

# Meadow Farm Community Primary School

Foyle Avenue, Chaddesden, Derby, DE21 6TZ

**Inspection dates** 9–10 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently good enough to enable pupils to make good progress in all subjects. As a result, pupils' achievement requires improvement.
- The work given to the most able pupils is sometimes too easy for them, particularly in mathematics.
- Some teachers do not have high enough expectations about what pupils can achieve.
- Pupils do not have as many opportunities as they should to develop their mathematical reasoning and to use their calculation skills to solve real-life mathematical problems.
- Teachers do not always mark pupils' written work sharply enough to show them how to further improve their writing and mathematical skills.
- The quality and quantity of pupils' work in writing in Key Stage 1 and lower Key Stage 2 is not well developed.
- Some teachers do not ask skilful enough questions to probe pupils' understanding in lessons.
- While pupils' reading has improved markedly, they do not have enough opportunities at Key Stage 2 to develop their inference and deduction skills to improve their reading further.
- Subject leaders' skills are not well enough developed to help them to identify with greater precision what needs improving in mathematics and English.

### The school has the following strengths

- Provision in the early years is good. Children make good progress as a result of good teaching.
- Pupils enjoy school and behaviour is good.
- Safeguarding arrangements are good. Pupils have a good understanding of how to keep themselves safe.
- Teaching assistants provide good support for pupils who need extra help with their learning.
- Senior leaders and governors now have a clear understanding of the strengths of the school and areas for development. They are improving the quality of teaching, which has accelerated pupils' progress since September 2014.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils respect adults and those from other backgrounds and cultures.

## Information about this inspection

- Inspectors observed learning during 12 visits to classrooms. They also looked at support for small groups of pupils. The lead inspector made five joint observations with the headteacher. Pupils' work was scrutinised: this was completed jointly with the deputy headteacher in English and in mathematics with the subject leader.
- Inspectors observed behaviour around the school and at break times. They spoke with pupils in class, at lunchtime and at separate meetings.
- Inspectors heard pupils reading and observed the teaching of phonics (the sounds that letters represent).
- An inspector observed a school assembly.
- Discussions were held with staff, members of the governing body and a representative of the local authority.
- Inspectors observed the school's work, and looked at a range of documentation. This included the school's current data on pupils' progress; the school's self-evaluation; other planning and monitoring documents relating to safeguarding; and records relating to behaviour and attendance.
- The views of staff were analysed from the 21 responses to a written questionnaire.
- Account was taken of the 27 responses to the Ofsted online questionnaire, Parent View, and the school's own parental questionnaire. Parents' views were also gathered from informal discussion with them when they brought their children to school.

## Inspection team

David Edwards, Lead inspector

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The school provides full-time places for children in the Reception class and part-time places for children in the Nursery class.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium (additional funding for those pupils known to be eligible for free school meals and those looked after by the local authority) is above average.
- The proportion of disabled pupils and those who have special educational needs is higher than the national level.
- The overwhelming majority of pupils are of White British heritage and speak English as their first language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a breakfast club and after-school care club on site which is managed and inspected separately.
- The new headteacher was appointed in January 2014. Since her appointment, there has been a significant restructuring of the senior leadership team and a new subject leader in mathematics has been appointed.

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

- Improve teaching so that it is consistently at least good by:
  - ensuring that teachers always have high expectations of what pupils can achieve, particularly the most able
  - making sure that teachers always ask questions which probe pupils' understanding of what they have learned and which challenge their thinking
  - improving the quality of teachers' marking so that it always informs pupils about what they have done well and sets their next steps in learning.
- Raise standards in English and mathematics and accelerate pupils' progress by:
  - improving the reading skills of pupils in Key Stage 2 so that they are better able to use inference and deduction to support the judgements that they make about what they read
  - creating more opportunities for pupils to use their calculation skills to solve mathematical problems and helping them to develop their reasoning skills in the subject, especially for the most able pupils
  - giving pupils more opportunities to write at length in Key Stage 1 and lower Key Stage 2 to accelerate their progress in writing.
- Develop the role of subject leaders so that they identify more precisely what needs improving and create more effective action plans for improvement.

## Inspection judgements

### The leadership and management requires improvement

- The work of the headteacher and other school leaders has not been fully effective in ensuring that the quality of teaching and pupils' achievement have been maintained since the previous inspection. As a result, leadership and management require improvement.
- Progress since the last inspection has slowed because the school has experienced a period of instability in staffing. This has had an adverse impact on standards in Key Stage 2, as evidenced by the decline in performance in the national tests in 2014.
- Teachers' performance is checked on by school leaders including middle leaders, who make sure that teachers attend training that matches the school's priorities and the developmental needs of individuals. However, some subject leaders are still developing their skills, for example, in judging the effectiveness of teaching. As a result, the quality of learning and teaching in English and mathematics has not been consistently good enough to have a positive impact on standards. Subject leaders have not yet fully identified areas for improvement with sufficient precision to formulate very accurate action plans for improvement.
- The new headteacher has moved quickly to improve the quality of teaching since the start of the academic year. She has been well supported in this initiative by her deputy and governors. A robust appraisal system for managing teachers' performance is now in place. Teachers have welcomed observations of their practice and are keen to improve. School self-evaluation is honest and accurate and identifies the key areas for school improvement.
- The headteacher has a clear vision for improvement which staff and governors share. The staff questionnaires show that they know what the school needs to do to improve and they are keen to see that pupils' get the best possible education they can. The school has maintained the good standards of behaviour seen at the last inspection. The headteacher has established a culture where pupils are expected to behave well and relationships are harmonious.
- The local authority has provided good support to the school. It has given the school additional support to improve standards in English and mathematics. The local authority representative undertook a review of governance to help governors more effectively hold the school to account for its actions.
- The headteacher and leadership team have implemented the new National Curriculum successfully. Subjects have been combined into themes which engage the interest of boys and girls in their learning. The school is now developing an effective assessment system and teachers check their assessments with those of other schools to ensure they are correct.
- There are strengths in the school's support for pupils' spiritual, moral, social and cultural development, in the way it promotes British values and prepares them for life in modern Britain. British values such as tolerance, respect and the skills of cooperation and collaboration are promoted well throughout the curriculum, including in the personal, social and health education programme. Discrimination is not accepted in any form and the school celebrates a range of different religious festivals. Pupils develop a strong work ethic, and the school council helps pupils to learn about democracy. The drawing up of school rules teaches them about the importance of law.
- Leaders are committed to promoting equality of opportunity and preventing discrimination. Pupil premium funding is being used more effectively than it was to provide disadvantaged pupils with additional support in English and mathematics. Overall, assessment information shows there is no significant difference in the achievement of disadvantaged pupils and others in the school or others nationally, apart from in mathematics, where achievement was below expectations for all pupils in the school.
- The school uses its additional sports funding effectively to promote pupils' physical education. The funding has provided training for staff and extended the range and quality of activities available to pupils. This

includes taking part in competitions and having additional swimming lessons. These have had a positive impact on pupils' performance and well-being.

- Leaders' work to ensure pupils attend school, behave well and are safe is good. Safeguarding procedures are implemented well and meet requirements. Parents have positive opinions of the school's work and how it looks after their children.

#### ■ The governance of the school:

- Since the last inspection, the governing body has had an external review, and this has led to an improvement in its effectiveness. A new Chair of the Governing Body has been appointed, and governors have been successfully recruited with key skills in areas such as finance. Governors have a good understanding of their role in providing both challenge and support to the school.
- Governors are intent on raising standards. They know that there are improvements in pupils' achievements, and say this is the result of the new headteacher's work to improve teaching. They have asked questions this year when the school's own records have shown that progress is still not as consistently good as it should be.
- Governors are aware that the school's work with disadvantaged pupils has improved these pupils' performance this year. They carefully track the use of pupil premium spending to judge its impact.
- Governors understand performance management, and manage the performance of the headteacher effectively. They ensure that teachers' pay directly relates to their pupils' performance, and that teachers only receive a pay award if their pupils make good progress.
- Members of the governing body have a good understanding of how to keep pupils safe. They and the school's leaders make sure that this receives a high priority. As a result, the school's arrangements for safeguarding pupils are secure and effective and meet all national requirements.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them. Pupils are proud of their school and contribute to the calm and purposeful learning environment.
- Pupils enjoy their learning. They move quickly and efficiently to their tasks and work very well with others. Most take a full and active part in school life and relish the opportunities that additional clubs and sporting activities give.
- Pupils listen attentively to their teachers and one another. They share their ideas with partners willingly and contribute confidently to class discussions.
- Staff have excellent relationships with pupils and support them well, enabling pupils to be happy and confident learners.
- Pupils develop very good personal and social skills. They get on very well together. Pupils clearly understand the differences between right and wrong, and demonstrate fairness and cooperation at work and play. Their moral development is excellent.
- Pupils willingly take on additional responsibilities, for example, representing their classmates as members of the school council. This contributes well to their understanding of democracy and prepares them for life in modern Britain.
- Occasionally, pupils' concentration wanes in lessons. This is usually because teaching has not engaged them well.
- Attendance has improved. It is now much closer to the national average. Most pupils arrive punctually to school.

- The school keeps accurate records about pupils' well-being and behaviour. Scrutiny of the school behaviour log indicates that instances of poor behaviour are rare and that the headteacher works closely with parents to overcome any issues. There have been no exclusions in recent times.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. Pupils who have emotional and social concerns are helped to manage their own behaviour, especially through support from well-trained teaching assistants and other staff. The school has employed a learning mentor who will work closely with parents and pupils to resolve any social and emotional difficulties.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe. Parents feel that their children are happy and safe in school. The school's care and support for those pupils whose circumstances make them at risk of falling behind is good.
- The school carries out rigorous checks when recruiting staff and has good systems in place to safeguard pupils.
- Pupils have an excellent understanding of how to keep themselves safe in all aspects of their daily life. They speak knowledgeably about aspects such as cyber-bullying, 'stranger danger' and the risks involved in using the internet and mobile phones.
- Pupils say there is no bullying. They know to tell an adult if they are unhappy and are confident that staff will help them to sort out their problems.
- The headteacher has undertaken training to make pupils and parents aware of the dangers of radicalisation. Training is planned for all staff and governors in the autumn term and there is a policy statement about the issue on the school website.

### The quality of teaching

### requires improvement

- Information about pupils' progress, observations of teaching and work in pupils' books indicate that the quality of teaching is uneven across the school and is not consistently good over time, especially in writing and mathematics. This prevents some pupils from making good progress.
- Writing has improved across the school and pupils have opportunities to use their writing skills in other subjects. However, at Key Stage 1 and lower Key Stage 2 they are not consistently encouraged to write extended pieces of work that stretch and challenge them.
- The school has developed the way that reading is taught in all the classes. It has strengthened the way that it teaches phonics (the sounds that letters make), and pupils know how to sound out words when they cannot decode them. The school acknowledges that pupils in Key Stage 2 are not having enough opportunities to develop the skills of inference and deduction when undertaking guided reading, which slows progress, particularly for the most able pupils.
- Mathematics is being developed through the use of practical resources to help pupils to increase their understanding of mathematical ideas. Pupils receive many opportunities to develop their calculation skills but there is a lack of challenge for the most able pupils in mathematics. In addition, pupils' reasoning skills are not well developed and there are insufficient opportunities for them to use and apply their mathematical skills in a variety of problem solving situations.
- In some lessons, teachers do not ask skilful questions which challenge pupils' thinking skills and which probe pupils' understanding of what they have learned.
- Teachers' marking of pupils' work is inconsistent in helping them to understand how well they are doing

and setting their next steps to improvement to accelerate their progress, in line with the school's policy.

- Well-trained teaching assistants work with teachers and provide good support for disabled pupils and those who have special educational needs. The highly enthusiastic teaching assistants provide an exciting variety of practical activities to support pupils when they work together in small groups or on a one-to-one basis.
- There are good relationships between adults and pupils. Adults regularly and appropriately use praise and encouragement which motivates pupils and, as a result, they take pride in their work and presentation is usually of a good quality.

### **The achievement of pupils** requires improvement

- The information available confirms that progress made by pupils from their individual starting points is not always good enough across the school. As a result, achievement requires improvement.
- After several years of achieving broadly average standards, National Curriculum test results and assessments for Year 6 pupils in 2014 showed attainment had dipped to significantly below average. Progress was good in writing, but a below average proportion of pupils made better than expected progress in reading. The proportion of pupils who made expected or better than expected progress in mathematics was below average. This was because too few pupils attained the higher levels in the subject.
- Children enter the Nursery class with skills and abilities much lower than expected, particularly in language and communication, number and personal and social development. They make good progress in the early years because of effective teaching. The proportion of children achieving a good level of development at the end of Reception rose in 2014, though it was still below average. Current attainment data shows that more children are likely to achieve a good level of development this year.
- The proportion of pupils in Year 1 who meet the required standard in the national screening check on phonics is improving but it is still slightly below the national average. Pupils are encouraged to read regularly and older pupils who read to an inspector did so with clarity and expression. They were able to talk about their favourite books and authors and how staff encouraged them to read regularly. However, pupils' skills of inference and deduction in reading are not well developed.
- Attainment at the end of Key Stage 1 was significantly below average in reading, writing and mathematics in 2014. Overall results at the end of Year 2 have been consistently below average over the last three years.
- The school's pupil progress information and inspectors' observations show that in reading, writing and mathematics attainment is uneven between Years 1 and 6. There are pockets of good progress, but these are inconsistent between subjects and classes. Overall, most pupils make expected progress in reading, writing and mathematics. However, too few pupils consistently make better than expected progress.
- School leaders have recognised that the teaching of mathematics needed to improve. They have put strategies in place, such as purchasing equipment and materials to help pupils to improve their understanding of mathematical concepts. However, lack of consistent opportunity to develop their reasoning skills and to use and apply mathematics to solve problems, including real-life ones, is slowing pupils' progress.
- Writing standards have improved because pupils receive more opportunities to use writing in other subjects. However, the lack of opportunity to undertake regular extended writing activities in Key Stage 1 and lower Key Stage 2 is inhibiting pupils' progress in the subject.
- The progress of the most able pupils requires improvement. In 2014, those pupils who were at Level 3 in reading, writing and mathematics at the end of Year 2 did not make the progress expected of them by the

end of Key Stage 2. In reading, mathematics and writing, attainment was below national averages at Level 5 and no pupils achieved Level 6. The most able pupils do not consistently have opportunities to work at a higher level and they frequently undertake the same work as their classmates. This limits the progress they make.

- Disabled pupils and those who have special educational needs make the same level of progress as their peers, because their needs are met well. Any additional need is identified early, the school works well with other agencies when necessary and a good level of support is put into place and often provided by skilled teaching assistants.
- At the end of Year 6 in 2014, disadvantaged pupils eligible for the pupil premium attained at less than one term behind their classmates in writing and reading. They were about one and a half terms behind in mathematics. However, the attainment of their peers was also low in 2014. When compared to other pupils nationally, the disadvantaged pupils attained at just under one year behind in writing, just over a year in reading but almost five terms behind in mathematics. In most classes, gaps are narrowing between the attainment of disadvantaged pupils and their peers as they move up through the school. However their progress, like their classmates, remains uneven.

### **The early years provision** is good

- Children of all abilities, including a high proportion who are disadvantaged, make good progress in the early years from their low starting points. The proportion of children achieving a good level of development is below - but increasingly close to - the national average. School data and the work that children are doing show that a higher proportion of children are on track to reach a good level of development this year.
- Provision in the early years is led and managed well. There are thorough systems for checking what children can do when they start at the school and parents are involved closely in their children's learning. Detailed learning journals for each child provide an annotated and photographic record of their progress and learning experiences.
- Teaching is good and the teacher and teaching assistants work together effectively to provide a well-planned range of activities both indoors and outside. Good questioning skills and high expectations of what children are able to do ensure that children are achieving well in all areas of learning.
- Children make good progress in their letter formation, in writing for a purpose and in using their phonic knowledge to spell words. All children draw on their knowledge of sounds and letters to spell words plausibly. Children are aware of the need for spaces between words and increasingly use capital letters and full stops.
- Behaviour is good. Children enjoy learning and coming to school. Staff have clear expectations for behaviour which ensures a calm ordered atmosphere. Children are polite and respectful to each other and the adults who work with them, and relationships are good. This means children feel safe and trust each other and the adults who work with them. Safeguarding procedures are securely in place and regularly reviewed.
- Children with disabilities and special educational needs are supported effectively and are skilfully included in all activities.

## What inspection judgements mean

School		
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

<b>Unique reference number</b>	112752
<b>Local authority</b>	Derby
<b>Inspection number</b>	455984

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Ayling
<b>Headteacher</b>	Allena Bird
<b>Date of previous school inspection</b>	31 January 2012
<b>Telephone number</b>	01332 662631
<b>Email address</b>	admin@meadowfarm.derby.sch.uk

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