

Inspection of a good school: Middleton Primary and Nursery School

Harrow Road, Wollaton Park, Nottingham, Nottinghamshire NG8 1FG

Inspection dates:

21 and 22 February 2023

Outcome

Middleton Primary and Nursery School continues to be a good school.

What is it like to attend this school?

The school's values of, 'I always do my best. We are honest, kind and respectful. We care for our school, our community and our world', are truly lived out at Middleton School. Pupils know these values well. They have a clear understanding of their rights and responsibilities. One parent spoke for many parents and carers when they commented, 'The school develops the whole child. The focus on civic duties, rights and responsibilities is impressive.'

Pupils say they feel safe and happy. They know they can share any worries they may have with an adult. Bullying is rare. Pupils appreciate the pupil 'defenders.' They know the well-being ambassadors will support them. Pupils value that staff care about their welfare.

Pupils behave well around the school. They are polite and considerate of one another. Disruption in lessons is very rare. Pupils value their learning and know it is important. They are respectful to adults, and adults are respectful to them.

Expectations of pupils are high. Pupils relish their learning. They especially enjoy the 'green star' challenges. They appreciate the additional support they get from the well-trained adults who help them to catch up. Pupils achieve well at the end of key stage 2. They are well prepared for their next stage in education.

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

The curriculum is ambitious. Leaders have designed a rich and relevant curriculum underpinned by thoughtful questions. There is a focus on learning about inspirational people. Pupils learn about their locality. In most subjects, leaders have identified the important knowledge that pupils need. This is not the case in all subjects. In some subjects, pupils' prior learning is not built on carefully enough.

Teachers expertly use questions to probe pupils' understanding. They support pupils'

acquisition of technical language. They promote pupils' skills in discussion and debate. Pupils enjoy their learning. They want to be successful.

Teachers use assessment to check pupils' learning. Planned 'links' provide opportunities for pupils to retrieve previous knowledge. However, sometimes teachers do not pinpoint accurately the important knowledge that pupils should recall. As a result, some pupils' knowledge is not as secure as is needed.

The phonics curriculum is well planned and sequenced. Leaders have provided training to enable all adults to teach phonics effectively. They have ensured that the books that pupils read match the sounds they are learning. Pupils regularly practise their reading at home and in school. Teachers very quickly identify pupils who are falling behind. Pupils receive tailored support to help them catch up. Many pupils quickly learn to read with accuracy and confidence.

The skilled special educational needs coordinators (SENCOs) are well trained and committed. Pupils with special educational needs and/or disabilities (SEND) receive focused support. The enhanced sessions in the Rainbow room provide specialist learning opportunities. Pupils with SEND achieve well and receive expert care.

Provision in the early years is highly effective. From 'tinker tables' to risk-taking climbs, there are many well-planned activities. Children have lots of opportunity to learn. The adult play rangers are well trained. They know the children well. They know what the children need to learn next. Children who are at risk of falling behind are clearly identified. They receive individualised teaching to help ensure they can do their best. Children show sustained concentration in their play. They cooperate, listen to each other and share. They are prepared well for key stage 1 learning.

The curriculum supports pupils' broader development. This is a strength of the school. Leaders provide many after-school clubs to nurture pupils' individual talents. Equality awareness days, such as Pride Day, Autism Awareness Day and Understanding Ramadan, all promote fairness. Pupils have a deep understanding of their rights and responsibilities. They learn about injustice through the study of famous people such as Rosa Parks and Harriet Tubman. They speak passionately about the importance of equality and diversity, including in sport.

Governors have a good understanding of the school's strengths and areas for development. They complete checks to see improvements for themselves. They challenge leaders to do their best.

Staff are proud to work at the school. They believe leaders to be 'approachable and supportive'. Teachers appreciate leaders' efforts to consider their workload.

Safeguarding

The arrangements for safeguarding are effective.

Well-trained leaders ensure that the staff receive high-quality safeguarding training. Staff are frequently updated through 'bite-sized' bulletins in staff meetings. Staff know the possible signs of abuse and the importance of reporting concerns quickly. The members of the safeguarding team work well together. They follow up any concerns promptly and provide effective support when needed. They work well with outside agencies.

Pupils learn how to stay safe, for example when online. They know how to report any unwanted behaviours.

The school's single central record meets statutory requirements.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified the key knowledge pupils need to learn in most subjects but not all. Teachers do not always pinpoint the precise knowledge that pupils should learn. Sometimes, pupils' prior learning is not built on appropriately. Leaders must identify the key knowledge that pupils will learn across all the subjects. Leaders must ensure that pupils' previous learning is built on appropriately.
- Leaders have recognised the importance of ensuring that pupils remember long term the knowledge they acquire. Leaders make sure that retrieval is a part of every lesson. However, some teachers do not identify the precise knowledge that pupils need to remember. This reduces the impact that retrieval strategies have on pupils' learning. Leaders must ensure that teachers accurately identify the key knowledge that pupils should remember long term. They should check that the retrieval strategies used in lessons are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

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.

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	122427
Local authority	Nottingham
Inspection number	10254931
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	634
Appropriate authority	The governing body
Chair	Nazia Iqbal
Headteacher	Mark Brumwell
Website	www.middletonprimary.com
Date of previous inspection	26 November 2020, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, the school has expanded from two-form to three-form entry.
- The school does not use any alternative provision.

Information about this inspection

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, the deputy headteacher, subject leaders, the early years leader and SENCos. The inspectors also spoke to members of the governing body and a representative of the Nottingham Schools Trust.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history and religious education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors heard pupils read.
- The inspectors reviewed curriculum documentation in other subjects.

- The inspectors reviewed the responses received via Ofsted Parent View and considered the results of Ofsted's questionnaires for staff and pupils.
- To judge the effectiveness of safeguarding, the inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. The inspectors also spoke with staff and pupils.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

Janis Warren

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