

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9158  
**Direct email:** rachel.dayan@serco.com



14 May 2014

Mr Dez Tinch  
Acting Headteacher  
Streetfield Middle School  
Dunstable Road  
Caddington  
Luton  
LU1 4BB

Dear Mr Tinch

### **Requires improvement: monitoring inspection visit to Streetfield Middle School**

Following my visit to your school on 13 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that all pupils respond swiftly and appropriately to comments on their work that offer them additional challenge, or precise guidance as to how they can improve
- ensure that teachers enable pupils to identify where they have made errors during the lesson, so that these can be addressed quickly
- evaluate the impact of recent changes to the teaching of English and mathematics on pupils' progress and attainment and plan further improvements accordingly.

## **Evidence**

During the visit, I held meetings with you, other senior and middle leaders, the Chair of the Governing Body, and a representative of the local authority to discuss the actions taken since the last inspection. I evaluated the school's improvement plans, made brief visits to a number of lessons and examined documents relating to the outcomes of monitoring activities and the impact of performance management.

## **Context**

Since the previous inspection, the previous headteacher has retired, and you have been appointed as acting headteacher. An assistant headteacher has also been appointed, who was previously a head of year at the school.

## **Main findings**

You are working with other leaders to establish a clear, and shared, set of priorities for improvement based on an accurate understanding of what needs to happen in order to improve progress and raise attainment in Years 5 and 6. Since the previous inspection, subject leaders for English and mathematics have identified the gaps in the knowledge and understanding of those pupils who entered Year 5 with attainment significantly below that expected for their age. Although the attainment of most remains below expected levels, additional support, outside of timetabled lessons, is beginning to help them to catch up. Subject leaders in English and mathematics have identified the aspects of their subjects that many pupils find difficult, and have made recent changes to teaching for pupils in Year 5 and 6. Senior leaders have increased the amount of time available for pupils to practise and reinforce their literacy and numeracy skills outside of their English and mathematics lessons. Monitoring data indicates that although the proportion of Year 6 pupils working at the level expected for their age remains too low, it has increased since the previous inspection.

During lessons, teachers are making clear to pupils the levels at which they are working, and how they can reach the next level. This is promoting pupils' focus and their willingness to persevere. Until very recently, comments on pupils' work often did not indicate the level at which they were working; recent changes to the school's marking procedures are beginning to address this. Comments on pupils' work give more precise guidance about how it can be improved than was seen at the time of the last inspection. Pupils, particularly the more-able, make rapid progress when they respond to teachers' comments that set them additional challenges, or pose questions, but these are not yet frequent features of marking. Teachers do not ask enough questions that encourage pupils to develop their ideas, or that help the teacher understand why a pupil has made an error. This limits the progress made by some pupils.

Leaders have worked with parents, and external agencies, effectively in order to raise attendance, which is now close to national levels.

Governors have intensified their focus upon how far teaching brings about good progress in Years 5 and 6. They are supplementing the information they receive from senior leaders by visiting the school, and are monitoring progress towards the school's plans carefully, asking challenging questions. Governors have made arrangements for a review of governance to take place, but this has not yet happened.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has helped the school's leaders to access sources of advice and support, and has enabled individual teachers to access additional training. A School Improvement Partner has helped senior leaders to make accurate judgements about the extent of progress, and to improve arrangements for the monitoring of aspects of the school's work. Leaders have benefited considerably from working in partnership with a National Support School; this has allowed them to verify the accuracy of judgements about pupils' attainment, and other aspects of the school's performance, including the quality of teaching.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bedfordshire.

Yours sincerely

Jason Howard  
**Her Majesty's Inspector**