

Meadowbank Primary School

Councillor Lane, Cheadle, Cheshire, SK8 2LE

Inspection dates 21–22 January 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Children start school with skills below those generally expected for their age. They make good progress in their learning throughout the school.
- As a result of good teaching, standards in mathematics and English are now in line with the national average by the end of Year 6. The achievement of the most able pupils is now above the national average in mathematics and reading.
- Disabled pupils and those with special educational needs are well supported by staff in the specialist resource provision and make good progress.
- Pupils behave well in lessons and around school; they are polite and courteous to each other and to all adults. They say they feel safe in school.
- All leaders including governors are committed to continuous improvement in teaching and learning and they share a strong desire to provide the best for every pupil.
- The governing body supports and challenges the school to improve by rigorously managing the performance of all staff.

It is not yet an outstanding school because

- Low attaining pupils do not make enough progress throughout Key Stage 2 in writing.
- There is not enough outstanding teaching.
- The school's information about how well pupils are achieving is not always clear enough for everyone to understand and use effectively.
- The middle leadership team has not been established long enough to have a full impact on improving teaching and learning.

Information about this inspection

- Inspectors observed teaching in all classes and saw 22 lessons, one of which was a joint observation with the headteacher. In addition, the inspectors listened to pupils read and observed teaching assistants working with pupils.
- Discussions were held with pupils in lessons and their work was discussed with them.
- Meetings were held with senior and middle leaders, members of the governing body, teaching and classroom support staff, pupils and a member of the local authority.
- Pupils' work was scrutinised in English, mathematics and a range of other subjects.
- Inspectors listened to pupils read and checked reading progress records including home school diaries.
- A wide range of documentation was reviewed including national assessment data, the school's information about pupils' progress, monitoring records of the quality of teaching and the progress of pupils, the school's self-evaluation and the school development plan. In addition, the governing body minutes, safeguarding documentation and external reports from the local authority were reviewed.
- Twenty three responses from parents to the on-line questionnaire were taken into account. (Parent View).

Inspection team

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|--------------------------------|----------------------|
| Gillian Hunter, Lead inspector | Additional Inspector |
| Jane Holmes | Additional Inspector |
| Michael Blaylock | Additional Inspector |

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported through school action is similar to the national average.
- The proportion of pupils supported by school action plus or who have a statement of special educational needs is higher than the national average.
- The proportion of pupils who are eligible for support through the pupil premium funding is similar to the national average although this can vary significantly in some year groups. The pupil premium is funding to support pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is lower than the national average.
- The school meets the current floor standards, which are the minimum government expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school has an additional resource base unit to support pupils with identified additional and sometimes complex learning needs. The unit support pupils from within the school and also has the capacity to support pupils from other schools within the local authority who need specialist support on a short-term basis. At the time of the inspection there were no additional pupils from other schools within the unit.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding and continue to improve the achievement of pupils by making better use of the most effective teachers to model good and outstanding practice for other staff.
- Improve the attainment and progress of low attainers in writing to reach or exceed age-related expectations by the time they leave the school by:
 - planning more support specifically for the pupils who are achieving just below national expectations in all year groups so that they make better progress
 - raising the expectations for these pupils and providing them with enough support to reach higher levels.
- Improve leadership and management by:
 - ensuring that the information available about how well pupils are achieving is easily understood by teachers and governors and used more effectively to plan teaching and check how well the school is doing
 - senior leaders and governors working together with middle leaders to continue to develop their leadership skills so that they can have a more positive impact on improving teaching.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage. They enter Nursery at age three with knowledge, skills and understanding that are below what is expected for their age. By the end of Reception most children achieve the expected levels for their age.
- In Key Stage 1 pupils continue to make good progress in reading, writing and mathematics so that, following improvements over the last three years, achievement is now in line with the national average. The school's assessment records and pupils' work in lessons and books show that this improvement is set continue.
- Attainment at the end of Year 6 is now in line with the national expectation in Key Stage 2 showing continuing improvement over the last three years. The school has quickly and effectively put actions into place for additional support for pupils and made sure that progress has been swift and attainment has improved. Pupils' work and assessment data show that most pupils currently in the school are now on course to reach the expected level and a good proportion to reach the higher level in reading, writing and mathematics.
- The achievement of the most able pupils is now above the national average in mathematics and reading and in line with the national average in writing which is a good improvement since the previous inspection.
- Most disabled pupils and those with special educational needs make very good progress from where they start especially those with a statement of special educational needs, those who require specific extra help and those in the specialist support unit. The school provides many opportunities and additional support that is well focused and matched to their varied and sometimes complex needs. Their progress is regularly checked to make sure that the support can be adapted and changed accordingly. Teachers and additional support staff have high expectations for these pupils.
- Pupils who achieve just below the level expected for their age are not making enough progress throughout Key Stage 2 in writing.
- There are few gaps in attainment between groups of pupils. Children who are eligible for pupil premium funding in the school make good progress and attainment is quickly catching up with other pupils in the school, especially in reading and mathematics where they are now one term behind other pupils. In writing they are still three terms behind.
- School assessment records and work in class shows that the majority of pupils who speak English as an additional language and pupils from minority ethnic groups achieve well and make good progress in line with national expectations by the end of Year 6.

The quality of teaching is good

- Pupils rise to teachers' expectations and have a positive attitude to their learning; they work hard and cooperate well with each other. This ensures pupils achieve well in lessons and over time.
- Progress is good because pupils are given work at just the right level for all pupils. Teachers skilfully and rapidly increase the rate of learning when they recognise that pupils have understood the work set and are ready for harder work.
- Teachers continually check what pupils can do by questioning them in a way that prompts them to explain their thinking. Teachers plan carefully with teaching assistants so that they understand their role and know how to match work to the ability of pupils they support, including the very high levels. They have a clear understanding of how effectively their teaching is helping pupils to increase their learning.
- All teachers plan work for different ability groups and most teachers provide opportunities for pupils to reflect on their learning. This was seen in a high-quality Year 5 English lesson that required pupils to understand the structure of an argument and create a plan. The teacher had

good subject knowledge and used this effectively to question and challenge pupils of different abilities so that they were able to structure their work more precisely.

- In a few lessons some pupils do not make enough progress because they are not clear about what is expected of them and spend too long in the lesson on work that is not difficult enough to extend their learning.
- Teachers' marking and feedback are completed regularly. Marking is linked to the concept that has been taught and helps pupils to understand how they can improve their work. Sometimes work is not always followed up by pupils so that some misconceptions are not dealt with quickly enough.
- In all classes, teaching assistants and other adults work well with teachers to support the learning needs of individuals or groups of pupils. Teaching assistants work successfully with teachers to support and improve the learning of all pupils.
- Teaching in the specialist support provision for pupils with disabilities and special educational needs is good and all pupils including those with complex needs achieve well as a result.

The behaviour and safety of pupils are good

- The behaviour and attitudes to learning of pupils in lessons and around school is good. Pupils are courteous and friendly. They show respect for each other and for all other adults.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves and their friends safe. When moving around the school, they behave well. At break times and lunchtimes, pupils play happily with their friends. Pupils are able to explain what bullying is. They recognise concerns regarding internet safety and the issues connected with social networking. They are confident that there are numerous adults to talk to if they have any worries.
- Attendance is average and has improved over time. The proportion of pupils away from school for a significant length of time is about the same as that nationally and the school follows up any such absence rigorously. Good attendance is promoted well and there is clear guidance for pupils and parents about the importance of attendance and the impact on pupils' achievement.
- Most parents who responded to the online questionnaire believe that behaviour is good.
- Pupils' spiritual, moral, social and cultural development is good. They are tolerant and supportive of each other. They have opportunities to explore the experiences and feelings of others within the local and wider communities through the improved curriculum where their knowledge and understanding is deepened. In Years 3 and 4, children were able to talk enthusiastically with knowledge and understanding about the South Pole and the conditions experienced by explorers of the past.

The leadership and management are good

- The headteacher and other leaders share a determination that the school will continue to improve. The school has worked closely with the local authority and a local network of other schools with the specific aim of raising achievement. This has been effective and resulted in improving achievement.
- The headteacher and deputy headteacher show strong leadership and are supported by a group of new middle leaders who form a wider leadership team with clear roles and responsibilities for leading staff to improve the quality of teaching. Middle leaders will benefit from training and development in their roles as leaders to impact further on teaching and learning.
- Assessment and the tracking of the progress of individuals and groups of pupils are thorough and accurate. A wealth of information is available and reported regularly to governors, staff and external agencies. Reports are over-complicated and not always presented sharply and clearly enough to show how well each year group is performing in both attainment and progress compared to the national averages.
- The school's accurate view of its own performance leads to clear priorities for further

improvement in teaching and learning. There is a detailed school development plan with priorities that are shared by all leaders, governors and staff. The leadership of the school is striving for further improvement and together with all staff there is a good team approach that focuses on ensuring the best for every pupil. The recently revised curriculum is used well by teachers to enhance pupils' learning through creative and stimulating learning experiences.

- The monitoring of teaching and learning is thorough and has led to improvements in teaching and achievement over time. The management of teachers' performance is rigorous and focuses on improving the quality of teaching including providing staff with clear targets and training and development opportunities to improve. Teachers understand the Teachers' Standards and are clear about their accountabilities for improved attainment and progress of all pupils. Salary progression is related to classroom performance effectively.
- The school has used the new primary sport funding effectively to enhance and improve the participation of pupils in competitive sport. This is well linked to the physical education (PE) and Healthy Schools curriculum and is resulting in better physical well-being as well as improving their performance levels in PE and other sporting activities.
- **The governance of the school:**
 - Governors know the school well and are clear about the strengths and weaknesses in the quality of teaching through strong links with classes and senior and middle leaders.
 - They know how well the school is doing when compared with other schools nationally. They have been rigorous in ensuring that more recent staff changes have been managed well and have made some difficult decisions regarding staffing to make sure that there has been minimum disruption for pupils' learning.
 - The headteacher provides guidance and documentation which governors can access and this helps them to ask questions and hold the school to account. The key priorities for improvement are understood and governors are clear of the areas for development.
 - They ensure that appropriate checks are made on the performance of teachers, and that the information from these checks is linked to pay rises and promotion.
 - They use the pupil premium funding wisely and make sure that it is targeted appropriately and as a result, these pupils are continuing to make good progress. It is spent in a variety of ways including additional staffing, environmental and learning resources as well as carefully planned activities and experiences to enhance the learning of these pupils.
 - All essential policies are in place and the governing body ensures that safeguarding meets the statutory requirements.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 135008 |
| Local authority | Stockport |
| Inspection number | 440433 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 411 |
| Appropriate authority | The governing body |
| Chair | David Cowhig |
| Headteacher | Janine Appleton |
| Date of previous school inspection | 3 May 2011 |
| Telephone number | 0161 428 6286 |
| Fax number | 0161 491 1330 |
| Email address | headteacher@meadowbank.stockport.sch.uk |

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