

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6855  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



13 March 2009

Mrs K McDermott  
Headteacher  
Middleton Primary School  
South Bretton  
Peterborough  
Cambridgeshire  
PE3 9XJ

Dear Mrs McDermott

Ofsted survey programme visit - National Strategies survey 2008-09

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 04 March 2009 to look at the impact of the National Strategies on raising standards and narrowing the attainment gap.

As outlined in my initial letter, the visit focused on the work of the National Strategies in improving outcomes for children and young people. The visit focused particularly on the school's view of the impact of the National Strategies and how this is evaluated.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual schools will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the outcomes of the visit included interviews with the headteacher, deputy headteacher, other senior staff and pupils. The inspector observed four part-lessons and scrutinised other relevant documentation.

The school has been selective in its involvement in National Strategies' programmes. For example, it has declined involvement in the Intensifying Support Programme judging that the programme lacked flexibility and would not be readily compatible with the school's commitment to raise standards through a broad and rich curriculum. Drawing on themes promoted in 'Excellence and Enjoyment' the school is developing a creative curriculum that gives opportunities for pupils to develop key skills through interesting topics. However, the principles promoted by a number of other strands of the Strategies are at the heart of the school's improvement work. Senior leaders particularly value the positive impact of Assessment for Learning, Letters and Sounds, the Primary Leadership Programme and the Inclusion Development

Programme. They judge that these programmes have contributed to the increasing proportion of good or better teaching and learning and have helped close the gap for some groups of pupils.

Lesson observations support the school's view that the National Strategies are having a positive influence on the quality of teaching and learning. Staff in the Early Years Foundation Stage ensure that activities motivate children, cover all areas of learning and successfully balance adult directed and child initiated learning. In Year 1, very carefully planned activities based around the 'Lighthouse Keeper's Lunch', promoted good learning in science, mathematics and art. Teachers use the renewed framework to plan their lessons to meet the full range of abilities. They share clear learning objectives and plan opportunities in for pupils to work collaboratively. It was particularly noticeable how motivating pupils in Years 4 and 5, who have previously struggled in reading, found their phonic work.

Following a dip in 2006, standards at the end of Key Stage 2 in English and mathematics have been broadly average. In 2008, the proportion of pupils attaining the expected level in English rose significantly to 81%. However, progress in reading was much stronger than in writing where just over half of the pupils made two levels progress during Key Stage 2. At Key Stage 1, standards have been below average in the period 2006 -2008. Nevertheless, pupils have made, or exceeded, expected targets given their starting points. The school's effective use of intervention programmes at Key Stage1, has contributed to a narrowing of the attainment gap for some groups of pupils.

I hope you find this feedback useful.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Anthony O'Malley  
Her Majesty's Inspector