



Meadow Lane Infant School

Inspection Report

Unique Reference Number 122544
Local Authority NOTTINGHAMSHIRE
Inspection number 292431
Inspection date 12 February 2007
Reporting inspector Keith Edwards

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

Type of school	Infant	School address	Meadow Lane
School category	Community		Chilwell, Beeston
Age range of pupils	4-7		Nottingham NG9 5AA
Gender of pupils	Mixed	Telephone number	0115 9190644
Number on roll (school)	210	Fax number	0115 9192656
Appropriate authority	The governing body	Chair	Mr Andrew Barker
		Headteacher	Mrs Joan Fox
Date of previous school inspection	16 May 2002		

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Introduction

The inspection was carried out by one Additional Inspector in one day.

Description of the school

Meadow Lane Infant School serves the suburb of Chilwell on the outskirts of Nottingham. The school is oversubscribed. Pupils come from a range of cultural backgrounds, although the majority are of White British heritage. Children's attainment on entry to the school is typical of children nationally. The proportion of pupils with learning difficulties or disabilities, including those with statements of special educational need, is below most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It has improved significantly since the last inspection and has an excellent capacity to improve further. For example, the imaginative enhancement of the accommodation has provided a springboard for the improvement to the curriculum, particularly for those children in the Foundation Stage. Standards have risen markedly because the quality of teaching and learning gets better and better. One delighted parent, whose views are echoed by many others, commented, 'Meadow Lane is a wonderful school. The teaching is consistently excellent and my son has enjoyed each one of his classes.' The school has the respect of the community that it serves and works exceptionally well with other schools.

The children make outstanding progress in the Foundation Stage, particularly in their personal and social development and communication skills. This is because the school is highly successful in enabling the children to settle quickly. It places great emphasis on encouraging the children to work together across a range of activities and the development of their speaking and listening skills. The enriched curriculum and the excellent teaching ensure that the children are outstandingly well prepared for Years 1 and 2.

Standards by the end of Year 2 are exceptionally high, not only in the academic subjects, but also in the creative and aesthetic subjects. For example, high quality artwork is a notable feature of the school and music is a strength. The vibrant curriculum captures the pupils' interests and motivates them. Boys and girls achieve equally well. Because they are so well supported, particularly by a team of dedicated teaching assistants and volunteers, those pupils who find learning difficult make rapid progress. The more academic pupils are challenged to reach their potential because they are encouraged to apply their skills to solve problems. This is particularly evident in mathematics and science. Because the pupils have a clear understanding of what they need to do to improve, and their attitudes to learning are extremely positive, the pupils' achievement is outstanding.

The personal development and well-being of all pupils is exemplary. They really enjoy coming to school and attendance is high. Staff respect and value the pupils and consequently they develop exceptional self confidence, self esteem and self discipline. Their behaviour is outstanding. Pupils know how to keep themselves safe and they respond exceptionally well to the many initiatives encouraging them to adopt healthy lifestyles. They work very hard indeed and play constructively together, forming excellent relationships with one another and with adults in school.

The school leadership has systematically developed the quality of teaching and learning so that it is now outstanding. The staff work most effectively as a team and make a priority of excitement and enjoyment when planning lessons. The school makes outstanding provision for the welfare of its pupils. Pupils are extremely well cared for throughout the day and their academic guidance is excellent.

The headteacher provides outstanding leadership. She has nurtured the ethos of high achievement and has motivated and empowered her colleagues to settle for nothing

but the best. Teamwork is at the heart of all the school's successes. The school's view of itself, although rather modest, is very accurate and has sustained the school's high standards. There is a clear strategy for further improvement, which includes strengthening the links with the local preschool organisations. The quality of governance remains exemplary as the governors fulfil all of their responsibilities and hold the school to account.

What the school should do to improve further

- Strengthen the links between each stage of pupils' education to further improve their progress.

Achievement and standards

Grade: 1

The pupils reach high standards in a range of subjects, particularly in reading, writing and mathematics, where they were exceptionally high in both 2005 and 2006. Standards in science are high because the quality of learning is exciting and stimulates pupils' interest. The pupils' achievement is excellent because they feel safe and secure and they are so well taught. A parent sums up the success of the school with this comment, 'My child has been stretched in his stronger subjects and supported in his weaker ones. He is happy and enthusiastic about going to school each day.' The school is ambitious in its targets for pupils and is successful in meeting them. Standards in reading, writing and mathematics in the tests for pupils in Year 2 have risen markedly since the last inspection and the school's tracking and assessment data indicate that this trend is set to continue. Standards in reading are exceptionally high because the school has developed excellent relationships with the parents, nurtured from the Reception class, and this trusting home-school partnership provides effective support for the pupils' learning.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding. Their behaviour is exemplary around the school and in lessons. The pupils report that incidents of poor behaviour are rare and they trust the staff to deal with any problems that might occur. Pupils are most courteous, polite and helpful. They understand the importance of leading a healthy lifestyle extremely well and describe why it is important to eat a balanced diet. The school has increased the amount of physical education pupils receive and this is really appreciated. The pupils' spiritual, moral, social and cultural development is outstanding. Pupils gain a deep understanding of a range of moral issues, both from lessons and school assemblies. Their grasp of cultural diversity is strengthened by the exciting range of topics, such as the current one on Africa, that enrich the curriculum. The pupils make a highly significant contribution to the school community through, for instance, the work of the school council. They contribute

exceptionally well to the wider community and most successfully acquire the essential skills that equip them for the next stages of education and adult life.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Teachers have high expectations of pupils' behaviour and academic progress and this promotes their exceptional progress in lessons. A common feature in all classes is the warmth of the relationships that motivate the pupils to do their best. Interactive whiteboards are used very successfully to demonstrate new techniques and the teachers ensure that the pace of work is quick. Teachers and classroom assistants work very effectively together to provide pupils with a high level of support to develop their independent learning skills. Because the work set is designed to encourage the pupils to think and is closely matched to the range of abilities in each class, learning is fun and the pupils make very rapid progress. The teachers provide excellent feedback for pupils to make sure that they learn from their mistakes.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and strongly supports the pupils' personal, academic and physical development. It is reviewed regularly to ensure that the needs of all pupils are met. It is enriched by a wide range of additional activities including lunchtime clubs, visits and visitors. The curriculum is imaginative and creatively links learning across subjects, especially through literacy and numeracy lessons. The staff make an exceptional commitment to developing the pupils' language and independent learning skills. The school has a strong programme of personal, social and health education (PSHE) which is very well integrated into lessons. Pupils in Year 2 speak enthusiastically about their enjoyment of lunchtime activities and opportunities to develop their sporting and musical interests.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. There is a strong emphasis on nurturing and developing each child as an individual. The adults are excellent role models and consequently the school is a happy and inviting place in which to work and learn. Parents speak warmly about the care that is taken to ensure that their children settle quickly into school routines. Arrangements to ensure pupils' safety and well-being are securely in place and understood by all staff. The pupils are confident in the knowledge that adults will help them with any problems should they occur. Pupils of all abilities are really well supported academically because procedures for checking and tracking their progress are used shrewdly. The school has an excellent

system for setting and reviewing pupils' personal targets which gives pupils a clear understanding of how they can improve their work. The school works very closely with parents and support agencies to ensure that pupils who are vulnerable or need extra help receive the necessary support to help them to do as well as they can.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding at every level. The headteacher has been resolute in her drive for excellence and the school has developed an extraordinary eye for detail to ensure that all aspects of the school's work are as good as possible. All of the staff and governors are involved in and are committed to this process. For example, the Victorian building has been developed sensitively to provide the best possible accommodation for a 21st century education. Consequently, the pupils have benefited enormously and standards have risen. The development of teaching quality, the curriculum and of assessment procedures, to ensure that the work set enables all groups of pupils to achieve their best, have been significant components of this strategy.

There has been outstanding progress since the last inspection. The issues have been fully resolved and every aspect of school life has shown improvement. There is a clear strategy for further improvement, which includes strengthening the links with local preschools. The governing body is fully involved in strategic development and has become confident in its ability to hold the school to account, particularly in terms of understanding school effectiveness. Meadow Lane provides outstanding value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Text from letter to pupils explaining the findings of the inspection

12 February 2007

Dear Children

Meadow Lane Infant School, Chilwell, Nottingham, NG9 5AA

I really enjoyed my visit to your school this month because everybody was so helpful and friendly. I was very pleased to see you working in your classrooms, join your morning assemblies, listen to your singing and watch you playing games outside. I can understand why you enjoy your school so much as there are so many things that make your school very special. Here are some of them.

- You achieve exceptionally well in reading, writing and mathematics.
- You clearly want to do your best to learn in lessons and are prepared to work hard.
- Everybody understands the school rules and your behaviour is wonderful.
- Everybody tries to be friendly, thoughtful and helpful. Well done!
- All of your teachers work hard to make your lessons interesting and fun.
- The school provides an excellent range of activities and visits to keep you interested.
- The displays of your work are wonderful.
- Mrs Fox is an excellent headteacher.

To make the school even better, I have asked the staff to strengthen the links between each stage of your education to help you make even more progress.

Very few schools are as good as yours. This is because Mrs Fox and the staff really understand how to make learning fun and they work very hard to help you. It is really important that you remember to thank them and continue to work hard.

I would like to wish you all the very best for the future.

Yours sincerely

Keith Edwards

Lead Inspector