

# Streetfield Middle School

Dunstable Road, Caddington, Luton, LU1 4BB

**Inspection dates** 11–12 December 2013

| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Requires improvement        | 3        |
| Leadership and management      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make good progress in Key Stage 2, and do not achieve as well as they could given their starting points when they arrive at the school.
- Standards in English and mathematics at the end of Key Stage 2 have been below average over a sustained period of time.
- Teaching is not effective in helping pupils who arrive in Year 5 with limited skills in reading and writing to make more rapid progress.
- The comments and guidance teachers provide through feedback in lessons and marking are not always helpful, and some pupils do not know what to do to improve their work.
- Lessons are not always stimulating enough to interest pupils and sustain their concentration. As a result, some become distracted in class.
- Attendance has been below the national average for three years.
- The new subject leaders are not yet having a marked impact on improving achievement and teaching.
- Leaders do not have rigorous systems to check the attainment and progress of pupils on arrival to Key Stage 2, so they cannot be sure the actions taken to accelerate their progress have the desired effect.

### The school has the following strengths

- Overall progress in Key Stage 3 is good.
- Pupils make good and improving progress in mathematics from Year 5 to Year 8.
- Pupils are polite, courteous and respectful around the school.
- Disabled pupils, those who have special educational needs and those who attend the resourced provision make good progress.
- Pupils enjoy a broad range of activities beyond the classroom, and provision for sport is strong.

## Information about this inspection

- Inspectors observed 41 lessons or part lessons. Thirteen lessons or part lessons were observed jointly with senior members of staff.
- Meetings were held with groups of pupils, governors and staff, and telephone conversations were held with representatives from the local authority.
- Inspectors looked at a range of evidence, including the school's self-evaluation and safeguarding arrangements. They observed the school's work, and looked at pupils' books and the tracking system used to monitor pupils' progress.
- Inspectors considered the 42 responses to the online Parent View questionnaire, and responses from a staff survey carried out by the school.

## Inspection team

Miranda Perry, Lead inspector

Additional Inspector

James Coyle

Additional Inspector

Rosemary Barnfield

Additional Inspector

## Full report

### Information about this school

- Streetfield is a smaller than average-sized middle school.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average. The proportion of those at school action plus or who have a statement of special educational needs is also above average. Some have behavioural difficulties.
- The proportion of pupils supported by the pupil premium is above average. In this school, the pupil premium provides funding for pupils known to be eligible for free school meals and those in local authority care.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school has specially resourced provision for pupils with special educational needs who have autistic spectrum disorders. Six pupils are currently on roll.
- There has been a recent restructure of leadership and management.
- The school does not use alternative provision offsite.
- A higher proportion of pupils than usual arrive at the school partway through each year.
- There has been recent uncertainty in the local authority about the future of the lower, middle and upper school system.

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

- Increase the proportion of good teaching by:
  - adapting activities in lessons, particularly in English, in response to the progress pupils are making
  - making clear to pupils during lessons and through marking what level they are currently working at, and what they need to do to improve their work.
- Raise attainment and improve progress, especially in reading and writing in Years 5 and 6, by:
  - establishing accurate information on the achievement of Year 5 pupils, so that action can be taken to improve their rate of progress and achievement where necessary
  - helping pupils who enter Year 5 with weak reading and writing skills to catch up rapidly and make good progress in Years 5 and 6.
- Increase the impact of leadership on pupils' achievement by ensuring that:
  - planning of improvements by leaders and governors takes full account of accurate Year 5 attainment information
  - new subject leaders are successful in improving pupils' achievement, especially in Key Stage 2
  - attendance is at least average, and pupils do not miss opportunities to advance their knowledge and understanding in school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils enter Year 5 with levels of attainment that are below those usual for their age, particularly in reading and writing. Achievement requires improvement because pupils do not make good progress in Key Stage 2. In mathematics and English, the proportion of pupils making or exceeding nationally expected progress in Key Stage 2 was below average in 2012 and 2013.
- For the last two years, pupils' attainment at the end of Key Stage 2 has been below average, and there is little evidence of improvement. However, in Key Stage 3, pupils' levels of attainment in mathematics when they leave Year 8 are equal to, and sometimes better than, those expected for their age. In English, attainment overall is below the standards usually found at this age.
- Pupils' progress between subjects throughout the school is too variable. Pupils make good progress in practical subjects, such as food technology and textiles. There have been improvements since the previous inspection in mathematics, but to a lesser extent in English.
- Pupils arriving at the school with weak levels in reading and writing do not make rapid progress. Because the school's assessment of pupils' abilities on arrival is not effectively verified, the school is not secure enough in judging the extent of any underachievement, in order to tackle it quickly and effectively. However, pupils targeted for the Year 7 'catch-up' programme for literacy and numeracy make reasonable progress in one-to-one reading sessions.
- The most-able pupils generally make good progress from Years 5 to 8. However, in some lessons, activities are not organised to give pupils the opportunity to build on the progress they have already made and the standards reached.
- Disabled pupils and those who have special educational needs make good progress. If they have social and emotional barriers to improving their learning, the school works concertedly with outside agencies to remove them.
- Pupils who attend the resourced provision make good progress. Their needs are well understood by specialist staff, and pupils are integrated successfully into mainstream classes because appropriate emphasis is placed on improving their skills of communication.
- The school is creative in using its funding to assist pupils who are known to be eligible for support from the pupil premium. For example, pupils' progress improved when classes were offered for them and their parents to attend together. In the national tests at Key Stage 2 in 2013, these pupils were two terms behind other pupils in both English and mathematics.
- Pupils eligible for pupil premium are very often those who arrive at the school partway through the year. Between their arrival and departure, they make good progress and it is improving.

### The quality of teaching requires improvement

- Teaching requires improvement because in English, particularly in Key Stage 2, not enough teaching is good.
- Strategies to improve writing and reading for those pupils who arrive with low levels of literacy are not consistently effective. Letters and sounds are not taught in a way that best match the

abilities of Key Stage 2 pupils who still struggle with basic spelling and recognising words.

- Pupils who arrive struggling to understand and analyse texts are not always taught the right skills to improve rapidly. Lessons, particularly in English in Key Stage 2, are not always planned so that pupils can systematically improve their writing over a sustained period.
- Across all subjects, books are not always marked in a way that shows pupils clearly how well they have done, and what they need to do to improve their work. In lessons, teachers do not always check that pupils understand how well they are doing and what to aim for, so they know what their next steps in learning should be.
- Teaching in mathematics is good overall, and better in Key Stage 3 than Key Stage 2. This is because in Key Stage 3 teachers plan in response to how well pupils have achieved in their Key Stage 2 national tests, and accurately assess the progress pupils should make to do well in their externally validated tests in Year 8. The attainment and progress of Year 5 pupils are not double checked to ensure they are accurate, so teachers are not able to plan for progress with equal clarity at Key Stage 2.
- Disabled pupils and those who have special educational needs are taught well. The school allocates resources so that they have high levels of effective individual or group support in class. In mathematics, additional adults work effectively with targeted pupils to tackle any underachievement.
- The teaching of pupils attending the resourced provision is good. Lessons are geared to developing pupils' skills in learning without constant help from adults, so they can perform successfully in mainstream lessons.
- Where teaching is best, pupils are challenged to question their own learning. For example, in a Year 8 design and technology lesson on building circuits, a group of pupils worked without the support of the teacher to make their circuits better by questioning each other about what to do next. They were committed to improvement and approached the task diligently.

### **The behaviour and safety of pupils**

### **requires improvement**

- Attendance has been below average since the previous inspection. There have been improvements since September 2013 because the school has set itself and responded to challenging targets, but there are still some pupils whose long-term absence has not reduced.
- When teaching is good, pupils are engaged and interested. However, in lessons when it is not clear to pupils what progress can be made from one activity to another, or how to improve, they become distracted and lose concentration.
- Around the school students have good manners and are warm and welcoming to visitors. Pupils know that discrimination is not tolerated at any level, and they enjoy positive relationships with each other. This has contributed to the success of the resourced provision, because pupils respect and celebrate their differences.
- Pupils who attend the resourced provision behave well. In the provision, they practise appropriate behaviours and effective communication so they concentrate and are well focused on learning in mainstream classes.
- Parents who expressed a view think their children are safe at the school, and pupils agree. Pupils

think that bullying is rare, and say that the school deals with it very well if it occurs. Pupils benefit from lots of opportunities to help each other, and the older pupils set a positive example of responsible behaviour to the younger ones.

- Pupils understand issues relating to e-safety and cyber bullying. They know how to avoid it, and to whom to report it, if it happens.
- Pupils who arrive at the school with behavioural difficulties are well supported and make improvements in their behaviour and progress. The school works hard to understand precisely what their behavioural issues are so that it can address them effectively on an individual basis.

### **The leadership and management requires improvement**

- Leadership and management have not been good enough to improve the school and ensure good teaching and achievement. Some of the issues from the previous inspection report have not been resolved. Progress in Key Stage 2 remains a weakness, and improvement in the teaching of reading and writing for pupils who have underachieved prior to their arrival in Year 5 has not been brought about.
- Planning improvement is more focused around measurable targets than it was at the previous inspection, but action plans are not informed by rigorously validated Year 5 test results, so they are not necessarily focused on the most important areas for improvement.
- Subject leaders have been given greater responsibility for bringing about improvements at Key Stage 2 in English and mathematics, for example through observing and monitoring teaching and learning. Helpful training has been provided for subject leaders in their new role. However, these recent changes have not yet had a measureable impact.
- Attendance has improved, but it remains below average and some pupils are missing the opportunity to learn and make progress at school. Leaders have not yet persuaded all parents of the value of the educational opportunities available to their children.
- The leadership and management of the resourced provision are good. Managers work closely with their colleagues in the main school to ensure the experience of learning for pupils is consistently good.
- Leaders and managers at all levels work closely together and communicate well. The school is changing the way it manages the performance of staff so there is a greater link between staff financial reward and pupils' progress.
- The local authority has increased its support for the school, since the Key Stage 2 floor standards were not met. An adviser has been allocated more time to work with the school, and has accurately identified key priorities for improvement.
- Pupils particularly enjoy their practical and active lessons, such as textiles, food technology, design and technology, and physical education. It is in these subjects that they feel they do their best. The pupils relish the exciting and extensive range of opportunities on offer to them beyond lessons. They have a chance to do lots of different sporting activities, and uptake is high.
- Pupils say that the school supports them to settle in well when they arrive, and that they are well prepared for life at upper school when they leave. The school supports their social development well. One Year 8 pupil said, 'What this school does best is help us to be positive

about life and make the most of all the chances we'll be given when we grow up.'

■ **The governance of the school:**

- The governors have worked hard to maintain standards in the light of uncertainty regarding the future of the current three-tier local school system. They are ambitious for the school and understand what the information available about pupils' progress and attainment at Key Stage 2 tells them. However, in the past they have focused more on how teaching brings about good progress from Years 5 to 8, rather than, specifically, in Years 5 and 6. The governors have been involved in developing the school's system for managing staff performance, which is used to tackle underperformance and reward the best teachers. They have some understanding of teaching quality. They have monitored the funding for, and progress of, pupils eligible for support from the pupil premium and understand the impact it makes on those pupils' progress and attainment. However, they have not held leaders to account enough for weaknesses in pupils' achievement, particularly in Key Stage 2. They make sure national requirements for safeguarding pupils are met.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique reference number</b> | 109677               |
| <b>Local authority</b>         | Central Bedfordshire |
| <b>Inspection number</b>       | 429580               |

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

|  |                                |
|--|--------------------------------|
| <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> | 365                            |
| <b>Appropriate authority</b>               | The governing body             |
| <b>Chair</b>                               | Donald Brown                   |
| <b>Headteacher</b>                         | Anne Phillips                  |
| <b>Date of previous school inspection</b>  | 20 March 2012                  |
| <b>Telephone number</b>                    | 01582 661342                   |
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