

# Meadow View Primary School

Meadowhall Road, Kimberworth, Rotherham, S61 2JD

**Inspection dates** 14–15 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides rigorous and ambitious leadership. She is extremely well supported by the senior leadership, an increasingly effective staff team and a strong governing body. As a result, the quality of teaching, behaviour, safety and pupils' achievement have improved well since the previous inspection and are now at least good.
- Teaching and learning in the early years is outstanding and children make excellent progress. They are very well prepared for their future learning in Year 1.
- Pupils of all abilities, including those who have special educational needs, make good progress throughout the school in reading, writing, mathematics and many other subjects. They have positive attitudes and are eager to learn.
- Pupils who speak English as an additional language achieve well.
- The overall quality of teaching is good. Teachers have high expectations. Classrooms are attractive, orderly and exciting. Teaching assistants are deployed well.
- Pupils' behaviour and safety are good. Pupils are attentive, thoughtful and considerate towards others.
- The curriculum is rich and well planned. Pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils are immersed in their learning through exciting topics which stimulate learning in many subjects.

### It is not yet an outstanding school because

- Sometimes pupils, especially the most able, are not fully encouraged to think critically and more deeply about their work and extend their learning.
- Pupils' handwriting is not developed well in all written work.

## Information about this inspection

- The inspectors observed teaching and learning throughout the school and also conducted several short visits to classrooms. One observation of teaching and learning was conducted jointly with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to several pupils read.
- Inspectors held discussions with groups of pupils, the Chair of the Governing Body and other governors and a representative of the local authority. They also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 15 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents, and spoke to several parents during the inspection. They also considered the responses from staff to the inspection questionnaire.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use and impact of pupil premium funding, and records relating to pupils' behaviour and to safety and child protection.

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Susan Twaits	Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported by pupil premium funding is well above the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils from minority ethnic heritages is slightly above average and has increased since the previous inspection. The proportion of pupils who speak English as an additional language is also increasing and above that usually found. Approximately 16 different languages are represented in the school.
- Children attend the Nursery class on a part-time basis and full time in the Reception class.
- A much higher proportion of pupils than usual do not start at the school in the early years.
- The school runs a breakfast club.
- 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.
- At the time of the inspection the Year 6 pupils were out of school visiting the secondary schools they expect to transfer to in September. A group of pupils visited the inspectors to talk about their work and school experiences.

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

- Further increase the progress pupils make and raise the standards they reach by:
  - developing pupils' critical thinking and deeper reasoning skills, particularly those of the most able pupils
  - ensuring pupils' handwriting is consistently developed and applied across the subjects of the curriculum.

## Inspection judgements

### The leadership and management are good

- The headteacher's clear vision, energy and persistence are driving effective school improvement. There is an imaginative and continuous pursuit of high standards in all aspects of senior leaders' work. The leadership of subject leaders has improved well since the last inspection. As a result, the achievement of all pupils is rapidly accelerating, teaching and learning are good and outcomes in the early years are now outstanding. The senior leadership is fully aware of the few remaining aspects of teaching and learning which still need improvement to be outstanding, for example pupils' writing style and deeper thinking skills. Leaders have a strong capacity to address these aspects.
- The senior leaders are very skilled in improving the quality of teaching and setting aspirational targets for others. They work unrelentingly with the headteacher to create and lead professional development programmes to raise standards of teaching within the school. They closely analyse all aspects of pupils' achievement to identify areas for improvement. They research strategies to narrow gaps in pupils' learning, including purposeful visits to other schools and educational institutions. They systematically trial new initiatives and monitor their effectiveness closely. This has had a particularly positive impact, for example, on achievement in pupils' phonic skills (their knowledge of letters and sounds), spelling and curriculum development.
- Middle leaders are increasingly effective in their roles. They contribute fully to checks on progress in their areas of responsibility and work closely with senior leaders to support improvements to the quality of teaching and learning.
- The school's use of rigorous procedures to check and measure pupils' achievement in all areas of learning is good. The school has established and implemented new assessment procedures to meet the needs of recent changes to the national curriculum. The school makes thorough use of this data to set the direction for future improvement and to measure their success.
- The school provides good opportunities for professional development. Teachers, teaching assistants and support staff appreciate the quality of training and support they receive. Teaching benefits from continuous high-quality teacher training delivered both by the school and through good relationships with other schools. The headteacher and her staff provide leadership and support to other schools in several aspects of education such as early years education and methods to check the accuracy of teachers' judgements of pupils' achievement.
- Staff are held accountable for the progress their pupils make and are subject to meeting stringent targets, linked to pupils' achievement, to reach the next salary level.
- The local authority provides good support to this school through regular visits and challenging reviews of pupils' achievement. It contributes to training opportunities for staff and the governing body which have contributed to the increasingly effective leadership of the school.
- The school tackles any issues of discrimination and fosters good relations very well. It promotes equality of opportunity and this contributes effectively to the well-being of all children and their families. This is evident in the good progress made by disadvantaged pupils and those who have special educational needs.
- Statutory safeguarding requirements are met and are effective. Policies are up to date and reflect robust local and national guidance. Staff are well trained and vigilant in child protection procedures.
- The additional funding for disadvantaged pupils is used well. Pupils' individual learning needs are clearly and speedily identified. The school makes sure that expenditure addresses these needs directly.
- The school has reviewed its curriculum to ensure it meets recent changes to the national curriculum. Literacy, numeracy and personal learning skills are central to the school's work. Pupils are stimulated by imaginative themes such as towers and turrets which develop their enquiring minds and stimulate learning in a wide range of subjects. The curriculum promotes pupils' spiritual, moral, social and cultural development particularly well. The pupils actively and directly work towards developing their understanding of tolerance, fairness and the value of democracy through for example, studies of governance in Ancient Greece. Consequently, pupils are well prepared for life in modern Britain.
- **The governance of the school:**
  - The Chair of the Governing Body provides clear and efficient leadership. There has been good improvement since the previous inspection. Governors have specific responsibilities aligned to the school improvement plan and provide challenge and support to senior leaders to speedily address any areas for improvement. The governing body is kept fully informed through detailed reports from the

headteacher. Governors also undertake systematic checks on the school's work, such as visits to classrooms and walks around school, planned with senior and middle leaders. They regularly receive up-to-date and precise information on pupils' achievement and the quality of teaching. They make good use of this information to hold leaders to account.

- They are well informed of the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They ensure that staff only receive salary increases if their pupils meet their achievement targets. Governors are also well informed about steps the school takes to tackle any underperformance.
- There is a very good match of individual skills to roles on the governing body. A particular strength is the well documented minutes of meetings which clearly show questions raised by governors and the action required to respond to them. The school's policies are updated regularly and the governing body ensures statutory requirements are met. The governing body manages finances well by ensuring the close scrutiny of all aspects of budget planning and the use of specific funds such as the pupil premium and sports funding.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. It has improved well since the previous inspection.
- Pupils enjoy their school and are eager to talk about their experiences. They work well with others. Pupils are polite and friendly towards each other and their teachers. Very occasionally, a few pupils are not as engaged as they could be when teaching does not fully challenge them.
- The school keeps detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. There are few exclusions. The school has especially good success in supporting pupils who have emotional and social difficulties and in helping them to improve the management of their own behaviour.
- The school's achievement of the gold charter mark for 'Building trust by promoting equal voice' reflects the high standard of care it provides and the constructive development of its partnership with parents and the wider community.
- Teachers have high expectations for good behaviour. Consequently pupils work hard and take pride in their work and their appearance.
- The school uses the primary school physical education (PE) and sports funding well to provide outdoor activities at lunchtimes and after school. This contributes effectively to pupils' good behaviour and their personal and physical development.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Leaders including the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment.
- Attendance is improving and is broadly average. There are rigorous procedures to improve attendance, including effective use of pupil premium funding, and to support pupils who start at the school at times other than in the early years and those who are new to English. The work of the inclusion team has had a particularly positive effect on improving the attendance of pupils who have previously had high levels of absence.
- Pupils are well prepared for the potential dangers they may meet in later life. Personal and social education, including role play activities undertaken with the emergency services, such as the fire service, teaches pupils how to avoid the dangers of drugs and alcohol misuse as well as fire safety and other concerns.
- Pupils are well informed about different types of bullying including racist, homophobic and cyber bullying. Well-planned acts of collective worship, special days and studies in several subjects reinforce pupils' knowledge and understanding. The pupils express their understanding well.
- Pupils rightly feel that there are few incidents of bullying and know what they would do should any occur. They are tolerant of others' views and beliefs and staff and the governing body work well to promote this.

## The quality of teaching is good

- Teachers make effective use of accurate assessments of the achievement of all groups of pupils to ensure that work is closely matched to the different abilities and needs of all pupils. The school has robust procedures to quickly intervene when pupils do not achieve what is expected of them. Teachers adjust their teaching well in response to pupils' developing needs during lessons.
- Teaching assistants bring skilled support to pupils of all abilities. They are well deployed and form a seamless partnership with teachers. Teaching assistants are very involved in planning and assessment procedures, especially in the early years. The effective use of teaching assistants particularly contributes to the progress of pupils with special educational needs, those who are new to English and disadvantaged pupils.
- Relationships between staff and pupils are strong. Classrooms are busy, calm and orderly as a result.
- Pupils develop positive attitudes to learning. They respond to teachers' high expectations for working hard and taking a pride in their work.
- Teachers skilfully question pupils. They help pupils to recall key information and to make good decisions about their own learning and success.
- Pupils with special educational needs are taught well. Their individual learning needs are well understood and frequently reviewed. The school acts quickly to involve specialist support and advice where it is required.
- Homework makes a good contribution to pupils' learning in several subjects.
- The teaching of reading is good. Phonic skills (letters and the sounds they make) are taught well from the early years onwards. Teachers encourage pupils to listen carefully and articulate sounds accurately. Pupils' love of reading is strongly promoted throughout the curriculum such as in their research in history, geography and science. The school acted quickly to address weaknesses they identified in pupils' spelling skills. This has led to a significant improvement in recent results of national tests for grammar, spelling and punctuation especially for most able pupils.
- Teachers provide opportunities for pupils to write for a wide range of purposes and the teaching of writing is good overall. Pupils are imaginative and often write at length. They largely develop clear, fluent handwriting but they are not always expected to apply this to all their work.
- The teaching of mathematics is good overall. Teachers ensure pupils' calculation skills are developed well and regularly applied in mathematical problem-solving calculations. Through the daily mathematics sessions teachers ensure that pupils who have not understood aspects of their work are quickly brought up to speed.
- Marking and feedback make a good contribution to pupils' achievement. Teachers provide well targeted feedback during lessons to ensure pupils are on track and the work closely matches their needs. Teachers encourage pupils to follow up on guidance given in the marking. However, they do not always ensure that pupils' responses deepen and improve their learning as fully as they could.

## **The achievement of pupils** is good

- Pupils of all abilities make at least good progress in reading, writing and mathematics. This is increasingly reflected in the results of National Curriculum tests. Children start school with skills which are generally below those typical for their age. They leave Year 6 with standards which are at least average and they are rising quickly. Test results are below average at Year 2 but evidence from the inspection, including the most recent unpublished test results, show that standards now in Year 2 are close to average in reading, writing and mathematics.
- The school makes effective use of funding to support disadvantaged pupils. This group of pupils make good progress compared to all pupils nationally. They are rapidly narrowing the gap between their attainment and that of other pupils in the school and other pupils nationally. At the end of 2014 disadvantaged pupils in Year 6 were three terms behind other pupils in the school in reading and writing and three and a half terms behind in mathematics. They were two terms behind other pupils nationally in reading, one and a half terms behind in writing and one term behind in mathematics. This was a significant improvement on previous years. The evidence from inspection, including the most recent unpublished national test results, shows that the gap in attainment between disadvantaged pupils and other pupils in school has significantly narrowed even though standards have risen further overall.
- Most able pupils achieve well overall. The proportion reaching higher levels in national tests at Year 2 and Year 6 is also rising sharply to average levels and above, especially in mathematics. Year 6 pupils show good levels of maturity and enthusiasm for their work. They retain facts well and make good use of their skills to solve problems and conduct investigations in a number of subjects. For example, they make good

use of their knowledge of fractions and percentages to solve problems involving ratio. Their ability to think critically and reason deeply to improve their own work is not always fully developed throughout school.

- Disabled pupils and those who have special educational needs achieve well from their individual starting points. Their needs are regularly and accurately checked. Teachers ensure that they progress well, particularly in reading, writing and personal development, sometimes with specialist support, and are prepared well for their future learning.
- Pupils who join the school at times other than the early years make good progress. The school has robust procedures to gather accurate information on their previous educational experience to ensure teaching meets their needs, especially in literacy and numeracy.
- Pupils who speak English as an additional language achieve well. The school accurately assesses their achievement, sometimes through their heritage language. Pupils often make rapid gains in their early speaking, reading and writing skills which ensures they have full access to all aspects of learning that the school provides
- Pupils read well and take a lively interest in books. Pupils' phonic skills are now well developed and they use them to tackle unfamiliar words. The results of the Year 1 national screening check for phonic skills are now average and rising compared to the national picture. Older pupils of all abilities evidently enjoy reading and this is promoted strongly through the topics and themes offered in many subjects. They read with fluency and good expression. They choose books which challenge them. They have a good understanding of the development of character within a story and the inferences of the plot and are confident to discuss this.
- Pupils write well overall for a wide range of reasons and make good progress. They present their work to a good standard. Pupils' knowledge of grammar and punctuation is increasingly accurate and used effectively. They write imaginatively for many exciting reasons. For example, in diary accounts of life during the first world war and for their designs and plans linked to a local study of coal mining. The school identified a weakness in pupils' spelling in 2014 and have taken rigorous and effective action to address this. Occasionally, pupils do not apply the skills they learn to develop fluent handwriting in all their written work.
- Pupils achieve well in mathematics. Pupils build on their knowledge of number facts such as number bonds and multiplication tables to use these skills well in written calculations. They tackle word problems based on real life situations increasingly well but sometimes do not explain their reasoning with sufficient clarity, especially in writing, to ensure they make the most rapid progress.
- Pupils achieve well in art, physical education and many other subjects as a result of effective use of staff's specialist skills and of additional funding. This is very evident in displays, for example, such as art in the style of Henri Rousseau and the school's achievement of the gold arts mark.

### The early years provision

**is outstanding**

- Outstanding leadership, team work and continuous development of the learning environment have ensured the early years has built well on its strengths from the previous inspection. The staff thoroughly understand the needs of young children and take a lead role in developing early years practice with other local schools. As a result, the quality of teaching and children's achievement are outstanding.
- The starting points for children are generally below those typical for their age. They are especially low for reading, writing and children's personal and social skills. Children of all abilities make rapid progress in these and all areas of their learning. As a result, the proportion of children who reach a good level of development by the end of the Reception Year is at least in line with the national average and growing quickly.
- The school makes excellent use of additional funding for disadvantaged children. For example, supporting children to attend the breakfast club has a strong impact on their attendance and well-being. The funding contributes to high levels of staff training and as a result there is now a very narrow gap between disadvantaged children in the school and nationally at this stage.
- The very effective use of speech therapists and other education specialists complements the staff's good knowledge in teaching early communication and literacy skills. This ensures that all groups of learners, including those with special educational needs and those who are new to English, make rapid progress in these skills.
- Staff quickly establish excellent relationships with parents through rigorous induction procedures. They form a strong partnership with parents and other local early years providers. This ensures staff build an excellent knowledge of children's individual starting points and move quickly to reduce any gaps in their learning.

- The quality of teaching is outstanding. Staff are very well trained and enthusiastic. They assess children's achievement precisely and plan activities to build on their experiences. Teaching assistants and other adults are very effectively deployed. Resources are exciting and vibrant. Children are keen to handle them. For example, during the inspection children were inspired to organise each other and plan and create an imaginative pirate ship from large construction materials. Resources for counting, arranging and combining numbers make a strong contribution to children's successful mathematical development.
- The most able children make outstanding progress because they make rapid gains in key skills such as phonics and extended addition and subtraction. They work confidently and are proud of their achievement.
- Reading and writing skills are taught rigorously. Traditional and modern tales, nursery rhymes and songs fully engage children. They enthusiastically and accurately join in the repeated rhymes, phrases and actions. Children of all abilities make rapid progress in early phonic skills.
- Children's behaviour and safety are outstanding. They feel very safe and are cared for exceptionally well. This is very evident in their confidence and care for each other in all aspects of their work and play. Their spiritual, moral, social and cultural development is very strongly promoted through stimulating and thoughtful activities such as role play and model making based on the story of *Charlotte's Web*. Children concentrate for sustained periods and take pride in their work especially, for example, in their writing books. Children's self-esteem is particularly evident in the work they choose for their own special display area.

## 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>	106846
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	462205

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>	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Broydon Vickerage
<b>Headteacher</b>	Karen Smith
<b>Date of previous school inspection</b>	11 July 2013
<b>Telephone number</b>	01709 740500
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