

# Maidwell Primary School

## Inspection report

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<b>Unique Reference Number</b>	121845
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340025
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Paul Edwards

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol Walker
<b>Headteacher</b>	Mrs Rosemarie James
<b>Date of previous school inspection</b>	9 July 2007
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including safeguarding information, the school improvement plan, the tracking of pupils' progress, attendance data and individual education plans of pupils with special educational needs and/or disabilities. Twenty three parent questionnaires were analysed, together with those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils in mathematics across the school
- how teachers use assessment information when planning lessons
- the support given to those pupils who start school at different times
- the effectiveness of the school's planning to ensure pupils' awareness of the cultural and social diversity of people.

## Information about the school

Maidwell is a much smaller than average primary school. It serves the local community but pupils also travel from further afield. All pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number of pupils joining the school later than in the Reception Year is above that seen nationally. The school has Healthy Schools and Activemark awards. A breakfast club, managed by the governing body, operates each morning.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Parents and carers are rightly extremely happy with the quality of education provided by the school. It is outstanding. The views of many parents are summed up by a parent who commented, 'Both my children's needs are met very well and the progress they are both making is exceptional. They are very happy at school and whenever any issues have arisen they have been dealt with quickly and effectively' and 'with the school's assistance and help he has caught up and is making very good progress.' The key features ensuring the school's success are the following:

- the good start the children receive in the Early Years Foundation Stage
- a curriculum that provides pupils with an excellent range of vibrant and stimulating activities
- consistently good teaching that ensures pupils achieve well as they move through the school and attain standards in English, mathematics and science that are above average
- the pupils' excellent behaviour and their great desire to learn
- high quality care, guidance and support enabling pupils to feel very secure and safe in school
- determined leadership that has the needs of each individual pupil at the centre of all its work.

Achievement is good throughout the school because the leadership has ensured that the tracking of pupils' progress focuses very clearly on how each individual is performing. From the moment they enter the school, either in the Reception class or later, pupils' progress is monitored rigorously and intervention programmes initiated whenever these are needed. Carefully targeted support is provided for those pupils with special educational needs and/or disabilities, enabling them to achieve their potential. Teachers make excellent use of the assessment information, pitching work at just the right level, so that it matches both pupils' academic level and also their level of maturity. Teachers work hard to provide pupils with high level feedback on how well they are performing and marking of their work is of a high quality.

Good links with other providers and the many visits and visitors add considerably to the curriculum. For example, all Key Stage 2 pupils learn to play the ukulele and it was a pleasure to listen to the 23 pupils practising enthusiastically for their Christmas performance. Similarly, the whole school rehearsals for *Oliver!* demonstrate the pupils' singing and dramatic talents.

The leadership has a very clear view of all aspects of the school's work. The headteacher, staff and governors work extremely well together, supporting and challenging to improve the provision further. There is no complacency, and teaching is

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monitored regularly to determine what can be improved and what staff can learn from one another. The leadership is very aware of the pupils' limited contact with people from different backgrounds and cultures. It has plans in place to fill this gap but these have not been fully implemented. The excellent progress made by the school means that it is very well placed to sustain this improvement.

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

- Enhance the pupils' awareness and understanding of different cultures and backgrounds by implementing the plans for promoting cohesion and evaluating their effectiveness.

**Outcomes for individuals and groups of pupils****1**

Children join the Reception class with skills and abilities that are similar to those expected for their age. They make good progress in all areas of learning and their personal and social skills develop particularly well. Good progress is maintained throughout the rest of the school. In the lessons seen, pupils made good and sometimes better progress. For example, in a science lesson with Years 3, 4, 5 and 6 pupils, pupils of all abilities and ages made really good progress in their understanding of viscosity and in their ability to separate substances. Reading and writing skills are above average and pupils are very confident in speaking. Pupils are making consistently good progress in mathematics to attain standards that are above average by the end of Year 6. Their skills in both music and art are also above average. Pupils who join the school later in the year are supported well, enabling them to make similar rates of progress to their peers. There is no difference in the achievement of boys and girls.

The way pupils get on with one another is exceptional. Older pupils delight in being able to help and support their younger classmates. The pupils' enthusiasm for school is evident and this is reflected in their high attendance and behaviour that is beyond reproach. They relish the opportunity to take on responsibility, for example the youngest as 'Busy Bees' and older pupils organising a sponsored run to raise money for their new laptop computers. Pupils have a thorough understanding of the importance of following a healthy lifestyle and they eat well and take part in the opportunities for sporting and physical activities.

Pupils say they feel exceptionally safe in school and are confident that they can talk to an adult if there is a problem. They have a very clear understanding of right and wrong and a deep-rooted sense of how they can help those who are not as fortunate as themselves. The school is well equipped with computers and well-planned activities ensure that they develop very good skills in this area. The pupils' good basic skills, very high attendance and exceptional social skills prepare them very well for the next stage of education.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Assessments of pupils' work are undertaken regularly and systematically. As a result, the teachers know every pupil well. The consistently good teaching seen during the inspection is the result of well-structured planning. Teachers use excellent questioning techniques encouraging pupils of all abilities and ages to contribute to discussions. The process, whereby pupils' names are drawn out of a box, is appreciated by the pupils as they recognise that all get the opportunity to contribute. They make effective use of 'talk partners', again enhanced by the school's own strategy of changing the partners on a weekly basis. The teachers' good marking of pupils' work provides them with a clear understanding of what they need to do next to improve, although they do not always take note of the comments. Learning support assistants are utilised effectively and play a significant role in the progress made by pupils with special educational needs and/or disabilities.

The curriculum is enhanced by a wide range of visits, including a residential journey, visitors and a very good number of well attended musical and sporting clubs. Very good strategies are in place to support gifted and talented pupils. The regular teaching of French to pupils provides them with a European perspective. Although the curriculum is planned to enable pupils to learn about different religions and cultures, the pupils' retention of what they are taught is variable.

The school works hard to provide the pupils with extremely good care, guidance and

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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support. The most vulnerable pupils benefit greatly from the school's good links with external agencies. Pupils with particular difficulties have been helped to overcome their problems and integrate successfully into the school. Parents and carers are fully involved in the planning process enabling them to play a full part in supporting their child. The senior leadership provides a wide range of support to enable vulnerable pupils and their families to communicate with the school. The breakfast club enhances the extended provision for the pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The high quality of education provided by the school is due in no small way to the highly effective leadership of the headteacher. However, everyone contributes. All staff have a range of responsibilities and they fulfil their duties very well. Staff thoroughly enjoy working at the school and their enthusiasm rubs off on the pupils, creating an enjoyable learning environment. There is a driving ambition, shared by the governors, to seek to make the school even better. The leadership has developed very detailed tracking information on pupil progress and the data is used very well to ensure there is no underachievement.

Procedures for safeguarding and ensuring the health and safety of pupils are very comprehensive and rigorous. There is an excellent personal, social and health programme in place that ensures pupils have a clear understanding of how to keep safe. The leadership sees to it that pupils of all ages and at all levels of attainment and from different backgrounds have equal opportunities for learning and support, and that there is no discrimination.

Governors play an important and integral part in the life of the school. They are very supportive but equally challenging. For example, discussions with governors show they have a very clear understanding of community cohesion and the need to address the 'rural isolation' by providing pupils with a greater awareness of the differing backgrounds of people in this country. To this end, they are themselves, considering a number of initiatives, including links with an inner city primary school and a special school.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children settle quickly into school life in this secure and welcoming environment. The small group of children are very well looked after by experienced and capable adults and this means that children and their needs are very well known. Children make good progress so, by the time they move into Year 1, standards are above average. Children's level of understanding of sounds and letters and numbers is good. Children enjoy learning, get on very well together and develop good independence.

The learning area is spacious and well equipped. Sessions are well planned and children benefit from the pleasant outdoor learning area, wandering happily in and out, selecting from a range of interesting activities, and particularly enjoying working on the computers. Ongoing assessment is thorough, building up a clear picture of each child's strengths and needs. Teaching is well planned, utilising a good range of assessment information. There are very constructive relationships with parents, which help children settle in quickly, but the potential for parents to add information to children's profiles is underdeveloped.

The Early Years Foundation Stage leader is well informed and focuses keenly on ensuring that children make good progress in all areas. She works effectively to improve children's understanding of letters and numbers. Adults cooperate seamlessly to ensure that all children are included in all activities, working with their older classmates where appropriate, and that their welfare needs are fully met.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Links with parents are extremely strong. Almost all parents who responded to the inspection questionnaires have extremely positive views of the school. One parent expressed some slight concerns as to how their child was prepared for secondary school, but inspectors consider that the transition arrangements for pupils are good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maidwell Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	83	4	17	0	0	0	0
The school keeps my child safe	19	83	4	17	0	0	0	0
The school informs me about my child's progress	16	70	7	30	0	0	0	0
My child is making enough progress at this school	16	73	6	27	0	0	0	0
The teaching is good at this school	17	74	6	26	0	0	0	0
The school helps me to support my child's learning	14	61	9	39	0	0	0	0
The school helps my child to have a healthy lifestyle	16	70	7	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	55	8	36	1	5	0	0
The school meets my child's particular needs	15	68	7	32	0	0	0	0
The school deals effectively with unacceptable behaviour	16	70	6	26	0	0	0	0
The school takes account of my suggestions and concerns	15	65	8	35	0	0	0	0
The school is led and managed effectively	19	83	4	17	0	0	0	0
Overall, I am happy with my child's experience at this school	21	91	2	9	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 December 2009

Dear Pupils

Inspection of Maidwell Primary School, Northampton, NN6 9JF

Thank you very much for the welcome you gave me when I visited your school recently. I enjoyed talking to you and watching you at work. I particularly enjoyed listening to the snippets from Oliver! which you were performing so well. I hope the final performance was successful. Your good manners do you credit as does your excellent behaviour. I was particularly impressed with how you look after one another. You told me how much you enjoy coming to school and how much you like science because of the investigations you carry out.

The school provides you with an excellent education and you attain standards that are above average by the end of Year 6. You are provided with many interesting activities to take part in and there are many visits, visitors and activities that make school exciting for you. Teachers work hard to ensure you make good progress but you must remember to follow their guidance when they make comments in your books.

All of the staff look after you very well and you know how to keep safe. You have a good understanding of healthy foods and I am pleased that you take a lot of exercise.

Those in charge of the school have worked really hard to make it successful. I have asked them to look at opportunities for you to gain a greater understanding of the backgrounds and cultures of people who live in other parts of the country.

I wish you every success for the future.

Yours sincerely

Paul Edwards

Lead inspector

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