

Next Steps:

To further strengthen our personal development provision and continue our journey towards excellence, we have identified the following next steps:

1. **Enhance Pupil Leadership Opportunities:** While we currently offer a range of leadership roles, we aim to broaden leadership roles by seeking opportunities to represent the school at local and national events, such as the Holocaust Memorial event, Hertfordshire Music Gala at the Royal Albert Hall and sports fixtures. This will empower our pupils to take an active role in shaping the school's policies and practises related to personal development.
2. **Strengthen Partnerships with Parents and the Local Community:** We recognise the importance of involving parents and the wider community in our personal development initiatives. We will work to establish stronger partnerships. The Macmillan coffee morning saw parents signing onto support the School's PTA. Parents enjoy participating with the children so we have so far put on pumpkin competition where children and parents worked on carving pumpkins. Book Bonanza where parents join their children in class for a reading session runs for year reception to year four Monday to Friday.
3. **Implement a Comprehensive Evaluation Framework:** To ensure the ongoing effectiveness of our personal development provision, we will develop a robust evaluation framework. This will involve regularly gathering feedback from pupils, parents, and staff by evaluating our activities and its impact on pupils' well-being, attitudes, and engagement. The insights gained will inform our continuous improvement efforts.

Leadership and Management Current Grading 2

Strengths:

We are pleased to report that our school has made significant progress in the area of Leadership and Management, against the "Requires Improvement" grade awarded by Ofsted in our most recent inspection.

Our school's leadership team has worked tirelessly to enhance the quality of education for all our pupils. Where the school had three new teachers starting at the school in the Easter term, prioritising staff training and development, ensuring that our teachers have the knowledge and skills necessary to implement the curriculum effectively across all subjects. This has led to improved consistency in the delivery of lessons, with a particular focus on English and mathematics.

We have also strengthened our assessment practises, ensuring that teachers regularly check pupils' understanding and address any gaps in their learning. This has resulted in more targeted support and interventions, helping to improve outcomes for all pupils, including those with special educational needs and disabilities (SEND).

Furthermore, we have made concerted efforts to increase leadership capacity within the school. The recent secondment of two senior teachers and the appointment of a new SENDCo have bolstered our ability to drive improvement and support our staff. This has been particularly important given the challenges we have faced with staff turnover and the need to maintain continuity in our curriculum delivery.

Our school's commitment to the well-being and professional development of our staff is also a strength. We actively seek their views and consider the impact of new initiatives on their workload, ensuring that they feel valued and supported. This has contributed to a positive staff morale and a shared sense of purpose in delivering the best possible education for our pupils.

Finally, our school's governing body has demonstrated a strong understanding of the challenges we face and has been proactive in providing training and support to enhance their oversight and decision-making. This has enabled them to make informed decisions that have positively impacted our school's progress.

Next Steps:

To build on our progress and continue to strengthen our Leadership and Management, we have identified the following next steps:

1. Ensure the effective implementation of the curriculum across all subject areas:
 - a. This has been facilitated by Bonneygrove subject leaders who have delivered training in Science, History, DT, and Geography to date. The leaders have also provided curriculum guidance and planning to support Millbrook teachers implement robust monitoring and evaluation processes to identify and address any inconsistencies in curriculum delivery.
 - b. Empower subject leaders to take a more active role in driving improvements within their areas of responsibility – senior leaders to mentor and coach Millbrook subject leaders – English, DT, Computing, Maths, and Reading.
2. Enhance the use of assessment to inform teaching and learning:
 - a. Staff training in responsive teaching has been delivered to staff which incorporates the EEF 7 step model. Senior Leaders will continue to develop the strategy that enables teachers to consistently identify and address gaps in pupils' knowledge and understanding.

- b. Continuous training timetabled with individual support to ensure all teachers are skilled in using assessment data to plan effective, and effectively adapt lessons.
 - c. INSIGHT is now up and running with first set of data entry timetabled for the end of Autumn term. This will provide a robust system for tracking and analysing pupil progress, particularly for vulnerable groups, to inform targeted interventions.
3. Strengthen the capacity and expertise of the leadership team:
- a. Inclusion Lead will continue to develop the skills and knowledge Senco to ensure effective support for pupils with SEND.
 - b. English lead is new to the role as of September. She has worked effectively with the previous English lead and with an effective handover confidently started the year with providing support to ECT and other teachers. She works with support from senior leaders and with external English specialist ensuring the school's SDP is being progressed.
 - c. Federating with Bonneygrove has supported and enabled Millbrook to have access to systems such as INSIGHTS for assessment, Lessons Learned for staff and curriculum access for example JIGSAW for RE. As well as, subject support from the leaders of Bonneygrove.

By addressing these next steps, we are confident that we can further enhance the quality of Leadership and Management within our school, ensuring that all pupils receive a high-quality education and are well-prepared for the next stage of their learning journey.

Early Years Current Grading 2

Strengths:

We are proud to report that the quality of provision in our Early Years has been judged as Good by our most recent Ofsted inspection. This reflects the hard work and dedication of our staff, as well as the commitment of our school community, in ensuring that our youngest receive a high-quality education.

In our Early Years, we have made significant strides in creating a nurturing and stimulating environment that supports the holistic development of our children. Our curriculum is well-designed to meet the needs and interests of our pupils, with a strong focus on developing their communication, language, and personal, social, and emotional skills. Our staff have a deep understanding of child development and use this knowledge to plan engaging and purposeful learning experiences. As a result, children in the Reception Year are increasingly well-prepared for the transition to Key Stage 1.

The strengths of our Early Years provision are underpinned by effective leadership and a strong culture of continuous improvement. Our leaders are deeply committed to ensuring that all pupils, regardless of their starting points or individual needs, are able to access and succeed within our provision. They work closely with staff and families to identify areas for development and implement targeted interventions to address any gaps in learning or provision.

Furthermore, we have made significant strides in addressing the areas for improvement identified in our previous Ofsted report. We have strengthened our curriculum planning and implementation across all subjects, ensuring greater consistency and progression in the knowledge and skills being taught. Our assessment practises have also been refined, enabling us to more effectively identify and address any gaps in pupils' learning.

The school also worked with the external HFL specialist advisor whose termly support and feedback enabled EYFS leader to progress in all areas to maintain the Early Years award.

Next Steps:

To build on the strengths of our Early Years provision and continue our journey towards excellence, we have identified the following next steps:

1. **Enhance Curriculum Delivery in the Early Years:** While our Early Years curriculum is well-designed, we recognise the need to further refine our teaching practises to ensure that all children, including those with SEND, are able to access the curriculum and make strong progress. We will invest in targeted professional development for our Early Years staff, focusing on effective strategies for differentiation and adapting learning activities to meet individual needs.
2. **Strengthen Transition Pathways:** To ensure a seamless transition for our pupils between key stages, we will review and refine our transition processes, from Early Years to Key Stage. This will involve closer collaboration between year group teachers, the sharing of assessment data, and the implementation of continuous provision to address any identified gaps in knowledge or skills.

By addressing these next steps, we are confident that we will continue to strengthen the quality of provision in our Early Years, ensuring that all of our pupils receive an exceptional education that prepares them for success in the next stage of their lives.