

# Maidenhall Primary School

## Inspection report

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<b>Unique Reference Number</b>	109546
<b>Local Authority</b>	Luton
<b>Inspection number</b>	356571
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Jackie Cousins

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

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<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>	630
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rashid Nazar
<b>Headteacher</b>	Carole Lorimer
<b>Date of previous school inspection</b>	25 September 2007
<b>School address</b>	Newark Road Luton LU4 8LD
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<b>Email address</b>	maidenhall.primary.admin@luton.gov.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 26 part-lessons and observed all 25 teachers who were teaching during the inspection. Meetings were held with the headteacher, members of the governing body and staff. The inspectors talked to four groups of pupils from Years 3 to 6, including some from the school council. The school's work was observed and its documentation scrutinised, including policies relating to safeguarding and risk assessment. An analysis was made of school data on pupils' attainment and progress, and the inspectors looked at pupils' work in books and on display. Inspectors analysed completed questionnaires from staff and pupils, as well as 168 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment of boys and those with significant special educational needs and/or disabilities.
- The effectiveness of teachers' marking to guide pupils to improve their work.
- The extent to which pupils' attendance has improved since September 2010.
- The use of targets by school leaders to improve pupils' rate of progress.

## Information about the school

Maidenhall Primary School is a much larger-than-average sized school. All pupils are from minority ethnic groups and most speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is slightly above average. A small minority of pupils are known to be eligible for free school meals. The school has the following awards: Activemark, National Healthy Schools, Green Travel Plan, Investors in People and Eco-school silver.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Maidenhall Primary is a satisfactory school. It is improving and has good features. Pupils enjoy many things about school. They enjoy numeracy because, as one pupil said, 'I like solving problems and finding answers.' The pupils find the extended writing sessions satisfying due to the fact that, 'You write as much as you like for a whole 45 minutes.' They enjoy physical exercise sessions where they learn to keep fit and so they adopt healthy lifestyles successfully. Pupils know that they should eat healthily and only have one treat with their lunch.

A significant strength of the school is the way it effectively safeguards pupils and so they feel safe. Staff guide them thoughtfully so pupils develop a good understanding of how to keep themselves safe. The school promotes community cohesion effectively. As a result pupils contribute to the community well. Their behaviour is good in school. One pupil summed up their thoughts when she said, 'I have lots of friends in school and you settle in quickly.' The school council is working successfully to improve the school. It was effectively involved in developing book corners in classrooms. This encourages pupils to read more regularly. Pupils are proud of the money they have raised to support people less fortunate than them in other parts of the world.

Pupils make satisfactory progress in their learning due to satisfactory teaching. One pupil said, 'Teachers support you well.' They often use questioning effectively and so pupils' basic skills are promoted appropriately. Occasionally, teachers do not provide extra activities to encourage more-able pupils to work at higher levels of knowledge. This means that a few pupils are not always challenged fully in lessons. Marking and oral feedback for pupils are not always detailed and so occasionally they do not have an in-depth understanding of how to improve their work. Individual education plans for pupils with significant special educational needs and/or disabilities do not consistently contain specific targets for improvement and so it is not easy to measure their successes in learning. Pupils' attainment is broadly average in English and mathematics and it is getting better.

A good senior leadership team is driving improvement throughout the school. They have focused well on pupils' attendance which is now average. Children get a good start to their education in the Reception classes. Pupils' achievement is satisfactory from Years 1 to 6 because senior leaders monitor their attainment carefully in English and mathematics. Occasionally, progress meetings do not record the strategies in the minutes of the meetings that staff will use to support pupils' learning. This means that it is not easy to review how effective these have been at the next meeting. The governing body works satisfactorily to support the school but a few members are not well informed about the attainment of pupils in each year group. This means that they do not have a deep enough understanding of how the school is working to increase the rate of progress of different groups of pupils. Assessment is used satisfactorily in most subjects. Occasionally, tracking

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is not used effectively enough and so the school does not know how well pupils are doing in information and communication technology (ICT). Self-evaluation is sound and so the school has a satisfactory capacity to improve in the future.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics by the end of Year 6, by:
  - ensuring that challenging activities for more-able pupils are available in all lessons
  - developing the use of marking and pupils' personal targets so that they are clear about how to improve their work
  - recording strategies regularly that teachers and staff will use to increase pupils' achievement
  - making sure governors monitor in detail the attainment of pupils in all year groups and that they are clear about the progress pupils are making.
- Improve the achievement of pupils with significant special educational needs and/or disabilities by ensuring all individual education plans contain specific targets that allow progress to be measured more accurately.
- Improve provision in ICT by using assessments of pupils more rigorously to track their achievement in detail.

**Outcomes for individuals and groups of pupils****3**

From their below average starting points on entry to Reception, pupils make satisfactory progress across the school and so boys' and girls' attainment is broadly average by the end of Year 6 in English and mathematics. Pupils who speak English as an additional language achieve satisfactorily because English language development is promoted rigorously by staff. In a mathematics lesson, older pupils read and interpreted complex scales confidently due to effective levels of teacher expertise. Boys and girls make similarly satisfactory progress due to the use of resources which interest them. Work in Year 6 pupils' books demonstrates that they use adventurous vocabulary and punctuation successfully because imaginative topics are planned for them to write about. More-able pupils achieve adequately in relation to their capabilities. Pupils with significant special educational needs and/or disabilities make similar progress to others. Individual education plans are not consistently used to support pupils' learning because they do not contain highly specific targets. Pupils in Year 2 achieve satisfactorily. Average ability Year 2 pupils solve problems appropriately by using addition and subtraction.

Pupils' spiritual, moral, social and cultural development is good. They are thoughtful and reflect carefully on what they do and say. Pupils learn successfully about Islamic, Christian and Hindu faiths and beliefs. For example, they say that the message found in the story of Rama and Sita is that, 'we should love and be kind to each other.' Pupils learn effectively about people who lived in World War II due to the good use of visitors and historical texts.

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Pupils' attendance is average and with their well developed social skills they are satisfactorily prepared for the next stage of education and future working lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The best teaching demonstrates good levels of teacher expertise in promoting skills of independence and so pupils learn to use effective methods to find new information for themselves. Teaching assistants are used thoughtfully and so pupils of different abilities are supported appropriately in lessons. Drama activities are used successfully to promote pupils' understanding. In an excellent lesson observed, pupils made outstanding progress because the teacher showed them how they could take on the role of a particular character from a play successfully. This inspired pupils to use facial expression as well as language very effectively when they were acting. Occasionally, a few teachers do not plan and use activities in lessons to extend pupils' learning and enable them to work to higher levels of attainment. Marking and pupils' personal targets, especially for writing, are not regularly discussed in lessons and so pupils are not very knowledgeable about how to achieve their 'next step' in learning.

The curriculum promotes pupils' basic skills satisfactorily in literacy, numeracy, science and ICT. The school has worked diligently to make the projects pupils study more inspiring. Trips out and visitors to the school mean that pupils are learning about topics in more detail. For example, pupils learn to carry out scientific investigations because trips out to a

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local a museum are used successfully to promote key skills. An artist in residence has worked with the pupils effectively to develop their creative skills. Displays around the school celebrate pupils' achievements thoughtfully. Provision for ICT is not consistently developed.

One pupil summed up her thoughts when she said, 'Staff are kind to you and understand how you feel.' The pupils say they are well cared for and have someone they could go to if they had a problem. The school has created a welcoming environment where pupils settle in quickly whether they arrive in Reception or any other year group. Effective procedures are in place to encourage pupils to come to school every day and they appreciate the certificates given for good attendance. Pupils feel the anti-bullying week is good at helping them to get on well with others. They know effectively about how to keep themselves safe on the internet because of good levels of staff guidance. A few pupils who completed the questionnaire during the inspection felt that they did not have a deep enough understanding of how well they were doing at school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, senior leaders and staff are working together well as team and so the school is setting ambitious targets for improvements in pupils' attainment and progress. The development plan is a valuable document which is assisting the school to concentrate on improving a manageable number of areas. It is using this information to target appropriate action and systematically address issues such as raising pupils' attainment in literacy. The school promotes equal opportunities to learning and reduces discrimination satisfactorily because it monitors pupils' attainment in English and mathematics and the participation of different groups of pupils. A strong senior leadership team is beginning to evaluate pupils' progress rigorously. Using a robust tracking system, termly meetings are held with class teachers to consider whether pupils have made enough progress. Occasionally, the strategies which teachers have agreed to use to increase a pupils' rate of achievement are not recorded effectively. Tracking of pupils' progress in ICT is not sufficiently developed. This means that middle leaders and teachers do not know in detail if any pupils are not achieving enough in this subject. Observations of teaching are carried out regularly and so areas for development are identified carefully. Good partnerships with other agencies, specialists and schools mean all pupils' well-being and learning, including those who are more vulnerable, are supported successfully.

The governing body supports the school satisfactorily. Members regularly visit the school and monitor provision. A small number of governors do not have a deep enough

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understanding of how well boys and girls are attaining in all year groups. This means they are not fully aware of what the school is doing to improve outcomes for pupils. Governors ensure that pupils are safeguarded well. For example, thorough risk assessments are created for practical activities in school, all checks are carried out and recorded successfully for staff and child protection training is regularly updated.

Community cohesion is promoted effectively and the school is a cohesive community where pupils from a range of ethnic backgrounds get on well with one another. There is good work with families and the local community. For example, some parents, carers and local residents have developed their skills in speaking English as a result of English classes which were held at the school. The Family Support Workers offer an outstanding level of support to local families enabling them to improve their personal circumstances very successfully. Pupils regularly play football for local teams as a result of encouragement from school leaders. They are knowledgeable about the importance of recycling for our nation and the need to look after our planet due to their involvement in the school gaining the silver Eco-School Award.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children make good progress from below average starting points and attainment is broadly average by the end of the Reception year. Assessments of children are used well to provide clear and relevant individual targets. They are displayed successfully in the classroom and so everyone is clear about what each child is working on. Parents and carers are involved effectively in their child's learning because every week they come into school to discuss their new targets and how these can be met. Leadership of this stage of education is good. Children's progress is monitored carefully. They achieve particularly well in their physical development due to effective use of the outside area.



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Children's personal development is good because staff guide them thoughtfully. They have a good balance of adult-led and child-selected activities. The children learn to be independent and concentrate successfully. This is because they are given good opportunities to work by themselves on well structured activities that engage their interest well. Occasionally, children are not fully challenged to work at higher levels of skill, especially in reading and writing, because planning does not set specific extension activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The number of questionnaires returned by parents and carers was relatively low. A good partnership with parents and carers is evidenced through the responses that were received. Parents and carers express a high level of satisfaction with their child's enjoyment of school and the way they are kept safe. A few parents felt their views were not always listened to but evidence collected during the inspection indicates that their concerns are acted on thoughtfully by staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maidenhall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection received 168 completed questionnaires by the end of the on-site inspection. In total, there are 630 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	45	85	51	4	2	0	0
The school keeps my child safe	78	46	85	51	2	1	1	1
My school informs me about my child's progress	68	40	90	54	8	5	0	0
My child is making enough progress at this school	64	38	92	55	9	5	1	1
The teaching is good at this school	61	36	98	58	8	5	0	0
The school helps me to support my child's learning	61	36	98	58	6	4	0	0
The school helps my child to have a healthy lifestyle	63	38	99	59	4	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	30	102	61	8	5	0	0
The school meets my child's particular needs	52	31	102	61	9	5	1	1
The school deals effectively with unacceptable behaviour	60	36	91	54	7	4	5	3
The school takes account of my suggestions and concerns	46	27	98	58	18	11	1	1
The school is led and managed effectively	51	30	104	62	8	5	0	0
Overall, I am happy with my child's experience at this school	66	39	92	55	7	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 March 2011

Dear Pupils

**Inspection of Maidenhall Primary School, Luton LU4 8LD**

Thank you for helping us to find out about your school. It was a pleasure to speak to some of you in lessons or talk to you in a small group and hear your views. Your school provides you with a satisfactory education. You told us that yours is a happy school with contented pupils. We and your parents and carers agree. These are some of the best things about your school.

You get a good start to learning in the Reception classes.

You told us, and we agree, how much you enjoy school and like many topics you study in numeracy, literacy, art and physical education.

You contribute to the community effectively and you told us how proud you were of the money you have raised to help others less fortunate than you.

You feel safe in school because staff work diligently to care for you.

You behave well in school due to the fact that staff guide you thoughtfully.

Your headteacher and senior teachers have good ideas about how to make the school even better.

You know how to keep yourselves healthy and most of you eat fruit and vegetables regularly in school.

We have asked your school to look at how it can make things even better by making the following improvements.

Raising your attainment by the end of Year 6 in English and mathematics.

Discussing your personal targets with you more regularly so that you understand more fully how to improve your work.

Setting more detailed targets for pupils with special educational needs and/or disabilities.

Tracking your progress in ICT more effectively.

You can help by continuing to listen carefully to staff comments, coming to school every day and enjoying all the things you are learning at Maidenhall Primary School.

Yours sincerely

Jackie Cousins

Lead inspector

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