

Inspection of Maidenhall Primary School

Newark Road, Luton, Bedfordshire LU4 8LD

Inspection dates: 30 November and 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Maidenhall Primary School enjoy being part of their community. Pupils from a range of ethnic and cultural backgrounds eagerly learn with, and about, each other. Pupils are friendly and interested in meeting visitors to the school.

Pupils behave well in lessons and around the school. Pupils said that they feel safe and can always talk to an adult if they need to. Pupils said that unkind words are rarely used, and if bullying does happen it is sorted out by an adult straight away.

Pupils access a full and diverse curriculum that is designed to encourage them to give their opinions and listen to others. Religious education (RE) and personal, social and health education (PSHE) play a large part in pupils' development into respectful, thoughtful citizens. Pupils are well prepared for life in modern Britain.

Pupils rise to the challenge of teachers' high expectations. They do this with pride and gratitude. From the moment pupils start school, they are excited to learn new things. They are respectful of resources and their environment. The majority of parents' responses were positive about the school. They commented on the good relationships between their children and the staff.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious and well-considered curriculum to ensure that all pupils get a high quality of education. There is a strong focus on pupils being able to understand and use new vocabulary. Pupils embed their new learning by recapping and applying it in different ways. For example, in RE, pupils are able to recall previous learning about Hinduism and compare it to the Christian faith. In a few subjects, such as history, some teachers do not choose the most appropriate strategy to deliver leaders' intended curriculum effectively. Consequently, in these areas, some pupils are less secure about what they learn.

Leaders have revised and improved the reading and mathematics curriculum. Teachers are well trained and deliver the curriculum in these subjects well. Staff use the chosen phonics and mathematics scheme with fidelity, ensuring that it is effective for all pupils. As a result, pupils are achieving well.

Pupils love to read. Younger pupils start learning sounds and words as soon as they start school. Teachers choose books for pupils to read that match the sounds they know. Older pupils read fluently and talked enthusiastically about their favourite authors. Reading lessons focus on understanding vocabulary and the meaning of the text. Pupils practise these skills daily. These strategies equip pupils to become fluent and confident readers.

Leaders have planned a curriculum in the early years that gives children a good start to their education. Teachers ensure that children understand the vocabulary being

used. Where necessary, adults support children by translating the vocabulary into the child's home language. This contributes to children feeling settled and positive about what they are learning.

This is an inclusive school. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as their peers. Staff skilfully support pupils with SEND within the class. Pupils with more complex needs have personalised support. The majority of this is well planned and delivered. On occasions, staff do not use the most appropriate strategies to support these pupils. This results in some pupils with more complex SEND sometimes learning less than they might.

Leaders ensure that pupils' behaviour and attitudes towards learning are strong. They ensure that routines and rewards are consistent. Pupils show a maturity in their approach to taking on responsibilities, for example when taking on the role of a reading ambassador or a prefect. Pupils take their roles very seriously and spoke with pride about the differences they have made.

Wider curriculum opportunities are integral to the school's ethos. Leaders have planned a curriculum that explores concepts such as conflict, difference and empathy. This ensures that pupils have a good understanding of the wider world from different perspectives. Pupils understand voting, leadership, community and looking after others. They enjoy raising money for charities, camping on the school field and the range of sports clubs on offer.

Governors are clear about their roles and statutory duties. They fulfil these with passion and rigour. Governors are quick to support but also to challenge, for example by giving daily support during the COVID-19 pandemic and asking challenging questions about the curriculum. Governors carry out their monitoring roles effectively. They know the school and the community well.

Staff appreciate the support they receive from leaders to manage their workload. Leaders work effectively with the local authority to support their work to improve the curriculum, including the early years.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong safeguarding culture in school. Governors regularly check that all policies and procedures to keep pupils safe are being followed. Leaders make sure that all staff are trained in recognising and responding to risks. This includes training on 'Prevent' and domestic abuse. The records kept are well organised and thorough. Leaders respond to concerns with appropriate actions in a timely manner.

Teachers deliver PSHE and the relationships and sex education curriculum sensitively. Pupils are aware of any potential risks and are able to express their

views about how to manage them in their day-to-day lives. This ensures that pupils know how to keep themselves and others safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in how teachers deliver the intended curriculum in foundation subjects. This has resulted in pupils not remembering enough, or not making the right connections with what they have already learned. Leaders must ensure that staff understand and can effectively deliver the intended curriculum in all foundation subjects, to an equally high standard as other curriculum areas. Leaders should carry out regular checks to ensure that pupils are learning even more as a result in all areas of the curriculum.
- In a few situations, staff are not confident about choosing strategies to support the needs of pupils with more complex SEND. Leaders must make sure that all staff who are supporting pupils with more complex SEND have further training to ensure that they know which strategies are best to use. Leaders should check that the strategies which are being used help pupils to learn even more effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109546
Local authority	Luton
Inspection number	10207074
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	695
Appropriate authority	The governing body
Chair of governing body	Debbie Boshier
Headteacher	Coral Champion
Website	www.maidenhall.co.uk
Date of previous inspection	26 and 27 April 2018, under section 5 of the Education Act 2005

Information about this school

- Maidenhall Primary is larger than an average primary school, and has a significant number of pupils who have English as an additional language.
- The school does not use any alternative provision.
- There has been an increase in the number of pupils with SEND over the last few years.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the deputy headteacher, the assistant heads, the early years leader and the safeguarding officer. They also met with the chair, the vice-chair and the clerk from the governing body, and the school improvement partner from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also spoke to subject leaders, looked at curriculum plans and visited lessons in RE and PSHE. Inspectors spoke to the design and technology (DT) subject leader and looked at a sample of pupils' DT and art work.
- To inspect safeguarding, inspectors checked the school's single central record, looked at case files and behaviour and bullying logs, and spoke to a sample of pupils and staff.
- Inspectors reviewed a wide range of documents provided by the school, including minutes from governing board meetings, self-evaluation documents and school improvement plans.
- Inspectors considered 42 responses to Ofsted's online survey, Parent View, including 30 free-text responses submitted during the inspection. Inspectors also considered 57 responses to the staff survey, and reviewed 73 responses to the pupil survey.

Inspection team

Isabel Davis, lead inspector	Her Majesty's Inspector
Shan Oswald	Ofsted Inspector
Sue Pryor	Ofsted Inspector
Adam Cooke	Her Majesty's Inspector
Hannah Stoten	Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021