

Maidwell Primary School

Draughton Road, Maidwell, Northampton, NN6 9JF

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding teaching enables pupils to make outstanding gains in their learning from their starting points at the school.
- The headteacher provides very strong leadership. Determined efforts by the headteacher, subject leaders and governors have maintained the outstanding quality of teaching and pupils' achievements since the previous inspection.
- Pupils' behaviour and knowledge of how to keep themselves safe are excellent.
- The quality of teaching is regularly kept under review and staff support one another extremely well.
- Pupils' moral and social development is promoted particularly well.
- The school caters equally well for all groups of pupils, so all are very happy in school and make excellent progress.
- The curriculum is very well planned and offers pupils a very good range of experiences.
- The governing body is well led and both supports and challenges the school very effectively.
- The school is particularly successful in helping the regular intake of pupils during Key Stage 2 to make exceptional progress, often from very low starting points.
- Very good attention is given to individuals and their progress is tracked very well.
- Parents think highly of the school and all those who completed 'Parent View' would recommend the school to others.

Information about this inspection

- The inspector observed teaching in 10 lessons or parts of lessons.
- Discussions took place with the headteacher, three members of the governing body, including the Chair, pupils and members of staff.
- A telephone discussion was held with a member of the local authority's advisory staff.
- Pupils were heard reading and observations were made of the teaching of reading.
- The inspector sampled pupils' work in different year groups, examined records of pupils' progress and read the school's development plan. A range of other documentation was examined, including policies, practice and procedures that relate to safeguarding.
- The inspector considered the 28 responses from parents on Parent View, the Ofsted online parental questionnaire.
- Information was gathered from the school's website.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It has three mixed-age classes: Reception with Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils who are supported by the pupil premium is very much lower than average. This is additional government funding for pupils who are looked after by the local authority, and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported by school action is lower than the national average. The proportion supported by school action plus or who have a statement of special educational needs is double the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of pupils who enter or leave the school at times other than the usual ones is much higher than usually found. Most of these pupils are new entrants and arrive during Key Stage 2.
- The school has its own breakfast club.

What does the school need to do to improve further?

- Raise pupils' attainment and speed up their progress in mathematics further by:
 - ensuring that staff follow through the changes to the recently revised calculation policy
 - making sure that the most-able pupils do not sit through the same introduction as younger and less-able pupils.
- Ensure that it is clear how the success of the priorities in the school development plan can be measured.

Inspection judgements

The achievement of pupils is outstanding

- Small numbers in each year group mean that attainment varies from year to year. When pupils enter the Reception class, attainment is typical for their age. They make good progress in the Early Years Foundation Stage. By the end of the year, attainment is frequently above average.
- The good progress in the Reception class continues into Key Stage 1. Pupils' attainment is above average by the end of Year 2. It is particularly good in reading and writing, in which a large proportion of pupils reach a high standard.
- In 2013, the percentage of Year 2 pupils who reached the higher level in writing was double the national average and almost double in reading. As a rule, pupils have made two terms better progress in these aspects of work than average. Mathematics progress is not as strong but, nevertheless, results over time have been above average.
- There is usually considerable movement of pupils from other schools into Key Stage 2 and often these pupils have learning difficulties or other problems. This affects attainment at the end of Year 6, which has ranged from above to below average. For example, only two of the six pupils in Year 6 in 2013 had been at the school in Year 2. However, the progress of the pupils from when they enter during Key Stage 2 is excellent, particularly in reading and writing, where pupils often make huge gains. Nonetheless, this high mobility greatly distorts the published results of national tests, which do not do justice to the school's excellent provision, and pupils' outstanding progress.
- Pupils who have disabilities and those with special education needs make excellent progress because the school identifies their needs quickly and acts to meet them. Pupils from minority ethnic groups make similar progress to other pupils.
- More able pupils do well, particularly in reading and writing. Effective links with secondary school staff enable pupils who show particular talent to extend their skills.
- Pupils' current progress in reading, writing and mathematics is well above expected rates. Year 6 attainment, from the most recent evidence, is above average, with the most-able pupils doing particularly well.
- No pupils in Year 6 last year were entitled to support from pupil premium funding. Across the age range, the progress of the very small number of such pupils in school is excellent, like that of their classmates.

The quality of teaching is outstanding

- Teachers' excellent relationships with pupils create an outstanding atmosphere for learning. Time is used extremely well.
- When pupils begin their activities, teachers monitor their work so that they notice any misunderstandings quickly, and help pupils to do better. They usually cater very well for the wide range of ages and activities in classes.
- Very thorough joint planning with teaching assistants ensures that they know clearly what their roles are. They take a very active part in supporting groups. Their additional specialist skills,

such as occupational therapy, enable the staff to provide specific help for pupils who have particular special educational needs.

- High quality marking makes clear to pupils what they have done well and where they need to make improvements. Pupils respond to the teachers' comments to show that they have read the remarks.
- Teachers provide attractive classrooms and the information displayed, for example about grammar or mathematics vocabulary, often with examples, contributes to pupils' outstanding progress.
- A particularly good feature of teachers' work is the way in which they discuss strategies with pupils in approaching their work in mathematics and English, so that they develop confidence in thinking through their own ideas. This accelerates their learning and increases their understanding.
- Teaching in the Early Years Foundation Stage is excellent and blends activities that the children choose for themselves and those that the staff direct. They make an excellent start to reading and writing and sound out letters to help them sort nonsense words from real ones.
- Resources are planned extremely well so pupils can begin their activities quickly at the appropriate part of the lesson. Resources are well used in Key Stage 1 to help the pupils develop better understanding of number.
- The teaching of reading and writing is particularly strong, with exceptionally effective attention given to teaching grammar and spelling. Good use is made of art and discussion to promote ideas in writing.
- The good use of writing and mathematics in subjects other than English and mathematics promotes pupils' skills effectively in these areas. For example, pupils use these skills very well in science to record investigations, and in history to write about their favourite Victorian toys.
- Occasionally, in mathematics, pupils of mixed ages and abilities sit through the same introduction and, at these times, some pupils find the ideas too easy or too difficult for them.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is excellent. Pupils behave extremely well in class and when outside. There have been no exclusions. Pupils at the breakfast club also behave very well.
- Pupils greatly enjoy their lessons and listen most attentively. They say that they have 'fun learning activities'. They are most keen to contribute to discussion and to answer questions. When working independently, they concentrate very well on their tasks.
- Pupils cooperate extremely well with each other. In assembly, for example, pupils formed groups to discuss a moral dilemma and reported back thoughtfully and coherently to the rest of the school.
- Attendance is above average and pupils are punctual to school. They participate enthusiastically in after-school activities which benefit their social skills and general well-being effectively.

- Pupils enjoy their responsibilities, such as operating the equipment in assembly. The very active school council recently organised a sponsored run for 'Sport Relief'. They very successfully organise activities to support the education of a Ugandan child.
- Pupils have a secure knowledge of different kinds of bullying. The understanding was exemplified when school-council members organised an anti-bullying competition from which evolved a three-dimensional robot, whose mirrored front is designed to reflect to potential bullies what it feels like to be bullied. Pupils insist that no bullying takes place in school.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school. They have an extremely good awareness of how to keep themselves safe, such as keeping with an adult they can trust and avoiding strangers.

The leadership and management are outstanding

- The headteacher provides very strong leadership. Regular, purposeful staff meetings help keep abreast of pupils' progress and teaching quality, keeping teaching dynamic and purposeful. Regular reviews of teaching enable staff to increase their skills and learn from one another.
- The curriculum is very well organised and wide-ranging, including swimming and instrumental tuition. Extremely good attention is paid to basic skills. A good range of extra activities is arranged after school.
- Reviews of staff's performance are undertaken extremely well, with targets clearly specified so that it is easy to check if they have been achieved. There is specific reference to the agreed national expectations, the '*Teachers' Standards*', in the reviews of teaching staff.
- The school receives very little money for pupils entitled to the pupil premium but ensures that this very small number have the same excellent opportunities as other pupils, for example in the provision of activities for those who are gifted and talented, from which much benefit has been gained.
- The primary schools sports grant has been used well, for example in dance tuition, which has stimulated pupils and enhanced staff's skills in this aspect of physical education. Extra opportunities in sport have increased pupils' involvement in competitive sport.
- Staff who lead subjects fulfil their obligations very well. Subjects are being constantly reviewed. For example, recent changes to the mathematics calculation policy are well-designed to speed up pupils' progress.
- The school's involvement with a local cluster of schools supports teachers' professional development effectively and keeps the staff alert to new ideas and successful practice.
- The school development plan has the correct priorities but the means to check on the success of these initiatives are not always clear enough.
- Good links have been established with parents. All parents responding to 'Parent View' would recommend the school to others.
- The local authority has little involvement with the school as it has confidence in its provision and the pupils' progress, but invites the school to courses.

■ **The governance of the school:**

- The governing body is well led and has a good range of expertise among its members, including the ability to examine data. Members both support the school and ask questions regularly, so they are well informed and kept up to date.
- Members are involved in, and aware of, how the pupil premium money is spent and the sports grant and critically analyse the impact of the spending.
- Safeguarding meets requirements. The child protection policy is practical and helpful.
- Members have specific responsibilities which they fulfil well. They pursue aspects of the school development plan vigorously. Visits to school keep them informed of teaching quality and subject development.
- Governors understand the system to review the performance of teachers and other staff, and where applicable how these link to pay.

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

Unique reference number	121845
Local authority	Northamptonshire
Inspection number	444273

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Carol Walker
Headteacher	Rosemarie James
Date of previous school inspection	03 December 2009
Telephone number	01604 686240
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