

# Streetfield Middle School

## Inspection report

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<b>Unique reference number</b>	109677
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	377965
<b>Inspection dates</b>	20–21 March 2012
<b>Lead inspector</b>	Martin Cragg HMI

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>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	9–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	381
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Donald Brown
<b>Headteacher</b>	Anne M Phillips
<b>Date of previous school inspection</b>	14 January 2009
<b>School address</b>	Dunstable Road Caddington Luton LU1 4BB
<b>Telephone number</b>	01582 661342
<b>Fax number</b>	01582 478770
<b>Email address</b>	Office@streetfield.beds.sch.uk

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<b>Age group</b>	9–13
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<b>Inspection number</b>	377965



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## Introduction

Inspection team

Martin Cragg

Her Majesty's Inspector

Janev Mehmet-Christofides

Additional inspector

Gillian Scobie

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons involving 20 teachers and made brief visits to eight other lessons. They held meetings with the headteacher, groups of staff and pupils, the Chair of the Governing Body, a representative from the local authority and heard Year 5 pupils read. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school's development plan, assessment information, evidence of monitoring and evaluation, and the governing body's minutes and policies. Inspectors reviewed questionnaire responses from 204 parents and carers, 101 pupils and 44 staff.

## Information about the school

Streetfield is of average size for a middle school. The proportion of pupils known to be eligible for free school meals is broadly average. Most pupils are of White British origin and almost all speak English as their first language. The proportion of disabled pupils and those who have special educational needs is well above average, including a significant number of pupils who are on the autistic spectrum. A higher than average proportion of pupils leave or join the school other than at the beginning of the autumn term. The school has National Healthy Schools status and the Football Association Charter Mark.

By the end of Year 6, after two years in the school, pupils usually meet the current floor standard, which sets the government's minimum expectation for attainment and progress. However, this was not the case in 2011 when pupils' writing and, therefore, English were below average.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It has some good features. Pupils behave well and want to learn. They respect each other and say that they feel safe. They benefit from a wide range of trips, activities and events which aid their spiritual, moral, social and cultural development. Pupils generally make good progress in Years 7 and 8. However, the school is not good because pupils' progress, especially in writing, is slower in Years 5 and 6. Teaching is not consistent enough across the school to secure routinely good pupil progress.
- Pupils leave Year 8 with attainment which is above average. By the time they leave, their literacy and numeracy skills equip them well for the next stage of their education. However, although pupils' reading and mathematical skills are broadly average by the end of Year 6, their writing skills are below average.
- Teaching has improved since the last inspection. Teachers have good subject knowledge and set clear objectives for learning. They engage pupils' interest well and promote good relationships. However, they do not always consistently challenge pupils of differing abilities so that the pace of learning sometimes slows.
- Pupils are polite and respond promptly to teachers' requests. They respect each other and trust adults to resolve promptly any concerns they have. They behave well in lessons and around the school.
- Senior leaders set a clear direction for the school and have improved teaching and marking since the last inspection. They review pupils' progress regularly and adopt relevant strategies to tackle any underperformance by staff. However, school development plans do not always have measurable targets by which their impact can be evaluated and middle leaders are more secure in monitoring provision than evaluating it. The curriculum meets pupils' needs well.

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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 and increase pupils' progress, especially in writing, in Years 5 and 6 by:
  - helping pupils who enter Year 5 with literacy levels which are below national expectations to catch up rapidly
  - ensuring that pupils apply their literacy skills regularly in formal writing activities across the curriculum
  - working with parents and carers to encourage pupils to read widely outside school.
  
- Improve teaching further so that at least 75% is good or better by ensuring that all teachers:
  - match work carefully to the differing abilities of pupils
  - maintain the challenge and pace of learning for all pupils
  - encourage pupils to correct errors and apply the guidance given when their work is marked.
  
- Improve the effectiveness of leadership and management by ensuring that:
  - senior and middle leaders set measurable targets by which the impact of planned actions can be evaluated
  - middle leaders evaluate rigorously the provision and outcomes in their areas of responsibility.

**Main report****Achievement of pupils**

Pupils' achievement is satisfactory. They enter Year 5 with attainment which is broadly average overall but with weaker writing skills. Pupils' make satisfactory progress in Years 5 and 6 so that the proportion achieving Level 4 in reading and mathematics at the end of Year 6 is average. However, in 2011, pupils' writing remained below average. In Years 7 and 8, pupils' progress accelerates and their attainment is above average by the time they leave, as confirmed in externally marked tests. Disabled pupils and those who have special educational needs also make satisfactory progress in Years 5 and 6 but better progress in Years 7 and 8. Almost all of those parents and carers who responded to the questionnaire felt that their children were making good progress.

Pupils make at least satisfactory, and often good, progress in lessons. They have positive attitudes to their learning. They settle to work promptly and concentrate well. They try hard even when they find work difficult, as Year 6 pupils did in a lesson where they built sentences using randomly selected words. They work well together in pairs or small groups. Pupils take responsibility for their learning; for

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example, when choosing where to start a mathematics task according to their target levels.

Pupils develop effective basic skills by the time they leave the school. All pupils have a reading book but some admitted that they rarely read it out of school. Most pupils write regularly in English lessons. However, despite the school's strong focus on writing this year, many pupils do not improve quickly enough in Year 5. They do not routinely transfer what they have learnt in English into their writing in other subjects. Pupils make more progress in Years 7 and 8 so that their writing is at or beyond the expectations for their age when they leave Year 8. Progress in mathematics is more consistent across the school.

### Quality of teaching

The quality of teaching is satisfactory overall. Most parents and carers who responded to the questionnaire felt that their children were taught well. Inspectors found a mixture of good and satisfactory practice. Teachers have good subject knowledge which they use to set clear objectives and to plan relevant activities. The planned curriculum provides regular opportunities for teachers to emphasise the importance of pupils' literacy and numeracy skills in tutor periods and lessons, although these are relatively recent initiatives. Teachers develop good relationships with pupils which build their confidence and encourage all to participate, including pupils who have a wide range of special educational needs. They have high expectations for pupils' behaviour, presentation and effort and use examples from the real world to focus learning which contribute well to pupils' spiritual, moral, social and cultural development.

In the best lessons, teachers provide pupils with criteria for success which are clearly linked to their target levels. They set work to challenge pupils of different abilities and ensure that the pace of learning does not slow at any point. They use questions well to check pupils' understanding. For example in a Year 8 mathematics lesson, the teacher engaged pupils' interest through a thinking game and then used good questioning skills to establish possible solutions before using a paired activity for pupils to resolve a compound interest problem. However, in too many lessons, pupils of differing abilities work for too long on the same task or the teacher does not check carefully enough whether pupils find work too easy or too difficult. This sometimes results in a lack of challenge and pace, especially for higher-attaining pupils.

Teachers mark pupils' work thoroughly and provide helpful comments on what they should do next to improve. They complete regular reviews of pupils' progress and ensure that pupils assess their own work. The best marking encourages pupils to respond to teachers' comments by correcting key misspellings or trying alternative methods in mathematics. This approach clearly improves pupils' work but is not used consistently by all staff. As a result, in some Year 5 and 6 books, pupils make similar errors in consecutive pieces of work despite the teacher pointing them out in each case. This explains why progress is slower than in Years 7 and 8, where pupils respond better because they are more confident in assessing and improving their

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work.

## **Behaviour and safety of pupils**

Pupils behave well in lessons and around the school. Those parents and carers who responded to the questionnaire felt that behaviour around the school was good and almost all said that their children were safe in school. However, a few were concerned about behaviour in lessons. Inspectors talked with pupils and reviewed the school's records of behavioural incidents. In almost all of the 20 lessons observed, pupils' behaviour was good and this matches the relatively low number of recorded incidents over time. Pupils identified a very few occasions where behaviour affected their learning. Teachers manage behaviour well, responding positively and promptly to any lack of concentration before it results in learning being affected. They integrate pupils with specific needs well. For example, in a lesson where a pupil with special educational needs was distressed by the very enthusiastic but loud response of others to answering questions competitively, the teacher explained why they needed to talk more quietly and then invited the pupil back. The pupils understood immediately how to help and changed their behaviour so that the lesson continued successfully.

Pupils understand what bullying is and can explain different types that might affect them. However, they say that there is very little in school. They know how to report incidents and feel confident that adults will resolve any problems they raise. This was confirmed in discussions with pupils and in comments from some parents and carers. A form tutor immediately dealt with a minor problem between boys in her class during registration. By explaining clearly what she expected and how the behaviour upset the pupil who had raised the concern, she elicited an apology. Pupils know how to keep themselves safe and respond sensibly when using equipment in practical subjects. Pupils' attendance is improving because of rigorous strategies to follow up any issues. It is currently above average.

## **Leadership and management**

The headteacher and senior staff set a clear vision for the school based on developing a strong climate for learning and raising achievement. This contributes effectively to the progress pupils make in Years 7 and 8. Senior staff review the school's performance rigorously and know its strengths and weaknesses. The comprehensive school development plan contains relevant actions but the criteria by which their impact will be evaluated are not always measurable.

The headteacher and senior staff monitor teaching regularly and use the information gained to inform future training for teachers. The quality of teaching has improved since the last inspection, especially teachers' marking and setting clear objectives for learning. Pupils' achievement by the end of Year 8 is improving, attendance is above average and the school now uses assessment information well to monitor pupils' performance closely, indicating that the school has the capacity to improve further.

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The curriculum is good because it meets the needs of a wide range of pupils. This year, the school has extended the opportunities to reinforce pupils' basic skills through daily numeracy activities in registration, weekly spelling tasks and silent reading at the beginning of most lessons. The school responds to individual needs well and provides effective support through small groups, intervention classes and individual tuition. The provision for pupils with autism is very effective in building their confidence and skills so that they regularly learn in mainstream lessons. Staff work closely with parents and use the expertise of other agencies well to help pupils succeed. Pupils benefit from a very wide range of activities, events and trips which broaden their experience and provide good spiritual, moral, social and cultural development. For example, pupils spoke enthusiastically about the recent David Hockney art exhibition and singing at the Albert Hall and Wembley Arena. They valued residential trips and visits to other countries. They showed good empathy skills in comparing two illustrations of Frankenstein's monster and imagination while listening to an evocative soundtrack in English.

The school promotes equality of opportunity well. Pupils from a range of backgrounds get on well together. By the end of Year 8, all groups of pupils make similar progress. Governors ensure that the requirements are in place for the school to keep pupils safe. They know the school's strengths and increasingly challenge senior staff and middle leaders to demonstrate the progress the school is making through 'subject surgeries'. Middle leaders monitor provision regularly but their ability to collate the information gathered, evaluate it and use it to identify and implement priorities varies too much.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



22 March 2012

Dear Pupils

### **Inspection of Streetfield Middle School, Caddington, Luton, LU1 4BB**

Thank you for the welcome you gave us when we visited your school. We enjoyed talking with you in lessons, meetings and at breaks. Thanks also to those of you who filled in a questionnaire. Your views helped us find out about the school.

Streetfield is a satisfactory school. It has some good features. You get on well together and behave well. You say that you feel safe and that adults deal promptly with any concerns you raise. By the end of Year 6, you make satisfactory progress to reach standards that are average, although writing is weaker than reading and mathematics. By the end of Year 8, most pupils leave with standards that are above average. You benefit from a wide range of activities, events and trips. Teaching is at least satisfactory and often good. Your teachers give you clear guidance on how to improve your work. The headteacher and senior staff set a clear direction for the school.

We asked the school to improve some areas of its work. These were to:

- ensure that you make faster progress in Years 5 and 6, especially in your writing, and to read widely outside school
- set work that matches your different abilities, challenges you, and keeps up the pace of learning in lessons
- ensure that staff set targets to help them measure the progress the school is making.

You can help by making sure that you follow the advice your teachers give you on how to improve your work, especially your handwriting, spelling, use of punctuation and grammar.

We enjoyed our visit to your school and wish you success in the future.

Yours sincerely

Martin Cragg  
Her Majesty's Inspector

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