

Meadow View Primary School

Inspection report

Unique Reference Number	106846
Local Authority	Rotherham
Inspection number	287624
Inspection dates	6–7 June 2007
Reporting inspector	Joyce Taylor

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	324
Appropriate authority	The governing body
Chair	Mrs C Bowler
Headteacher	Mr R French
Date of previous school inspection	8 October 2001
School address	Meadowhall Road Kimberworth Rotherham South Yorkshire S61 2JD
Telephone number	01709 740500
Fax number	01709 740500

Age group	3–11
Inspection dates	6–7 June 2007
Inspection number	287624

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This new school takes its pupils from the local area which suffers from considerable social and economic disadvantage. The majority of the pupils are of White British heritage and a small proportion are from minority ethnic backgrounds. The percentage of pupils eligible for free school meals is higher than average. Fewer pupils than average have learning difficulties and/or disabilities and statements of special educational need. Few pupils speak English as an additional language. The school expanded in September 2006 to admit Foundation Stage and Key Stage 1 pupils. The new school, built on the old junior school site, opened less than 12 months ago.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Meadow View Primary School provides its pupils with a satisfactory standard of education and provision is improving as the new school becomes established. Standards are rising following new initiatives and achievement is satisfactory. In the school's calm atmosphere, the vast majority of the pupils behave well. As a result, they settle happily to their work and concentrate well on their learning.

Pupils' personal development is good. Older pupils particularly enjoy showing consideration for the very young children in Reception and Nursery classes and choose to spend time working and playing with them. The school council is very effective in helping pupils make shared decisions and in taking responsibility for aspects of school life. Pupils' spiritual, moral, social and cultural development is good and they are developing a clear understanding of what is right and wrong. Pupils like school and thoroughly enjoy working in the new building. Their awareness of healthy lifestyles has developed well and they talk knowledgeably about the need for regular exercise and a sensible diet. Attentive staff provide clear guidance to pupils who experience personal difficulties and help them settle as successful learners. Although attendance is average overall, there is a high proportion of unauthorised absence which is not reviewed regularly enough by the school. The care, guidance and support pupils receive are satisfactory.

Children start the Nursery year with much lower skills than are expected nationally. Although standards are still below the expected levels at the end of Reception, the children make rapid progress because the teaching is good. Standards have begun to rise and are broadly average at the end of Year 2 and Year 6. During this first year as a primary school, staff have worked well to provide pupils with an interesting and closely monitored curriculum which has begun to raise standards, but this is not entirely consistent across all year groups. Additionally, in several cases the most able pupils work at the same tasks as the rest of the class rather than tackling more challenging work, and this has slowed their progress. Across the school standards in art and design are above average and pupils take great pride in their work. Pupils with learning difficulties and/or disabilities make good progress because work is matched closely to their needs. Pupils who speak English as an additional language make progress at the same rate as their peers.

The quality of teaching and learning is satisfactory overall and there are aspects of good teaching throughout the school. Lessons are interesting and provide good opportunities for hands-on tasks. However, planning does not always take account of the needs of the most able pupils. New and very effective assessments of pupils' work are highlighting gaps in learning and are beginning to identify how fast pupils are progressing. This is improving the progress of the vast majority of pupils.

The curriculum is good. Subjects are linked through exciting activities which, for example, bring history alive through art. Additionally, art is used well to help pupils talk about personal difficulties and improve their self-image. Practical tasks, in mathematics in Year 6, for example, ensure that pupils learn enthusiastically. The school works to broaden pupils' experiences through a good range of visits and clubs. Across the school, the curriculum supports pupils' personal development well, leading to them working with confidence.

The headteacher and senior staff provide good leadership and management, setting a rapid pace for improvement in the new school. Their evaluation of the school's performance is largely accurate as they have identified the need to raise standards and how to do it. However, in

anticipation of expected improvements, they have overestimated how effectively the school is working in these early stages, including in aspects of its day-to-day running. Senior staff have clear and appropriate plans for improving the school which are already bearing fruit and which demonstrate the school's good capacity for further improvement. Their approach is helping the school achieve consistency of provision and improve pupils' achievement, but they realise there is still some way to go in raising standards further in English, mathematics and science. As a result, the school gives satisfactory value for money.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Ensure that the most able pupils are challenged effectively.
- Identify why there is a high proportion of unexplained absence, and work to reduce it.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

During the changeover from a junior to a primary school, when the school was experiencing difficult conditions, standards drifted and the achievement of pupils in Years 3 to 6 became unsatisfactory. Hard work has begun to remedy the problem and standards are rising but there is still some way to go before all pupils make the progress expected of them. Overall, pupils' achievement and progress are satisfactory and standards are broadly average by the end of Year 6. Pupils with learning difficulties and/or disabilities make fast progress because staff focus strongly on supporting their learning. The appointment of specialist staff for music and art has resulted in high quality work that gives pupils a strong sense of achievement.

Personal development and well-being

Grade: 2

Pupils say that they enjoy life at school; they seize many opportunities to develop their social skills and grow in confidence. For example, they undertake recycling projects, support younger pupils in the playground, perform in concerts and run the school council very effectively. Spiritual, moral, social and cultural development is good and ensures that pupils learn to cope with difficulties and helps them respect others through open class discussions. They say that they feel safe, secure and very happy. 'We love the new school layout,' said one group of pupils. Pupils who speak English as an additional language are quickly integrated into the school and settle happily. Pupils' attendance is average overall, although there are too many unexplained absences. Pupils say that they like sport and understand the need to develop healthy lifestyles by, for example, eating more fruit and taking part in the wide range of extra-curricular opportunities. Preparation for citizenship is good.

Quality of provision

Teaching and learning

Grade: 3

In most lessons, planning is detailed and thorough, but it does not always take account of the different needs or abilities of all pupils. Most teachers set high expectations for work and

behaviour, and good relationships mean pupils confidently seek advice when unsure. In many lessons pupils have opportunities to explain their thinking to a partner and sometimes make video recordings of these sessions for future reference. This sparks some interesting discussions. Pupils have targets which are beginning to help them understand how to improve their work and encourage them to work at a faster pace. Those with learning difficulties and/or disabilities make good progress. They receive valuable additional help from a group of highly trained teaching assistants. The recently developed assessment procedures are beginning to identify pupils who are not making the required progress; this enables the school to focus support where it is most needed. There is still a little way to go as teachers' lesson planning does not always include a range of tasks to challenge learners at different levels.

Curriculum and other activities

Grade: 2

The school provides an interesting and thoughtful curriculum. Good provision in the Foundation Stage ensures that children have a strong basis on which to build their learning. The headteacher's commitment to creativity has ensured strong links between different subject areas, for example in high quality illustrated stories. Information and communication technology (ICT) extends learning opportunities effectively, and both staff and pupils use these resources with confidence. The provision for art and design is excellent, enhanced by the appointment of an artist in residence. Moreover, a specialist music teacher ensures that all pupils have an opportunity to learn to play an instrument. High quality sport has led to great success in local leagues. As pupils say, 'We've not lost a match!' The building of the new school has been used as a good learning opportunity for pupils and a CD-ROM has been produced to celebrate the history of the school within the community. As a result, pupils are developing an understanding of the place school has played in the lives of previous generations.

Care, guidance and support

Grade: 3

Pupils have settled well into the new school environment, and a family atmosphere has been established. There are some outstanding strategies to support vulnerable pupils, including art therapy, and a whole-school approach to the early identification of pupils experiencing difficulties. However, the school is still in the process of establishing administrative routines to support its pupils, for example in checking absences, and some of these are not yet fully embedded. The school meets statutory requirements in terms of ensuring the health and safety of pupils. Pupils are increasingly aware of class and personal targets for improvement and are beginning to recognise how to make their work better. Good relationships ensure that the pupils know they are listened to and know that help is always at hand if they need it.

Leadership and management

Grade: 2

In a short time the headteacher and senior staff have worked effectively together to establish very clear priorities and strategies to move the school forward. Responsibilities are shared and a rapid pace for improving standards has been set by senior teachers. As a result, very thoughtful assessment strategies have been introduced and are beginning to work well. Prompt interventions speed the progress of most pupils, although some average and higher-attaining pupils still do not make enough progress. The headteacher's focus on pupils' personal

development and extending the curriculum is a top priority, and specific staff have been appointed to support vulnerable learners. Parents support the work of the school and appreciate the opportunities for family learning, but several would value more opportunities to comment on their children's learning. Governance is good and continues to develop as governors, alongside staff, monitor the improving standards. Governors provide strong encouragement and throw themselves enthusiastically into supporting school provision through, for example, running the healthy food tuck shop and introducing organic vegetable plots.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

On behalf of the inspection team, thank you for your help when we visited your school. We very much enjoyed watching you work and talking with you in your classes and around school. Yours is an improving school. At the moment it gives you satisfactory chances to learn and it is getting better all the time. You have a very caring headteacher and an enthusiastic, hardworking staff. You work hard and as a result, many of you reach higher standards than before you moved into the new school. However, there are still some of you who could do even better, especially the quicker learners. You really enjoy your lessons and sporting activities but some of you take too much time off school. You are making a huge effort to behave well and get on with each other. We were particularly impressed with how polite and friendly you were to us during our visit.

We have asked your headteacher and staff to carry on their good work and have identified that the school would improve still further if you reached even higher standards in English, mathematics and science. Those of you who miss quite a few days at school should try to attend more regularly. This will help you do even better in all areas of learning.

You are enthusiastic about your school and we hope you carry on enjoying lessons and making Meadow View Primary School such a happy place to learn.