

# Middle Street Primary School

Middle Street, Brighton, BN1 1AL

**Inspection dates** 12–13 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their individual starting points. When they leave school at the end of Key Stage 2, they attain above the national average in reading, writing and mathematics.
- Children make good progress in the early years provision. A similar proportion of pupils to that found nationally reach a good level of development. Children are well prepared for Year 1.
- Teaching is typically good. Staff work well as a team and create an atmosphere where pupils are usually keen to learn.
- Pupils' spiritual, moral, social and cultural development is good. There are extensive opportunities for pupils to develop their creative skills.
- The behaviour of pupils is typically good. They behave well both in lessons and around the school. The school's work to keep pupils safe and secure is good. Parents consider that their children are safe at the school. All pupils who were spoken to said that they felt safe.
- The headteacher and senior staff have worked hard to maintain and improve on the good achievement evident at the last inspection. They have a clear understanding of the school's strengths and areas still to improve. Regular checks are made on pupils' progress as well as the quality of teaching.
- Governors are effective in supporting the school. They ensure that teaching and pupils' achievements continue to improve.

### It is not yet an outstanding school because

- Teachers do not always challenge those who are most able to attain to the best of their abilities in writing.
- Teachers' marking does not always lead to improvements in pupils' work.

## Information about this inspection

- Inspectors observed 14 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors listened to pupils reading in Year 2 and Year 6.
- Inspectors held discussions with leaders, members of the governing body, teachers, pupils and parents. A meeting was also held with a representative from the local authority.
- Inspectors took account of 43 responses to the online questionnaire, Parent View.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and records of leaders' checks on the quality of teaching and learning. Inspectors also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- Inspectors took account of 28 responses to the staff questionnaire.

## Inspection team

Elizabeth Bowes, Lead inspector	Select
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David Howley	Select
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## Full report

### Information about this school

- Middle Street Primary School is an average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium (the additional government funding for children who are looked after by the local authority, pupils known to be eligible for free school meals and children of service families) is similar to the national average.
- The proportion of disabled pupils and those with special educational needs is higher than the national average.
- The early years provision consists of a part-time Nursery and a full-time Reception class.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club which is run by the governing body.

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

- Improve pupils' achievement in writing by ensuring that the most able, are always challenged and supported to produce work of a high standard when they are writing
- Ensure that teachers' marking always contributes well to pupils' learning.

## Inspection judgements

### The leadership and management are good

- The headteacher and other leaders and managers work well as a team to create a positive ethos in which pupils achieve well because of good teaching. Children in early years provision achieve well because of good teaching and strong management.
- Clear systems enable teachers and senior leaders to regularly and accurately check pupils' progress. Information from these checks is used to provide additional help to enable any pupils who have fallen behind to quickly catch up.
- Leaders check regularly on the quality of teaching and this helps teachers identify their strengths and areas for development. Teachers make use of a good range of training opportunities offered through the local authority and the City Centre Partnership of Schools, a local schools' partnership. Leaders' management of teachers' work is effective. Teachers are well aware of their accountability for the achievement of pupils and how the school rewards good teaching and tackles underachievement.
- Leaders have clear systems in place for monitoring behaviour, which both pupils and parents consider to be fair and well understood.
- Leaders' plans for the future are suitably focused on improving the quality of teaching and the rates of pupils' achievement. Progress towards achieving these plans is monitored frequently. As a result, the school is consistently improving its effectiveness.
- Middle leaders are effective. They know their subject areas well and regularly check on pupils' achievement in their areas of responsibility. This has a significant impact on pupils' progress, particularly by quickly detecting any underachievement by individual pupils. Teachers and leaders are aware of occasional gaps in the standards of writing compared to reading and mathematics and have developed clear strategies to ensure improvements.
- The curriculum is broad and balanced. Pupils go on an exciting range of trips and visits based on the rich heritage of the local area. Reading and mathematics is well supported through other subjects. In almost every lesson, pupils practise their reading and writing for information or pleasure. Topics are often focused on the marine environment and pupils are given a good awareness of the challenges faced by sea life. Many pupils said how much, for instance, they enjoyed the 'beach school' where they explored the diversity of plants and animals on the strandline. Pupils are carefully prepared for life in modern Britain. They have a good understanding about democracy, through the elections for the school council.
- Pupils develop their social skills through the many opportunities they have to work and play together. Cultural development is effective. Music teaching is strong. Pupils are given numerous opportunities to develop their skills through the choir and instrumental tuition. The school provides many opportunities for pupils to develop their creative skills.
- Pupils' moral development is well planned and there are many opportunities for pupils to consider right from wrong. For example, a group of pupils called the eco-warriors work well together to spread understanding amongst their classmates about the impact of waste on our planet.
- Spiritual development is promoted well. Pupils have a good understanding about a range of different faiths and cultures from around the world.
- Primary physical education and sports funding has been used effectively to provide additional training of staff. There are a large variety of sporting opportunities offered to pupils, such as girls' football tournaments, swimming and cross-country running. Many more pupils take part in sporting activities than was previously the case. The school has recently been given an award for commitment to and engagement in competitive sports.
- Additional government funding, the pupil premium, has been effectively used to support eligible pupils and raise their achievement. Primarily, funding has been used to pay for specialist additional teachers and learning support assistants, who have expertise in reading and mathematics.
- The school welcomes the advice it receives from the local authority, which provides a 'light-touch' level of support to the school.
- The school fosters good relations and effectively promotes equality of opportunity. Discrimination of any kind is not tolerated.
- The school's arrangements for safeguarding are effective and well organised. Statutory requirements regarding the protection of children are all appropriately in place.
- Parents are very supportive of the school. They value the exciting trips and activities that pupils enjoy. Almost all would recommend the school to another parent.

**■ The governance of the school:**

- Governors provide good challenge and support to the school's leaders. Governors come into school on a regular basis. They help with reading and visit lessons. All governors are aware of the quality of teaching and how leaders set teachers challenging targets for the progress of pupils in their class. Pay is linked to teachers' performance. Governors are aware of the procedures to follow should they need to tackle any teacher underperformance.
- Governors have had training on how to understand the school's data on pupils' achievement. They know very clearly how well pupils are achieving and how the school is doing when compared to other schools. They ensure that all current statutory safeguarding regulations are met.

**The behaviour and safety of pupils****are good****Behaviour**

- The behaviour of pupils is good.
- In lessons, pupils behave well and listen carefully to the teacher's instructions. They have good attitudes towards their learning because of interesting and well-planned activities.
- Around the school, pupils are courteous both to each other and to visitors. There are warm and supportive relationships between staff and pupils. As one pupil said, 'I really like it here because we all get on so well together.'
- Staff support pupils' social and emotional needs well.
- The well-being of pupils is improved by the breakfast club, which gives pupils a healthy start to the day.
- The school's records show there have been few incidents of unacceptable behaviour since the previous inspection.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils spoken to during the inspection said that they feel safe and happy in school, and their parents agree. Pupils have a good awareness of how to keep themselves safe when using the internet. They understand about keeping safe when outdoors, and how to cross a road and use a bicycle safely. They know about the dangers of the sea. Pupils know how important it is to use electrical equipment safely.
- Pupils report that bullying is very rare and usually consists of name-calling. All who were spoken to said that they would know who to go to if they had a problem. Pupils spoken to said that they know about the different forms of bullying including cyber-bullying.

**The quality of teaching****is good**

- Teaching is typically good. Teachers assess pupils' progress carefully. Activities engage pupils because they are exciting and fun.
- Reading is taught effectively. Pupils extend their basic skills with daily reading sessions. Teachers encourage pupils to read for pleasure and pupils talk about their favourite authors with enthusiasm.
- Pupils typically make good progress in writing. However in a few subjects, teachers do not always set writing tasks with a level of challenge high enough for the most able pupils.
- Numeracy skills are well taught. As a result of the effective, regular checks on their progress, pupils are given work that is of just the right level of difficulty so that they can achieve well.
- Teachers mark pupils' work thoroughly, and their written and verbal comments to pupils are constructive. However, teachers do not always make sure that pupils understand and make effective use of these comments. As a result, teachers' marking is not as helpful as it could be in supporting pupils to improve.
- Teaching assistants make a good contribution to pupils' learning, particularly in reading and mathematics. This is because they have a clear understanding of pupils' prior learning and what they need to learn next. Adults are effective in questioning pupils to check their understanding and in adapting activities where pupils find difficulty.

**The achievement of pupils** is good

- Standards at the end of Key Stage 2 are above the national average in reading, writing and mathematics. Evidence in pupils' books and the school's own records indicate that there is a consistent trend of improvements in standards. Pupils are well prepared for the next stage in their education.
- In writing, pupils learn to write for different purposes, for instance in writing creatively and in recording information. However, progress, while still good, is not as strong as it is for reading and mathematics, particularly for the most able.
- In reading, pupils make good progress. Their skills develop well over time. Those in Year 6 enjoyed talking about a wall display about a book by Jules Verne. As one pupil said, 'I just find it amazing to think about a story where people live under the sea.'
- In mathematics, pupils make better than expected progress; this is because they are confident in applying their skills. Teachers have a clear understanding of where each pupil is in their learning.
- The most able pupils achieve well overall. Last year, a higher proportion than found nationally achieved the higher Level 5 in writing as well as in reading and mathematics. However, most-able pupils' achievement in writing varies between year groups.
- Disadvantaged pupils make good progress from their different starting points when compared to other pupils nationally. In 2014, disadvantaged pupils were just over a term behind other pupils in the school in reading and writing. In mathematics, disadvantaged pupils attained similarly to other pupils in the school and slightly above other pupils nationally. In writing, disadvantaged pupils were a term behind other pupils nationally. In reading, disadvantaged pupils attained similarly to other pupils nationally. Within each class, gaps are small and are closing rapidly.
- Those who are disabled or who have special educational needs achieve well and the education provided by the school effectively meets their needs. This is due to the good teaching that pupils receive from teachers and support assistants.

**The early years provision** is good

- Children joining the Nursery have lower attainment than typical for their age in communication and language. They make good progress both in the Nursery and Reception class, and the majority start Year 1 with skills expected for their age in reading, writing and mathematics.
- Children enjoy their time in the early years provision. The school's work to keep children safe and secure is good. Behaviour is good because of the positive adult support. Parents are very complimentary about how happy and safe their children feel. Many parents who were spoken to wanted to stress how much they liked the friendly start to the day. They appreciated the fact that they could come into the class and settle their child, and have a quick word with the teacher.
- Teaching is effective in the provision because staff interact very successfully and develop the children's communication well. This has a positive impact on their learning in all areas of development. In every activity, staff constantly ask questions to check children's understanding. An example of this was seen in the Nursery class where children had been making butter. Appropriate and well-chosen questions and explanations for each individual ensured they made good progress. Activities offered are imaginative both indoors and outdoors and the curriculum provides well for children's physical and emotional well-being.
- Leaders are effective in ensuring that the early years provision is calm and welcoming. They carefully monitor children's progress against all the areas of learning. Leadership has a clear understanding of the strengths and areas to improve.

## 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>	114369
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	449747

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Williams
<b>Headteacher</b>	Julie Aldous
<b>Date of previous school inspection</b>	7 October 2009
<b>Telephone number</b>	01273 323184
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