



# Middleton Primary School

## Inspection Report

**Unique Reference Number** 134071  
**LEA** Milton Keynes LEA  
**Inspection number** 282443  
**Inspection dates** 14 June 2006 to 15 June 2006  
**Reporting inspector** Cathie Munt HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Noon Layer Drive Middleton Milton Keynes MK10 9EN
<b>School category</b>	Community	<b>Telephone number</b>	01908 604851
<b>Age range of pupils</b>	5 to 11	<b>Fax number</b>	01908 604914
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mr Daniel Hewett
<b>Number on roll</b>	309	<b>Headteacher</b>	Mrs Jane Miller
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	Not applicable		

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 14 June 2006 - 15 June 2006	<b>Inspection number</b> 282443
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

The school opened in temporary accommodation with 180 pupils in September 2003 moving into custom built premises in August 2004. There are still some premises issues to resolve. The number of pupils is constantly increasing and when the school is full it will take 420 pupils. The school attracts pupils from a wide area which includes social and private housing. About fifty families have come from abroad and five pupils are at an early stage of learning English. The attainment of pupils entering the school in Key Stage 2 is below that found nationally. The attainment of pupils on entry to the Foundation Stage is closer to average although skills in language and mathematics are less well developed than personal, social and emotional skills. A new deputy headteacher joined the school in September 2005.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school has focussed on developing an environment where pupils feel welcome and included and in this it has been successful. Behaviour is good; pupils work well together and are fine ambassadors for their school. They report that they feel safe and that they know they will be listened to by staff. They understand the importance of eating wisely and keeping hydrated. The curriculum is enriched by good quality visits, visitors and special events.

Achievement and standards are satisfactory overall but there are variations across the school. The school, rightly, is now focussing on improving the pupils' attainment and increasing the rate of progress that they make in lessons. Standards in the reception classes are in line with expectations and the pupils make sound progress in their learning, because of the appropriate provision. In Years 1 and 2 standards are improving; the pupils' performances in reading and writing are satisfactory and are stronger than in mathematics. The results in the 2005 national tests at the end of Year 6 were low. However, the current work of pupils in Year 6 indicates that many are working at average levels and that a significant proportion is doing better than this in literacy and science. In Key Stage 2, standards in mathematics are generally lower than those in literacy or science. Teaching is variable across the school but is satisfactory overall. Good teaching was seen in five of the seven year groups. There are some inconsistencies in the quality of the planning and the way in which the work is matched to the pupils' needs. Pupils with learning difficulties and disabilities make good progress because their teaching and support is well organised and is related closely to their needs. Those entering the school with English as an additional language quickly develop appropriate competency and fluency in English.

Leadership and management are satisfactory but recent changes in management and governance have resulted in a good sense of cohesion and a shared strategic view and have provided the school with a clear agenda for improvement. Data is being used with increasing effectiveness to ensure that support is more precisely matched to the needs of all pupils. The rate of progress is being tracked more systematically than in the past. Subject leaders need to strengthen their contribution to improving standards but are receiving appropriate support to help them accomplish this. Inspectors agree with the school's statement that, 'The overall effectiveness of our provision is satisfactory with the capacity to improve further'. The school provides satisfactory value for money.

### What the school should do to improve further

Focus on:

- ensuring that the quality of teaching is more consistent across subjects and classes and reflects the good practice that exists within the school so that standards rise;
- building effectively on recent improvements in leadership and management to ensure that subject managers develop effective management skills and use data more effectively enabling them to contribute fully to school improvement.

## **Achievement and standards**

### **Grade: 3**

Children enter the Foundation Stage with broadly average levels of attainment; they make satisfactory progress and start in Year 1 with standards which are close to those expected for their age. Standards are close to average by the end of Year 2 in reading and writing although pupils are not as successful in mathematics. Overall, this represents satisfactory progress.

Current pupils entered Key Stage 2 classes with below average attainment. In the lessons observed standards in mathematics were low while standards in literacy and science were closer to those expected for the pupils' ages. Challenging targets are being set in English, mathematics and science and suitable steps are being taken to ensure that pupils meet them. Standards reached in all of the 2005 national tests at the end of Year 6 were low. The school's tracking data, together with the work seen in pupils' books, indicate, however, that most of the pupils will have reached national expectations this year and a significant proportion will exceed these. The school has recently concentrated on improving the progress made by pupils. This has been particularly effective in reading, where progress is good. Although there are variations across the school, and between subjects, pupils are learning more effectively than in previous years and progress generally is satisfactory. Pupils with learning difficulties and disabilities make good progress against the challenging targets they are set and achieve well.

## **Personal development and well-being**

### **Grade: 2**

Inspection findings support the school's judgement that this aspect is good. Pupils get on well with each other in class and at playtime; their behaviour in the dining room is excellent. Social and moral development is good and spiritual and cultural development is satisfactory. Awareness of other cultures is raised through topic work such as that exploring the Chinese New Year. Most pupils show sensible attitudes to their work and enjoy their education. Effective procedures such as the School Punctuality Award and the appointment of a learning mentor have improved attendance and punctuality over the last two years. These are very good, despite a small number of pupils who are absent regularly. Pupils adopt a healthy lifestyle, eating fruit and drinking water regularly. They report that they feel safe, know they will be listened to and believe that incidents will get dealt with; they are aware of the correct procedures to follow in an emergency. Pupils understand the importance of their contribution to the life of the school, whether helping visitors to find their way around the site or ferrying registers to the office in a responsible and speedy manner. They proved fine ambassadors during the inspection. The school, rightly, has identified contribution to the local community as an area for expansion.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. In the Reception classes the teaching methods suit the range of learners well. Throughout the school a good working atmosphere is created ensuring that pupils are well motivated, listen attentively and try hard. Well-trained and capable teaching assistants provide effective support for individuals and for groups. The most successful lessons have good challenge and pace but this is not always the case because there are some inconsistencies in the quality of the planning and the way in which the work is matched to the pupils' needs. In some of the lessons observed the work set was too difficult and did not help the pupils to overcome gaps in their number skills while in several satisfactory lessons the level of challenge could have been higher.

Where the best teaching is seen teachers make clear to the pupils what it is they want them to learn and show them how to improve their work. The teaching of pupils with learning difficulties and disabilities is well organised and related closely to their needs. Consequently, they achieve well. Pupils entering the school with English as an additional language are given good quality support that enables them to develop appropriate competency and fluency in English. The school has recently developed more rigorous ways of checking the attainment of pupils and is using the information to track their rate of progress more systematically than in the past. Targets are set and shared in discussion with parents but are not used consistently and some pupils are not sufficiently aware of them.

### Curriculum and other activities

#### Grade: 3

Planning and provision in the Foundation Stage classes provide a broad range of learning opportunities with an effective balance between adult led and independent activities; the outside provision is good. The curriculum elsewhere is satisfactory. It covers statutory requirements and is beginning to respond well to the needs of the community. On occasions pupils miss important elements of lessons because of withdrawal sessions. Information and communication technology (ICT) is starting to be used effectively to enhance learning. The provision for personal, social and health education is appropriate and helps the pupils to develop positive relationships and work together harmoniously. The good quality, number and range of visits, visitors and special events greatly enrich the curriculum. The pupils appreciate the good range of extra-curricular clubs that are organised and many participate enthusiastically.

### Care, guidance and support

#### Grade: 3

The school has a caring and positive ethos and works hard to ensure that learners feel secure and cared for. Pupils are taught to make healthy and safe choices and how to

take care of themselves within a community where they are fully included and valued. Appropriate arrangements for child protection and health and safety are in place. Pupils have confidence in their teachers and other adults and are clear that they know who to go to if they have problems. Pupils with learning difficulties and disabilities are well provided for; statutory requirements are in place and support from within the school and from external services is well organised and focused on the pupils' needs. The school enjoys a fruitful partnership with the majority of parents. However, a minority feel that their children do not always make as much progress as they could. While arrangements for monitoring pupils' academic progress are in the early stages of development data gained from testing pupils has been used effectively this year to provide more challenging targets for pupils.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. Recent changes in senior management and governance have strengthened the team and have resulted in a suitable focus on improving attainment and progress. There is a strong sense of cohesion among the staff. The headteacher, the governors and the senior staff have worked resolutely to remedy the weaknesses noted in the recent local authority audit and are aware that much remains to be achieved. Specific targets on which the senior staff can focus their work are in place and this is providing them with a clear agenda for improvement. These changes have made a positive impact on the progress that the pupils are making and show that the team has the capacity to improve the school further.

The deputy headteacher has improved the school's use of data to provide more precisely targeted support for teachers and pupils. Data is being used with increasing effectiveness to ensure that work and resources, including the use of teaching assistants, are more precisely matched to the needs of all pupils. Consequently, from a low base, progress and standards in English and mathematics are improving. Some areas have not received such detailed attention resulting in anomalies in planning and time tabling and more remains to be done to ensure that all pupils are challenged effectively.

Many subject co-ordinators are at the early stages in leading improvement in their areas of responsibility and are over-reliant on senior managers for the interpretation of data. This restricts their contribution to improving standards. The school is tackling this important issue and the enthusiastic co-ordinators are receiving good support from the local authority.

The chair of governors provides focused and knowledgeable leadership of the governing body: he has a secure understanding of the most pressing priorities for improvement. There is a clear determination on his part to bring about appropriate improvements within a suitable timeframe.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

Thank you for being so friendly and helpful when we came to visit you recently. We came to find out how well you were doing in your new school and we enjoyed hearing about the things that you liked about it. Most of you come to school every day and arrive on time but a few of you don't. That means that you miss the new things that your classes are learning and it becomes difficult to keep up with the other children. Please try to attend every day unless you are ill because it is important to read, write and use number well before you move on to your secondary school.

We agree with you and your teachers that new pupils quickly settle in. You work well together and are good representatives for your school. Most of you behave well in lessons and this helps you to learn more successfully. You told us that you feel safe and that the adults help you and listen to you. You know about healthy eating and about drinking water regularly to help you to think. You enjoy the visits your teachers arrange to interesting places.

Those of you who speak another language at home and those of you who find learning difficult get a lot of help from the teachers and the other adults and do well. Standards of work are improving across the school but there is still a lot of room for improvement in some of your books. We think that in some lessons the work set does not help you to plug the gaps in your learning and we have asked the school to make sure that every lesson is as good as the best. The adults who run the school have made a lot of changes this year to help them to know more about how well you are learning. We think that this is a good thing and we have asked them to make sure that all of the teachers help them in this. Enjoy your holiday when it arrives and come back next year ready to work even harder.

Mrs C Munt

Her Majesty's Inspector