

# Meadowside Community Primary and Nursery School

Clough Avenue, Longford, Warrington, Cheshire WA2 9PH

**Inspection dates** 3–4 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This is a rapidly improving school. Since the last inspection the school has gone from strength to strength. As result, the progress that pupils make and the standards that they reach in reading, writing and mathematics have improved by the time they leave the school in Year 6.
- The school is well led and managed. Senior leaders provide clear direction and demonstrate good capacity for further improvements.
- High-quality provision in the early years ensures that children make good progress from their low starting points.
- The quality of teaching throughout the school is good. Staff know pupils and their capabilities well.
- The school provides an inclusive environment. Pupils in the designated provision, and those with disabilities and special educational needs, thrive during their time at the school.
- The curriculum engages pupils because it is broad, balanced and interesting. Pupils have a strong appreciation of the arts. The impressive artwork on display contributes strongly to the attractive and welcoming environment in which pupils learn.
- The school is a happy place and standards of behaviour are good. Pupils feel safe and build strong relationships with staff.
- Governors are supportive of the school and know it well.

### It is not yet an outstanding school because

- Teaching assistants are not always used effectively to promote pupils' learning.
- Teachers' questioning does not always challenge and deepen pupils' understanding.
- Activities for the more able, at times, do not provide sufficient challenge.
- Pupils' progress in other subjects is not tracked as effectively as it is in English and mathematics.

## Full report

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

- Improve the quality of teaching so that pupils make rapid progress and achieve even higher standards by ensuring that:
  - the most-able pupils are consistently challenged, especially in mathematics
  - teaching assistants are used to best effect to support learning
  - all teachers use questioning which helps to deepen pupils' understanding and extends their learning.
- Improve leadership and management by:
  - strengthening systems to monitor pupils' progress in subjects other than English and mathematics as they move through the school.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has high expectations for all pupils who attend the school and is relentless in her determination that they receive the best possible education. She communicates her vision and ambition for the school in a calm and encouraging manner. Staff feel valued and supported but recognise that underperformance will be challenged. Consequently, under her leadership the quality of teaching and pupils' progress have improved since the previous inspection, and the school's performance continues to head in an upward direction.
- Staff are proud to work at the school and newly qualified teachers are well nurtured by the school at the start of their careers.
- Senior leaders have an accurate overview of the school's strengths and areas for development. The school development plan is sharply focused to address these issues in a timely manner.
- Inclusion is very well promoted and the designated unit is well led and managed. The partnership with outside agencies is effective and no time is wasted in securing any additional help for pupils.
- The quality of teaching is now rigorously monitored. Senior leaders regularly observe teachers' practice through formal observations, weekly learning walks and looking at pupils' books. Such effective practice ensures that any underperformance is addressed promptly.
- The school has a strong commitment to ongoing professional development. Regular training opportunities keep staff's knowledge and skills up to date. Furthermore, teachers have opportunities to observe best practice within the school and at other schools locally. Teachers' targets are clearly linked to the school development plan and pay awards are only given if these targets are achieved.
- Subject leaders have worked hard to implement the new National Curriculum which has been designed to excite pupils' interests. Subjects are linked through topics and others are taught discretely. The curriculum is enriched by numerous trips, visitors to the school and special events. This has a positive impact on pupils' good progress.
- English and mathematics leaders know their subjects well and carefully monitor and track pupils' progress as they move through the school. However, systems in place for other subjects such as history and geography are not as effective in giving the school a view of pupils' progress over time.
- Pupils' spiritual, moral and cultural development is well developed. Through the curriculum pupils become aware of different faiths, cultures and festivals. Pupils also understand the importance of democracy and of being able to speak freely. For example, elections to the school council follow a democratic approach. Through lessons, assemblies and displays, the school promotes positively how others should be treated and the value of truth, honesty and integrity. As a result, when pupils leave the school they are well prepared socially and academically for life in modern Britain and the next stage of their education.
- The school also provides a number of after-school activities for pupils to enjoy. Older pupils enjoy attending art, taekwondo, judo, boxing and computer clubs. There are also a smaller number of clubs for younger pupils to participate in, such as cookery and gardening. The choir has also sung at Liverpool Cathedral and dancers from the school have performed at the Pyramid.
- The sports premium has been spent wisely to support pupils' health and physical well-being. External providers come into the school to provide sporting activities at lunch times. Pupils now take part in more competitive sports. Teachers have developed more confidence in teaching physical education (PE) through training from specialist PE and sports coaches.
- Pupil premium money has also been put to good use to ensure that disadvantaged pupils get the same chances as everyone else, as well as additional help with their work when they need it.
- The school's website is a valuable resource for parents to keep them well informed about all aspects of school life. It is bright, colourful and easy to navigate. Most parents are positive about all aspects of the school's work.
- There are good links with nearby schools. The local authority, together with educational consultants, have provided effective support to the school in its quest for improvements since the last inspection.

## ■ The governance of the school

- Governors are regular visitors to the school and have a good understanding of the school's strengths and priorities for development, including the quality of teaching and its impact on achievement. Governors access training to enhance their skills and finances are well managed. They have a good understanding of how funding for the pupil premium and sports funding is spent to improve outcomes for pupils. Governors offer support and challenge to the school in equal measure. Statutory duties with regard to safeguarding are met.
- The arrangements for safeguarding are effective. School leaders are up to date with training and they ensure that staff, pupils and parents have the information and guidance they need. All staff have been vetted to ensure that they are safe to work with pupils. Safeguarding procedures are understood by all staff to ensure pupils' safety and well-being.

## Quality of teaching, learning and assessment is good

- Across the school, teaching is good. Consequently, pupils enjoy lessons and make good progress.
- The quality of the learning environment and the resources available to pupils are a real strength of the school. A local artist comes into school on a weekly basis, working with pupils to create vibrant displays which cover all areas of the curriculum.
- Most teachers have good subject knowledge and a clear understanding of what pupils can do and their capabilities. Consequently, lessons are well planned and help to raise attainment in reading, writing and mathematics. Generally, tasks provided are pitched at the correct level to meet differing needs of pupils. However, at times, the most able find these tasks too easy, especially in mathematics.
- The school fosters pupils' love of reading well. Younger pupils confidently use their phonic knowledge (the sounds that letters make) to read challenging words. They read regularly at home and with adults at school. Pupils also make good use of the attractive and well-resourced school library.
- Teachers, including those in early years, place strong emphasis on developing pupils' writing skills. Consequently they are very keen writers. Younger pupils write their interpretations of *Goldilocks and the Three Bears*, while older pupils write poems and about their hopes and aspirations for the future.
- The quality of marking is good. Books are marked regularly and pupils are provided with constructive feedback to improve their work. Pupils are given time to respond to teachers' comments in line with the school's marking policy.
- Homework is appropriate to the age and development of the pupil and reflects the work they are doing in class. Sensitive support is given to those who are reluctant to complete their homework.
- Teaching assistants work well with the class teacher in most lessons to provide effective support. However, at times, they are not always used effectively to support pupils' learning.
- Not all staff use questioning well to develop and extend pupils' learning. However, there are examples of how this is applied effectively. For example, during a Year 3 mathematics lesson, pupils were given a real-life problem to solve. The teacher then asked, 'How did you solve this problem?' To deepen their understanding, he then asked, 'Can you think of another way to solve this problem?' They were challenged even further by the teacher asking, 'Are you sure?' and 'Can you prove it?'

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school, feel safe and are keen to learn. They have a high regard for their teachers who are positive role models.
- The large majority of parents who replied to a recent school questionnaire agreed that the school deals effectively with bullying.
- Pupils are aware of the different forms of bullying, including e-safety and the distress it can cause. They say that bullying is rare and, if it occurs, it is dealt with effectively by staff whom pupils are confident to approach.
- The school puts in place a number of initiatives to help pupils manage risks and keep themselves safe. For example, they learn about fire awareness and how to ride a bike safely.

- Pupils enjoy their work on the school council and the responsibility it brings. For example, they help organise events to raise money for charity and are consulted when school policies are being revised, for example the behaviour management policy.
- Since the last inspection, attendance has improved and is now slightly below the national average. There are clear systems in place to support pupils who are more reluctant to attend.
- The personal and welfare needs of pupils in the designated provision are well met. The nurture group provides well-targeted and flexible support to the high number of pupils with social and emotional needs.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils are confident, well mannered and make visitors to the school feel very welcome. They move around all areas of the school calmly and wear their school uniform neatly and with pride. Low-level disruption in class is rare.
- There is a consistent approach to behaviour management throughout the school and pupils know what is expected of them. Pupils did comment that they feel that behaviour is better in class than it is in the playground. However, this was not observed to be the case on the days inspectors were in school.

### **Outcomes for pupils**

**are good**

- This was a complex inspection due to the significant number of pupils with cognitive and learning disabilities, and the number of pupils who enter the school part-way through the year and into different year groups. Inspectors took greater account of the school's own information on pupils' outcomes than published data.
- Pupils make good progress from their different starting points in all year groups and in different subjects across the curriculum. In 2015, the school's information on pupils' outcomes highlights that the number of pupils achieving and exceeding the expected level in reading, writing and mathematics has improved since the last inspection.
- Pupils with complex needs based in the designated provision make good progress from very low starting points. They are set challenging targets which are monitored. Staff work well with outside agencies to ensure that the complex and diverse needs of pupils in the designated unit are met.
- Disabled pupils and those with special educational needs also make good progress from their different starting points. Staff know the individual pupils well and monitor their progress very closely. Timely interventions are put in place to address any underperformance.
- Overall, disadvantaged pupils perform as well as their peers at Key Stage 1 and better than their peers at Key Stage 2 in reading, writing and mathematics. Senior leaders use assessment information to track the progress of this group of pupils carefully. As a result, the achievement gap to other pupils nationally has closed at Key Stage 1 and is rapidly closing at Key Stage 2.
- Published data and the school's own information on pupils' outcomes show that the most-able pupils make good progress, particularly in reading and writing. However, in some classes the most-able pupils are, at times, not being challenged appropriately. Consequently, learning for this group of pupils is sometimes not as rapid as it could be.
- The school's information on pupils' outcomes show that pupils who come into school partway through the year and into different year groups make good progress and achieve well in relation to their starting points.

### **Early years provision**

**is good**

- In recent years, children have entered early years with knowledge and skills significantly below those typical of their age in all areas of learning. Due to the high-quality provision for two-year-old children, children's skills and knowledge on entry to Nursery are improving; however, this year they are still below those typical for their age. A significant number of children still face challenges in their communication and language, and their personal, social and emotional development.
- Assessments are robust and children make good progress from their starting points across all areas of learning. The number of children achieving a good level of development has increased by 20% in 2015. As a result, more children are better prepared for Year 1.

- When children start in early years, they enter a bright and colourful, well-resourced environment where they feel secure and are kept safe. Activities are fun, and capture and sustain the interest of the children.
- Teaching is good and the quality of the teamwork between the teachers and teaching assistants is effective. All adults are involved in closely monitoring children's progress and identifying the next steps in their learning. The needs of disadvantaged children, disabled children and those with special educational needs are therefore very quickly identified. As a result of this timely intervention, both these groups of children make good progress.
- Adults are calm, kind and caring. Consequently, children grow in confidence and show interest in one another and the world around them. Behaviour is good and, at times, exemplary.
- Great care is taken by staff to ensure that language is modelled precisely and correctly to help develop children's communication skills.
- The early years leader evaluates the impact of the provision carefully and thoroughly, and makes suitable improvements. Good leadership is helping children make good progress.
- Positive relationships have been established with parents helping to promote security and consistency in their children's lives. Parents take an active part in their children's learning through their attendance at 'stay and play' sessions. Staff have regular meetings with parents to discuss their child's progress. Particularly noteworthy is the learning pack that is given to parents to help them develop their children's learning at home. These packs are personalised to meet the needs of each child.

## School details

<b>Unique reference number</b>	110973
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10002191

This inspection 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>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Moorcroft
<b>Headteacher/Principal/Teacher in charge</b>	Miss Jane Hodgkinson
<b>Telephone number</b>	01925 632705
<b>Website</b>	<a href="http://www.meadowsidecpschool.co.uk">www.meadowsidecpschool.co.uk</a>
<b>Email address</b>	<a href="mailto:Meadowside_primary@warrington.gov.uk">Meadowside_primary@warrington.gov.uk</a>
<b>Date of previous inspection</b>	9–10 October 2013

## Information about this school

- This school is an averaged-sized primary school and most of the pupils are of White British heritage.
- The proportion of disadvantaged pupils at the school is well above the national average. The term 'disadvantaged pupils' is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care (EHC) plan is significantly above the national average.
- The school houses a specially resourced provision for pupils with special educational needs (the designated provision), currently providing education for 18 pupils with a statement of special educational needs or an EHC for cognition and learning difficulties. The designated provision serves all areas of Warrington.
- Academic standards at the school meet the government's current floor standards. These are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school offers full-time early years provision in the Reception and Nursery classes.
- The school offers provision for two-year-olds. Children attend on a part-time basis, either mornings or afternoons.
- The school runs a breakfast club.
- Since the last inspection a new Chair of the Governing Body has been appointed and the deputy headteacher has taken on the role of acting headteacher.
- The school has the following awards: Artsmark and Basic Skills Quality Mark.

## Information about this inspection

- Inspectors observed teaching and learning in all classrooms. The headteacher took part in one joint observation with an inspector.
- Observations were made of pupils' behaviour at the beginning of the day, at lunch times, break times and when they were moving around the school. Pupils' behaviour was also observed in the classroom. Inspectors also spoke informally with pupils in the playground and dinner hall.
- Meetings were held with pupils, staff, governors, school leaders, subject leaders and a representative from the local authority.
- Inspectors listened to pupils read, and looked at work in pupils' books and on display.
- They observed the school's work and looked at a number of documents including minutes from meetings, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.
- Inspectors took account of 41 staff questionnaires and 14 responses to Ofsted's online questionnaire (Parent View). They also held a meeting with parents and spoke to them informally at the beginning of the day. An evaluation of the school's own questionnaire to parents in October 2015 was also considered.

## Inspection team

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Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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