Inspection of Millennium Primary School

50 John Harrison Way, Greenwich, London SE10 0BG

Inspection dates:	7 and 8 May 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

The executive headteacher of this school is Rachel Mollett. This school is part of the Maritime Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nick Osborne, and overseen by a board of trustees, chaired by Tiffany Beck.

Ofsted has not previously inspected Millennium Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Millennium Primary School to be outstanding for overall effectiveness, before it opened as Millennium Primary School as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils enjoy Millennium Primary School a great deal. They feel safe and secure because staff look after them well. Pupils also enjoy learning. They talk enthusiastically about what they have learned and are keen to know more. Pupils achieve well and are prepared thoroughly for the move to secondary school.

Pupils' behaviour is excellent. It contributes strongly to making the school a place where pupils can learn and play with purpose and enjoyment. Pupils have a strong understanding of how to behave responsibly. In lessons and around the school, they conduct themselves impeccably. There are very few, if any, interruptions caused by poor behaviour. Pupils know who to turn to if they have any concerns and are confident that things will be dealt with swiftly.

One of the especially strong aspects of the school is the high level of respect pupils show each other and their teachers. In the playground, for example, pupils play extremely well together, making up games and using the wide range of equipment with vim and vigour. They have a keen sense of taking turns, giving others space and making friends. All this is organised expertly by the school and overseen carefully by adults to keep everyone safe.

What does the school do well and what does it need to do better?

The school's curriculum is designed carefully to give pupils a broad and ambitious experience. It has been comprehensively revamped over the past year and sets out clearly what pupils will learn at each stage of their journey through the school. Pupils typically learn the essential skills and knowledge they need before moving on to more complex ideas.

In most cases, the curriculum is implemented in classrooms effectively. Teachers' subject knowledge is secure. The school has put a great deal of emphasis on developing teaching expertise. Much of this work is proving successful and is contributing to raising pupils' achievements effectively.

The school identifies disadvantaged pupils effectively to provide well-targeted support. This enables pupils with special educational needs and/or disabilities (SEND) to achieve their potential. The specially resourced provision for pupils with SEND (specially resourced provision) caters effectively for pupils with autism, ensuring they access a curriculum that meets their needs and enables them to learn well.

There are a few inconsistencies in the way teaching methods are applied across some subjects. The strong practice overall is not ingrained enough to ensure that all pupils get a firm foundation in the essential knowledge. Sometimes, misconceptions are not tackled consistently, and this limits pupils' learning. The school is already taking effective action to address these aspects. For example, it is using the expertise of more experienced staff to provide well-focused professional development and support for teachers.

A similar picture of high-quality provision exists in the early years foundation stage.

Children get off to a good start here. Learning activities enable children to build their knowledge and skills well. Typically, children sustain their interest and are engaged in their work, especially where children's learning is tightly structured.

An area of strength is early reading. Pupils reach high levels of fluency by the end of Years 1 and 2. Training and support ensure that teachers and learning support assistants have the expertise to teach phonics effectively. Pupils receive a consistently strong experience as a result. Frequent checks on pupils' learning ensure that any gaps in their knowledge or misconceptions are tackled quickly. This excellence is built on very effectively as pupils move up the school. They become increasingly confident and fluent readers of a wide range of different types of books and texts.

Pupils' excellent behaviour in and around the school is the result of the school's high expectations and of its clear system of consequences. Pupils understand the importance of treating others with care and consideration. They are highly respectful of each other, staff and visitors. Pupils report that there is little, if any, bullying. The school's records back this up, with the number of suspensions dropping considerably this year.

The school rigorously follows up absences, and attendance is now considerably higher than average. The school provides pupils with a rich experience that goes beyond the formal curriculum. Pupils want to come to school. Visits to places of interest, which are linked to the curriculum, extend pupils' knowledge and understanding well. The range of in-school activities promotes pupils' personal development exceptionally well. From singing to care home residents and fencing to the 'Millennium Munch', pupils learn about the wider world and how to interact with it. This includes keeping themselves safe, for example when travelling on the tube.

The trust and local advisory council carry out their governance role effectively. They hold the school to account and provide support in equal measure. Local advisory counsellors have an in-depth understanding of the school's priorities. The school works closely with staff to ensure that well-being and workload are managed effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there are inconsistencies in how well the curriculum is implemented. Activities do not provide for the development of pupils' essential skills as consistently as they can, and gaps in learning are not checked well enough. This makes it difficult for pupils to build the depth of knowledge they need. The school should ensure that the curriculum is implemented consistently well and that pupils' subject knowledge builds securely over time.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143211
Local authority	Greenwich
Inspection number	10377511
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	Board of trustees
Chair of trust	Claire Glia
CEO of the trust	Tiffany Beck
Headteacher	Rachel Mollett (Executive Headteacher)
Website	http://millenniumprimary.org.uk/
Date of previous inspection	6 May 2015, under section 5 of the Education Act 2005.

Information about this school

- Millennium Primary School is a larger-than-average-size primary school. It is part of the Maritime Academy Trust.
- The school has specially resourced provision for pupils with autism.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education

provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, and spoke to pupils about their learning, and looked at samples of their work.
- Inspectors also looked at the curriculum in other subjects and visited the early years classrooms.
- Meetings were held with the executive headteacher, senior leaders, staff and pupils.
- The lead inspector also met with the chair of the local advisory council and councillors and spoke to a representative of the Maritime Academy Trust.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted Parent View, including written comments. They also considered the responses to Ofsted's staff and pupil surveys.

Inspection team

Brian Oppenheim, lead inspector	Ofsted Inspector
Russell Bennett	His Majesty's Inspector
Sarah Lack	Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025