

# Middleton Primary School

## Inspection report

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<b>Unique Reference Number</b>	107953
<b>Local authority</b>	Leeds
<b>Inspection number</b>	377677
<b>Inspection dates</b>	14–15 September 2011
<b>Reporting inspector</b>	Tony Painter

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laraine Senior
<b>Headteacher</b>	Samantha Williams
<b>Date of previous school inspection</b>	15 October 2008
<b>School address</b>	Middleton Park Avenue Leeds LS10 4HU
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## Introduction

This inspection was carried out by three additional inspectors who observed teaching and learning in 15 lessons, taught by 15 teachers. They held discussions with groups of pupils, members of the governing body and staff. The inspectors observed the school's work and looked at a wide range of school documents including safeguarding and other policies, planning and assessment records. They examined staff and pupil questionnaire responses as well as 58 questionnaires returned by 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 consistency of pupils' progress through the school.
- Whether improved teaching is accelerating progress.
- How well the school has maintained good provision and outcomes for pupils' personal development.
- Whether current actions are continuing to improve attendance.
- How far leadership of the school is widening, for example, through the contributions of middle managers and governors.

## Information about the school

This is an above-average-sized primary school. Although most pupils are from White British backgrounds, increasing numbers of pupils have a wide range of minority ethnic backgrounds or speak English as an additional language. The proportion of pupils known to be eligible for free school meals, at 62%, is high. Over half the pupils have identified special educational needs and/or disabilities, which is well above the national average. The proportion of pupils with a statement of special educational needs is high.

A centrally provided speech and language unit and a learning centre to support pupils from a wider area who are at risk of exclusion share the school site. A children's centre adjoins the school under independent management and is subject to a separate inspection. The school has a number of awards including Healthy School status and the Food for Life Partnership Silver Award.

**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?**

2

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

2

## Main findings

This is a good school. The school leaders' accurate and perceptive self-evaluation has identified the right areas for development and established a firm commitment to improve the quality of provision and raise attainment. Leaders have taken rigorous and effective action and, as a result, good teaching now ensures all pupils make overall good progress through the school from their generally very low starting points. By the end of Year 6, pupils' attainment is now close to the national average, although the proportions of pupils reaching the higher levels of attainment remain relatively low. Pupils of all backgrounds and abilities, including those with special educational needs and/or disabilities, achieve well. The clear success of the current developments, the effective teamwork that is developing and the strong sense of ambition in the school indicate a good capacity to improve further.

Assessment systems are detailed and accurate, giving staff a clear picture of how well pupils are doing. Senior staff analyse this data extremely thoroughly to ensure pupils whose circumstances make them potentially vulnerable continue to thrive and to successfully target action, for example where groups of pupils make slower rates of progress. Many consistently strong features of teaching, such as good relationships and organisation, ensure good progress. Teachers mostly plan work well for pupils of different abilities leading to good learning. However, in some lessons, there is insufficient challenge, particularly for higher-attaining pupils. In a small minority of lessons, teachers' over-extended explanations reduce the time available for pupils to work independently.

The headteacher's rigorous action to improve leadership and management is proving effective and senior staff develop the school well. Middle leaders take a greater lead in overseeing their subjects, but do not yet play a full role in monitoring and evaluating developments and steering further improvements. The governing body is supportive and governors understand the school's strengths and weaknesses. However, their role in steering the school's strategic direction and monitoring the school's work is relatively limited.

The school gives good care, guidance and support for pupils, within a very strong ethos of care and shared commitment to the needs of each child. There is a very strong sense of community in the school and pupils of different backgrounds mix

readily and cohesively. Very strong partnerships with a wide range of agencies and outside bodies ensure effective support for pupils and their families who, due to their circumstances, are potentially vulnerable. Recent effective action has led to good improvements in levels of attendance and punctuality. Pupils' good behaviour, high levels of enthusiasm and their desire to do well indicate the success of the school's approach.

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

- Take further action to ensure teaching is good or outstanding by:
  - reducing time lost through over-extended introductions
  - ensuring greater challenge, particularly for higher-attaining pupils.
- Strengthen leadership and management further by enhancing the roles of:
  - middle leaders in evaluating the development of their subjects and steering further improvements
  - the governing body in steering the strategic direction of the school and monitoring work and developments.

## Outcomes for individuals and groups of pupils

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Successful action has raised attainment over recent years; pupils' learning and progress are now good in all parts of the school. In lessons, pupils show good levels of enjoyment of their tasks, they behave well, work hard and show improving levels of concentration. They enjoy using their developing skills. The school's attention to speech and language is showing a positive impact. Pupils express thoughts and opinions with greater confidence in response to teachers' questioning, for example in using specialist vocabulary to describe their work in mathematics.

Current Year 6 pupils are on track to leave school with broadly average attainment, maintaining the sharply improving trend shown in recent test results. This represents good achievement from very low starting points. The results in 2011 exceed all government floor targets with average numbers of pupils achieving the nationally expected level, although relatively fewer reached the higher Level 5. Assessments, past work and lesson observations show pupils on track to reach their appropriately challenging targets. Rigorous evaluation of assessment information quickly identifies any pupils in danger of falling behind. Very thorough and effective analysis of the relative performance of different groups of pupils, including those known to be eligible for free school meals, ensures successful targeting of additional action to reduce gaps. As a result, rates of progress for the many pupils with special educational needs and/or disabilities are improving and numbers for which additional action is required are beginning to reduce.

The school has maintained and strengthened pupils' positive personal development. Effective action has improved attendance, which has risen sharply and is now broadly average. Effective strategies ensure pupils' good behaviour in lessons and around the school. Pupils say they are very sure of their safety in school. Although they say that behaviour is good, they acknowledge there are some occasional incidents but they

know who to turn to and are confident of help and support. Most pupils take positive actions to ensure a healthy lifestyle and are well aware of the part played by personal hygiene, diet and exercise. Pupils are keen to take on responsibilities in and around the school, such as helping other pupils and serving on the school council.

The impact of pupils’ good spiritual, moral, social and cultural development shows in the ways pupils from different backgrounds interact harmoniously and cooperate well. These personal strengths, secure basic skills and broadly average attendance prepare them soundly for the next stages of their learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>

## How effective is the provision?

Teachers through the school have improved the consistency of their approaches and this is leading to a greater proportion of good teaching that ensures all pupils learn well. In particular, teachers forge strong relationships through appropriate encouragement, praise and effective control where necessary. As a result, pupils behave well and this contributes positively to the pace of their learning. Although well-established routines ensure little time is lost in classroom management, some lessons include too much teacher exposition, which restricts the time available for pupils to work independently. Support staff are used productively and are confident of their roles to ensure learning, particularly of targeted pupils.

Teachers make good use of their accurate assessments in planning work for pupils of different abilities. However, some tasks, particularly for higher-attaining pupils, do not offer sufficient challenge to promote better learning. Teachers generally identify clearly what pupils need to do to succeed, so pupils feel confident to tackle their work and are sure of their targets. Pupils frequently evaluate their own work, which helps them understand how well they are learning. Teachers mostly recognise how well pupils are learning during lessons and they intervene appropriately with further questioning or support. However, they sometimes miss opportunities to check pupils’ responses carefully and confirm full understanding.

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<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

The curriculum is good with a wide range of meaningful activities that pupils find enjoyable and engaging. Increasing thematic work, including special topics such as 'International' and 'Anti-Bullying' weeks, has broken down barriers between learning in different subjects, adding relevance and interest. Well-chosen visits and visitors frequently enrich topics and pupils show real enthusiasm for the outdoor garden and the school farm. Pupils use their developing basic skills in a wide range of subjects. They greatly appreciate and readily attend the wide range of clubs and activities that enliven many aspects of their learning.

Staff's deep personal knowledge of each individual pupil has firmly established good care, guidance and support. A strong community atmosphere and ethos of care contributes very well to pupils' confidence, personal development and sense of well-being. There are strong positive relationships at all levels and a very cohesive and welcoming atmosphere. As a result, any potentially vulnerable pupils and their families have confidence in the school's ability to support them. Support makes good use of well-established partnerships; actions are closely tracked and frequently very effective. Robust arrangements to monitor attendance have improved attendance markedly and reduced levels of persistent absenteeism. There is good support for the very few pupils who show challenging behaviour, ensuring no disruption to learning.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher and senior leaders have established a very accurate overview of the school and identified the right areas for development. By successfully conveying their enthusiasm and commitment, staff at all levels are wholeheartedly adopting new ways of working that are successfully raising achievement. Continued and rigorous monitoring of teaching and well-directed training are giving staff the additional skills to put new strategies into place and reduce inconsistencies. The use of data from rigorous, regular and accurate assessment systems is building a secure picture of progress through the school. Regular reviews of pupils' progress, holding teachers to account and targeting further support, are reinforcing the drive for improvement and helping teachers to raise attainment. The success of these approaches underpins the school's good capacity to improve further and demonstrates good value for money.

After an effective initial restructuring of leadership responsibilities, action has now begun to widen responsibilities. Middle leaders, for example, are beginning to play a greater part in forming an overview of their subjects. Staff show commitment to this process but have had limited opportunities to develop their leadership skills or contribute to the wider management of the school and take improvements to the next level.

The supportive governing body has a secure understanding of the school’s position and the current strategies for improvement. The governing body ensures safeguarding arrangements fully meet statutory requirements and takes effective action to monitor and improve safeguarding matters. Governors are improving their links with the school and increasingly asking searching questions. However, they are not yet closely involved in determining the school’s strategic direction or directly monitoring developments.

The school has established many extremely strong partnerships that enhance and extend the school’s provision. In particular, partnerships with outside agencies contribute well to aspects of pupils’ personal development and complement the very good links with parents and carers. The school effectively promotes community cohesion from a good understanding of its own context. There are strong links in the local area and beyond that help pupils from different cultures and backgrounds to get along very well together. Active measures to analyse all aspects of pupil achievement and act on the findings promote equality of opportunity and tackle discrimination well. Effective action has seen the gaps between pupils’ attainment and the national expectations closed.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>

## Early Years Foundation Stage

Good provision ensures children make good progress. Nevertheless, because starting points are very low, children’s skills when joining Year 1 remain well below that expected nationally at that age. Transition from the adjoining children’s centre is well managed; children settle quickly and comfortably into the school day and are clearly happy in their activities. Staff are establishing very secure relationships that promote children’s personal development particularly well. The caring, welcoming and encouraging staff team ensures a supportive and positive atmosphere that encourages good behaviour. Routines are clear and there is a good range of activities, primarily designed to target improving identified skills, including the effective teaching of early reading skills. Resources such as the outside area are



extremely well organised and effective in extending children’s experiences. Children are interested in their tasks and many show concentration and excitement.

Leaders and managers are effective. The coordinator has established effective teamwork that ensures consistency of approaches. Self-evaluation is detailed and identifies where to take action. Comprehensive assessment systems give a clear idea of how well individual children are learning and developing. This tracking information indicates where to target activities, ensuring good support for particular needs, such as in communication and in personal development. However, the school is aware of the need to extend many children’s severely restricted language skills. Much of the lively interaction between adults and children promotes these skills well, although staff sometimes miss a few opportunities to boost speaking skills.

*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 in the Early Years Foundation Stage	2

## Views of parents and carers

The inspection questionnaire response rate, at around 17%, is below the average found in primary schools. However, almost all parents and carers responded with wholly positive views of their children’s experiences. There was particularly high support for a number of questions including the effective way that the school keeps pupils safe and meets the needs of individual pupils. The inspection findings support these views. Inspectors thoroughly investigated all the general matters raised in the extremely small number of negative comments and their findings are included within the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Middleton 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 team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	67	16	33	0	0	0	0
The school keeps my child safe	31	65	15	31	0	0	0	0
The school informs me about my child's progress	27	56	19	40	1	2	0	0
My child is making enough progress at this school	26	54	19	40	0	0	1	2
The teaching is good at this school	29	60	18	38	0	0	0	0
The school helps me to support my child's learning	20	42	25	52	1	2	0	0
The school helps my child to have a healthy lifestyle	33	69	15	31	0	0	0	0
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)	23	48	23	48	0	0	0	0
The school meets my child's particular needs	29	60	18	38	0	0	0	0
The school deals effectively with unacceptable behaviour	21	44	21	44	3	6	1	2
The school takes account of my suggestions and concerns	20	42	28	58	0	0	0	0
The school is led and managed effectively	26	54	20	42	0	0	0	0
Overall, I am happy with my child's experience at this school	30	63	17	35	0	0	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%.

As indicated the table needs to be updated as the total for each question falls short of the 58 responses recorded.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



16 September 2011

Dear Pupils

### **Inspection of Middleton Primary School, Leeds, LS10 4HU**

I would like to give a big 'thank you' to you all for making the inspectors so welcome when we came to your school. A special 'thank you' must go to those of you who gave up time to talk to us about your work and how you enjoy school and your lessons. You told us about many things that you thought were good, and we agree with you. You work hard in school and are right to be proud of what you achieve. Most of you say that you know what to do to improve your work because your teachers give you just the right amount of help. You behave well and you all get on really well with each other.

Yours is a good school. The headteacher, all the staff and the governing body make sure that you are safe and cared for very well. We saw that all the staff have worked hard together to make things better for you and this is proving successful. We saw how you enjoy your lessons and how so many of you are keen to learn. So it is no wonder that all of you, including the youngest children, are making good progress.

One reason for our visit was to see if we can help your school to improve further. We have asked your teachers to give you enough time to work on your own and to make sure work is challenging enough, especially for those of you who find some things easy. We have also asked governors and some staff to play a bigger part in helping the school to continue to improve.

I hope that you will help by continuing to do your very best in all you do.

Yours sincerely

Tony Painter  
Lead inspector

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