

Milford Infants' School

Address: Glenthorne Avenue, Yeovil, Somerset, BA21 4PG

Unique reference number (URN): 123724

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Leaders ensure pupils gain the knowledge and skills they need so they are well prepared for the next stage of their education. Most pupils, including those with special educational needs and or/disabilities and those who are disadvantaged, make secure progress from their starting points.

Staff prioritise reading and most pupils read with increasing confidence and understanding. Leaders have worked quickly to make sure the new phonics programme continues to support pupils to learn to read well. Attainment remains consistent over time. Outcomes of the Year 1 phonics screening check are generally in line with the national average.

Pupils' work demonstrates that they typically build their knowledge well over time and tackle new concepts with confidence. Staff identify gaps quickly and adapt learning effectively to address gaps in knowledge. From Nursery onwards, staff prioritise the essential knowledge in language, communication, phonics and handwriting so that children achieve well.

Attendance and behaviour

Expected standard 

Leaders have an accurate understanding of attendance. Although overall attendance remains just below national figures, leaders' actions are improving attendance securely. Targeted work, including early morning reading support, has improved individual pupils' attendance significantly. Leaders intervene swiftly and effectively, using robust systems, to address persistent absence. As a result, persistent absence for pupils with special educational needs and/or disabilities and disadvantaged pupils has reduced.

Pupils understand and follow the school's high expectations for their behaviour. They arrive calmly each morning and settle quickly because familiar adults greet them warmly. Throughout the day, pupils show positive attitudes to learning and engage well in lessons. Classrooms remain calm, and low-level disruption is rare. Staff build strong, trusting relationships with pupils and apply the behaviour policy consistently. Playtimes are harmonious. Pupils in Year 1 and 2 enjoy the available space and play well together. They demonstrate aspects of the school's values, such as politeness and kindness. They know that adults address any fallouts promptly and fairly. Pupils report that bullying is not an issue and they know how to stay safe online. Adaptations, such as visual timetables and structured routines, help pupils who need additional support to manage their behaviour well.

Curriculum and teaching

Expected standard 

Leaders understand the strengths and areas for improvement with regard to the curriculum and the quality with which staff deliver it. They provide a broad and ambitious curriculum for reading, writing and mathematics. It is well sequenced, so pupils build knowledge and skills securely over time. This is also true for the wider curriculum where subjects, such as history, build on pupils' knowledge carefully. Pupils enjoy learning about reptiles and insects, followed by learning about fossils. Their learning is enhanced with a local trip to Lyme Regis to bring this learning to life.

Leaders identify pupils' barriers swiftly and adapt the curriculum so that, typically, pupils succeed. Leaders prioritise securing pupils' knowledge in phonics, handwriting, spelling and communication and language. Staff reinforce these important skills well, including early writing behaviours such as accurate pencil grips.

Teachers use their subject knowledge to teach subjects confidently and check pupils' understanding systematically. Pupils with special educational needs and/or disabilities access the curriculum alongside their peers. Adaptations, including the use of independent workstations and 'now and next' cards, support these pupils effectively. In the wider curriculum, sometimes teaching does not precisely match tasks to what leaders intend pupils to learn. When this occurs, it limits how well some pupils progress through the curriculum.

Early years

Expected standard 

Leaders provide a clear and ambitious curriculum that establishes secure foundations for learning. The classroom environment provides opportunities for children to revisit the important knowledge they need to learn, including phonics and number. High-quality interactions between adults and children consistently promote communication and language. Children respond well to this.

Children in the provision for 2- to 4-year-olds listen to a wide range of stories. They quickly learn important phrases and develop a love of reading. Staff provide daily opportunities for children to pour milk and slice healthy fruit and vegetables. This supports the development of children's fine motor control. Communication and language skills are firmly embedded from preschool onwards. Children apply this knowledge successfully in Reception, where early writing typically shows secure phonics habits. Children develop a secure understanding of number in preschool. They talk confidently about their understanding of numbers, which provides a great springboard for their learning as they move into Reception Year.

Children behave positively, understand routines well and demonstrate secure personal development, including discussing mental health and inclusive play. Staff adapt learning well for children with special educational needs and/or disabilities and those with other barriers. This enables them to learn alongside their peers and succeed. During outdoor continuous provision, adults typically engage children in meaningful interactions and extend their learning. This supports children to be well prepared for Year 1.

Parents are kept informed about their child's progress through regular meetings and shared examples of learning. Parents appreciate this regular communication.

Inclusion

Expected standard 

Leaders have successfully created an inclusive culture across the school. They have an accurate understanding of the needs of disadvantaged pupils. Leaders work proactively with families and external professionals to secure the support these pupils need to succeed. This includes working in collaboration with the virtual school. As a result, disadvantaged pupils achieve well and develop a secure sense of belonging.

Leaders have the necessary expertise to accurately identify pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are suitably supported to access learning and overcome barriers to their wellbeing. Staff benefit from the training they receive. This helps them make the necessary adaptations so that these pupils typically learn alongside their peers.

Leaders routinely review pupils' individual learning targets, working closely with parents and carers. This continuous cycle of checking the progress pupils make from their starting points ensures that pupils who face additional barriers generally progress well through the intended curriculum.

Leaders use additional funding effectively. For example, pupils benefit from additional adult support in reading, writing and mathematics lessons. They are also able to access a range of school clubs. The early bird reading club has been particularly successful in supporting improved attendance and reading.

Leadership and governance

Expected standard 

Leaders work with determination to provide a high-quality education. They have an accurate understanding of the school's strengths and the areas they need to continue to focus on. Leaders make decisions that are in the best interest of pupils, including those who face barriers. This helps pupils to thrive.

Staff feel valued as members of the team. They appreciate the support they receive to manage their workload and wellbeing. Leaders ensure that staff have the necessary support to develop their expertise, knowledge and skills. Leaders work effectively with external agencies to make sure that pupils, including those who are disadvantaged or those who have special educational needs and/or disabilities, receive any additional support they need. This enables staff to confidently deliver the curriculum as intended by leaders.

Governors understand their roles and responsibilities. They use appropriate methods to assure themselves of how the school is performing. They ask the right questions of leaders and seek external assurances when necessary. Governors ensure that they meet their statutory duties, including around safeguarding. However, they do not always provide consistent support and robust challenge to leaders.

Leaders have managed a recent issue in the school's building effectively so that it does not affect pupils' day-to-day experience of school. Parents and carers are overwhelmingly positive about the school. They appreciate the many communication systems in place and approachability of staff.

Personal development and wellbeing

Expected standard 

The school's personal development programme supports pupils to grow into confident, respectful and self-aware individuals. Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, have opportunities to stretch their talents and interests through extra-curricular clubs and music and wellbeing sessions. Pupils speak enthusiastically about the wide range of clubs on offer, including those for sports, board games and art. Staff make sure all pupils, including those who are disadvantaged, benefit

from this offer. A range of educational visits to local places of interest enriches the curriculum. Trips, such as reading at local residential homes, deepen pupils' learning and broaden their experiences beyond the classroom. Pupils articulate clearly what they have learned and why these experiences matter. For example, they speak enthusiastically about the visit to a motor museum.

The school promotes inclusion effectively. Pupils show respect for others during lessons and social times. They learn about and celebrate different faiths and cultures. The curriculum supports pupils to develop an understanding of the difference between right and wrong. They know that empathy and respect are important and demonstrate this in their daily interactions with one another.

Pupils feel safe in school and trust adults to support them. They talk confidently about how to stay safe online and how strategies such as breathing techniques help them manage their wellbeing. The personal, social and health education curriculum supports pupils to learn about positive relationships and friendships. They know that it is important to treat one another with respect. Pupils demonstrate an emerging understanding of fundamental British values. They understand why democracy is important in society. They experience this when elected on to the school council. Pupils know they can influence change. Through the school council, they have sourced new LEGO and games for classrooms to use during wet playtime.

What it's like to be a pupil at this school

Pupils feel welcome and settled from the moment they arrive each day. They benefit from the positive and trusting relationships that staff establish with them and their families. Staff know pupils well. They identify any potential barriers that disadvantaged pupils or those with special educational needs and/or disabilities (SEND) may face. Staff work closely with families to remove these barriers so that pupils can take part fully in school life. As a result, pupils develop a deep sense of belonging.

Pupils understand the school's clear and consistent expectations for behaviour. This begins in the early years, where children quickly learn well-established routines that help them to focus on their learning. Across the school, pupils show kindness towards one another. Pupils of all ages play well together and enjoy using the equipment available during social times. Instances of bullying are rare. Pupils are confident that staff will listen and respond promptly if they have any worries or concerns. This helps pupils to feel safe.

Leaders have prioritised the essential knowledge and skills that pupils need to secure, particularly in reading, spelling, handwriting and mathematics. Staff typically adapt the curriculum effectively so that pupils with SEND can access learning successfully. Published outcomes in the Year 1 phonics screening check demonstrate that pupils are generally well prepared for the next steps in their education.

Improving attendance remains a key focus for leaders. They understand the challenges that some pupils face and work collaboratively with families to overcome these. Attendance continues to improve because of this.

Pupils enjoy their learning and value the wider opportunities the school provides. They speak enthusiastically about the range of clubs on offer, such as those for drawing, gardening and singing. Educational visits further enrich the curriculum and broaden pupils' experiences. The school promotes understanding and respect for different cultures and faiths, including those represented within the school community. This helps pupils to appreciate and celebrate difference.

Next steps

- Leaders should continue their work to secure consistently high attendance for pupils, including those who are disadvantaged.
 - Leaders should support teachers in making highly effective choices about the tasks they select, in the context of each subject, to ensure pupils progress securely.
 - Leaders should further develop the capacity of the governing body to provide consistent support and challenge.
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About this inspection

The chair of the board of governors in this school is Alan Perkins.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, assistant headteachers and further members of staff. The lead inspector met with members of the governing body.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

Headteacher: Wendy Chant

Lead inspector:

Thomas Brewer, His Majesty's Inspector

Team inspectors:

Michelle Williamson, Ofsted Inspector

Wendy D'Arcy, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

235

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

22.13%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.40%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.04%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.6%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above
2022/23 (3 term)	8.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.6%	13.3%	Above
2023/24 (3 term)	23.9%	14.6%	Above
2022/23 (3 term)	28.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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