



# Streetfield Middle School

## Inspection Report

**Unique Reference Number** 109677  
**LEA** BEDFORDSHIRE LEA  
**Inspection number** 278244  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Mr. Sean Harford LI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Dunstable Road
<b>School category</b>	Community		LU1 4BB
<b>Age range of pupils</b>	9 to 13		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01582661342
<b>Number on roll</b>	502	<b>Fax number</b>	01582478770
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Donald Brown
<b>Date of previous inspection</b>	5 June 2000	<b>Headteacher</b>	Mrs. A Phillips

<b>Age group</b> 9 to 13	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 278244
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## Introduction

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

## Description of the school

Streetfield is a larger than average middle school located just south of Dunstable. It serves a wide area, but most pupils come from four main partner lower schools. Around 90% of the pupils are White British, the remaining 10% being from a wide range of minority ethnic backgrounds. A very small proportion do not speak English as their first language. At nearly 27%, the proportion of pupils who have learning difficulties or disabilities is above the national average, as is the number of pupils that have a Statement of Special Educational Need. The school has a dedicated base for six pupils who have Autistic Spectrum Disorders.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

Streetfield accurately judges itself to be a reasonably effective school that gives satisfactory value for money. The school provides good care and guidance, and satisfactory and improving teaching that result in the pupils enjoying their education and achieving broadly average standards. However, sometimes the teaching does not take sufficient account of the range of the pupils' different learning needs. The senior leaders are aware that achievement could be better in mathematics and science in Years 5 and 6, and in English in Years 7 and 8. The provision for learning opportunities outside the school day is a real strength. The pupils are effusive in their praise for the chances they are given to participate in sports, drama, music and dance activities and many take part. The parents are happy with the school generally, and especially so with the extra-curricular activities provided. The sound leadership and management ensure that the school runs smoothly and the strengths and areas for development in its work are generally identified well. The hardworking senior leadership team embody the caring ethos that is prevalent throughout the school. They have managed the turbulence in staffing over the last two years successfully. Improvements in the management of English and mathematics, and signs that attainment is rising in these core subjects, demonstrate that the school has the means to make further gains in the future.

### **What the school should do to improve further**

- Raise standards in mathematics and science in Years 5 and 6. - Raise standards in English in Years 7 and 8. - Ensure that work is closely matched to the pupils' abilities so they make consistently good progress in all subjects.

## **Achievement and standards**

### **Grade: 3**

When the pupils join Streetfield in Year 5, they have broadly average skills, knowledge and understanding in English and mathematics. Their progress varies in different subjects and year groups as they go through the school. For example, the national and optional test results in 2005 showed that the pupils made better progress in English in Years 5 and 6 compared with those in Years 7 and 8. Conversely in mathematics, test results showed how some pupils made slow progress in Years 5 and 6 compared with the excellent progress made by pupils in Years 7 and 8. This inconsistency in progress results in fluctuating standards, but in the main they have stayed broadly average and most of the pupils reach the reasonably challenging targets set for them. The school has begun to implement a number of strategies to ensure progress is more consistent. Standards in science in the national tests at the end of Year 6 have gradually declined over the last five years and in 2005 they were just satisfactory. The school is working hard to arrest this and pupils are now making better progress as a result of the much improved quality of teaching and learning in lessons. Progress in Years 5 and 6 is beginning to match the generally good progress seen in Years 7 and 8.

Standards in other subjects vary but are generally satisfactory. Higher achieving pupils and those who have learning difficulties make sound progress.

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

### **Grade: 2**

The pupils enjoy their education and develop into well-rounded, happy citizens whose attendance at school is above average. They appreciate the efforts made by the teachers to make lessons interesting and they respond well to the generally strong relationships that underpin learning in the school. The pupils' behaviour is good overall. In most lessons, the pupils listened attentively, engaged in activities well and often worked with enjoyment and a sense of achievement. Whilst some misbehave, the pupils generally agree that incidents are managed well by the teachers so that learning is not damaged. Anti-social behaviour is relatively rare and the pupils recognise that the school has challenged bullying sensibly and successfully through assemblies and the involvement of the year councils. Healthy lifestyles, through staying safe, eating and drinking well, and exercising regularly are emphasised by the school effectively. The pupils contribute positively to the school and local communities, for example, through the school council and fund-raising events, like the Christmas fair. The pupils use these activities well to increase their skills in working collaboratively and managing budgets, which along with the sound basic skills developed in literacy and numeracy, provide a secure foundation for their future economic well-being. The pupils' spiritual, moral, social and cultural development is good overall. Aspects of cultural development are good. For example, the wide range of trips and the tradition of performance in sport and the arts provide clear evidence of the school working hard to broaden and enrich pupils' experiences. Awareness of cultural and spiritual diversity is less strong. The pupils study the major faiths in religious education, but opportunities to reflect on their lives and the lives of others are less obvious. The pupils' moral and social development is good and is helped considerably by the teachers' efforts to raise pupils' self-esteem and to make them feel important and special.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school considers the quality of teaching and learning to be good. However, inspectors judge them to be satisfactory but improving. Over the last few years the school has experienced difficulties recruiting and retaining appropriately qualified teachers. The situation has been managed effectively during this relatively turbulent time, but pupils have only made satisfactory progress and this does not match the generally good profile of teaching seen during the inspection. Most teachers planned interesting lessons that engaged the pupils' full attention. In lessons where the teaching was good or better, the purpose of the work was explained clearly and the tasks closely matched the pupils' different learning needs. New skills and knowledge were introduced in a structured and methodical manner. In these lessons, pupils learned very well

because they were highly motivated and confident in their understanding. In less successful lessons, however, teachers did not use assessment information to plan work that met the needs of the full ability range. As a result some pupils, in particular the most able but sometimes those who have learning difficulties, did not make sufficient progress because lessons were too easy or too difficult. Through the involvement of the pupils in assessing their own work in some subjects, they are beginning to gain a good understanding of their learning and how to improve.

## **Curriculum and other activities**

### **Grade: 2**

The school provides the pupils with a good range of learning opportunities. The curriculum is broad and balanced and is enriched by an outstanding range of extra-curricular activities. Through the different aspects of the curriculum there is a genuine purpose to provide pupils with opportunities to achieve in many areas. The teachers' expertise in subjects is used effectively. Good provision for teaching French is a distinctive feature throughout the school and pupils are given regular opportunities to visit France, which have a positive impact on their achievement. Setting in English, mathematics and French has been a useful first step in matching the curriculum to pupils' different abilities. However, often too little is done to fine-tune the activities within the sets to improve further the progress pupils make. This is exacerbated further in some mixed-ability groups where the range of different needs is wider still. The opportunities for the pupils to use information and communication technology have improved since the inspection in June 2000 and they are now satisfactory. The school is rightly proud of its programme of extra-curricular activities offered to pupils that includes chess, hockey, Latin and choir. Many pupils take up these opportunities and speak enthusiastically about how much they enjoy them. A good range of educational visits also enriches the learning opportunities for pupils and along with the school's emphasis on drama productions pupils get a rich diversity of experiences.

## **Care, guidance and support**

### **Grade: 2**

All staff are very committed to the pupils and know them well. Individual pupils are supported effectively through the efficient sharing of information relevant to their pastoral needs. All members of staff have received recent training on the safeguarding of children. Child protection procedures are secure, and health and safety routines are clear. The school is inclusive and there is good provision for pupils who have Autistic Spectrum Disorders, with individual pupils integrating into lessons as appropriate. Other potentially vulnerable pupils are supported well. The provision for pupils who have other learning difficulties is generally good when supported in lessons by teaching assistants. The school uses an appropriate range of assessment systems to gauge the level at which pupils are working and to track their progress. Some subject leaders are beginning to use this information with increasing effectiveness to highlight areas for improvement, but its use by individual teachers in planning is variable. Pupils are supported well when they join the school. An extensive visiting programme by teachers

to the partner lower schools helps ease the transition. Similarly the arrangements for transfer to upper school are good.

## **Leadership and management**

### **Grade: 3**

The school's senior leaders work hard to ensure that the pupils are cared for well and make reasonable progress during their time at Streetfield. The wide range of opportunities for the pupils' learning provided by the school demonstrates their commitment to developing the children in a broad sense. They ensure that the school runs smoothly on a day-to-day basis. They have managed to recruit and retain staff effectively by coupling the appointment of established teachers with some on graduate training courses. The school has a reasonably accurate view of its strengths and weaknesses, although raising standards in science in Years 5 and 6 is not given a high enough profile. Assessment information has been collected in nearly all subjects, but senior leaders are only at the initial stages of using it to hold departments to account for their performance and to direct the next stage of their development. The school's planning for improvement is based upon a consultative process involving the governors, teachers and the views of parents through an annual questionnaire. The plans identify most of the key areas of development for the school; these are explored in greater depth within individual subject action plans. These plans form a reasonable basis for improving provision and raising standards, especially in the core subjects of English, mathematics and science. The relatively new leaders of English and mathematics have made a promising start by using assessment information well to identify clearly the important areas for development in the curriculum. Additionally, the quality of teaching and learning is improving in each of the core subjects. The governors are fully committed to the school's work. Last year's reorganisation into two committees, one of which is focused on school improvement has sharpened their view of the school's performance. This committee has made reasonable strides in understanding the issues facing the school in order to raise standards.

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## 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>
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### 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	NA	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	Yes	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	3	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	2	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	2	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>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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**

Thank you for being so welcoming and helpful when we came to inspect your school recently. We very much enjoyed talking with you, watching you working with your teachers and speaking with them about your progress at school. We think your school does a great deal to help you develop as good citizens. You are given excellent opportunities to take part in sport, drama and music productions and you told us that you really enjoy doing so. Most of you behave really well in lessons and around the school. You had lots of nice things to say about your teachers and appreciate the hard work they put in on your behalf. You get on well with each other and use the school council effectively to make your views known. By the time you leave Streetfield, most of you achieve the kinds of results that you should. Your teachers show a lot of commitment to you and we know that they want you to do even better by: - Improving your results in maths and science in Years 5 and 6. - Achieving more in English in Years 7 and 8. - Planning work that challenges those of you who find learning easy and supports those who find it harder. If your enthusiasm for your dance and drama productions is anything to go by, we know you and your teachers will rise to the challenge of making your school even better. Best of luck!