

Meriden Church of England Primary School

Inspection report

Unique Reference Number	104087
Local Authority	Solihull
Inspection number	336230
Inspection dates	9–10 June 2010
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Phil Greenaway
Headteacher	Jacky Smith
Date of previous school inspection	28 November 2006
School address	Fillongley Road Meriden Coventry
Telephone number	01676 522488
Fax number	01676 523912
Email address	s77head@meriden.solihull.sch.uk

Age group	3–11
Inspection dates	9–10 June 2010
Inspection number	336230

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors observed eight teachers teaching 12 lessons. They held meetings with pupils, staff and governors and informal discussions with parents and carers. Inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data, and analysed questionnaires from 19 parents and carers, 89 pupils and 17 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision for the outdoor curriculum in the Early Years Foundation Stage
- variations in the quality of teaching between key stages
- the provision for pupils with statements of special educational needs.

Information about the school

This is a smaller-than-average primary school. The great majority of pupils are from White British backgrounds and, consequently, the proportion with English as an additional language is very low. The proportion of pupils known to be entitled to free school meals is lower than average. Although the overall proportion of pupils with special educational needs and/or disabilities is lower than average, the proportion of pupils with statements of special educational needs is high. The school has gained the Artsmark Gold award, the Eco Silver award, Healthy School status and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Meriden is a good school. It is a delightful, happy and improving school, with a number of outstanding features. The headteacher provides a strong sense of purpose and direction, clearly linked to school improvement. The effective teamwork of the headteacher and senior staff has ensured that teaching and learning have improved and clear priorities have been set for further improvement. Parents and carers are very supportive of the school. They like the positive, family atmosphere and typically say, 'I absolutely love the ethos. Everyone is equal; children are taught to respect themselves and each other.' Staff want the best for each child and, through working closely with families, strive to achieve this goal. Children get off to a good start in the Early Years Foundation Stage and make good progress. However, some opportunities are missed for them to select activities for themselves, as 'free-choice', and there are currently insufficient opportunities for children to explore things freely with purpose and challenge in the newly improved outdoor areas. All groups of pupils, including those with special educational needs and/or disabilities, make good progress in their time in school.

Arrangements for the evaluation and monitoring of teaching and learning are good and lead to good teaching overall. However, the pace of teaching and learning in a small minority of lessons is insufficient to ensure pupils' good progress. Pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. The high levels of attendance confirm this. Pupils' behaviour is outstanding in and out of the classroom and is a strength of the school. Pupils work hard, both independently and co-operatively, and this has a positive effect on the good progress they make in most lessons. The curriculum ensures that pupils receive a good variety of exciting activities and experiences and is enriched by visits, residential stays and visitors to school. Pupils enjoy the good range of after-school activities and clubs, including physical activities. Provision for the pastoral care, guidance and support of pupils is outstanding. Pupils are tracked carefully and data are analysed rigorously to ensure that any pupil falling behind is identified quickly and support is provided. The school has very good links with its local community and secure and developing links with schools both outside of the local area and overseas. The school has a good understanding of how well it is doing and what needs to be done next. It has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Develop children's skills for independent learning in the Early Years Foundation Stage by improving the accommodation and resources to enable regular,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

child-initiated access to the outdoor curriculum.

- Improve the consistency and quality of teaching so that all lessons are good or better by ensuring that all lessons move at a good pace.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in their time at the school and standards by the end of Year 6 are above average, as a result. The quality of learning in lessons and the work in pupils' books seen during the inspection confirm the pupils' good progress. In one outstanding Year 1 'Big Writing' lesson, the teacher encouraged very high levels of motivation by her energy and enthusiasm, maintained a very good pace throughout and very closely matched tasks to pupils' ability, so that pupils made excellent progress. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. Pupils say they enjoy coming to school and Year 6 pupils stated that they would be sorry to leave the school in the summer. This enjoyment is clearly reflected in the very high levels of attendance. Pupils have a good understanding of what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. Their outstanding behaviour makes a very strong contribution to the good or very good progress they make in most lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility enthusiastically and play a very constructive role in the school and, through the school council, have had influence on decisions about school life. Pupils' spiritual, moral, social and cultural development is outstanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching varies from satisfactory to outstanding and, on balance, is good overall. Teachers have strong subject knowledge, which enthuses and challenges pupils and contributes to their good progress. Lessons are well planned, with clear learning objectives that are routinely shared with pupils, so that they are clear about their learning. Good use is made of resources, including new technology, to illustrate key points and motivate pupils and, thus, enhance their learning. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants makes a significant contribution to the quality of learning across the school. In a small minority of lessons, however, pupils' progress is held back because teachers do not always move learning along at a fast enough pace. The whole-school assessment and tracking system provides the school with secure data on pupils' progress as the pupils move through the school. This means that teachers now have a better understanding of how well their pupils are doing and the action to be taken to support them effectively in order to reach the pupils' challenging targets.

The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is appropriate emphasis on developing literacy and numeracy and information and communication technology skills and on extending pupils' knowledge and skills in other subjects, particularly in music and physical education. Staff are making links between different subjects to make learning more meaningful. The school's excellent and well-organised arrangements for the care, guidance and support of all pupils, including those with special educational needs and/or disabilities, contribute to the pupils' good development and well-being and support the pupils' learning very well. Pupils are secure, safe and well looked after. The school knows its pupils very well and takes great care to promote their social well-being and equality effectively.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, with the able support of the senior leadership team, provides strong leadership, firmly focused on securing improvement. Staff are very motivated and share the headteacher's ambition and commitment to improving provision even further. Good use is made of a range of rigorous monitoring activities. The monitoring and evaluation of the quality of teaching is well organised and comprehensively recorded. The monitoring focuses strongly on the impact of teaching on pupils' learning and is well linked to areas of school improvement. Teamwork is promoted strongly and is reflected in the school's well-focused improvement plan. The governors have a good overview of the school's work and future priorities and fulfil their roles effectively. The school has a positive relationship with parents and carers and regularly asks for their views and acts on the responses. The effective liaison with parents and carers and the school's good links with external partners contribute well to improvements in pupils' achievement, well-being and development. Equality of opportunity is promoted well and, whenever there are minor variations in achievement, the school is pro-active in modifying the curriculum to narrow the gap. The school has good safeguarding procedures; it identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Regular risk assessments are made and governors take their responsibility for health and safety very seriously. Financial management is good and resources are used effectively to improve the level of accommodation and maintain good levels of staffing. The school makes a good contribution to community cohesion. Its exceptionally strong links with the local community ensure it is at the heart of village life and it has good and developing links with schools across the United Kingdom and overseas.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms</p>	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with the skills levels expected for their age and make good progress to reach standards that are just above average in most areas of learning by the time they enter Year 1. Happy and caring relationships are established and children settle quickly. The children behave well and are enthusiastic in all that they do. They clearly enjoy school and play happily together and individually. Staff have worked hard and successfully to achieve a very strong partnership with parents and carers. Pastoral care and welfare arrangements are good. Teachers and teaching assistants keep a close watch on children's learning and their development needs and, as a result, children are safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities, in the best cases allowing children to work on things that they choose themselves as well as by taking part in more formal group-work activities with adults. Classroom environments are bright and feature attractive displays of children's work. The newly erected canopy ensures that the outdoor area can now be used in all weathers. However, opportunities for children to explore their learning independently in the outdoor area are currently reduced by restricted access from the Reception class and limited resources for the outdoor curriculum and this hampers the development of their skills for learning independently. There is a very good focus on helping children with their speaking skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. Good, direct teaching of reading, writing and numeracy skills lays a solid foundation for the future. Children with special educational needs and/or disabilities are identified quickly, well supported and integrated well into all activities.

Leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning, development and welfare requirements of very young children and use national guidance for the Early Years Foundation Stage well to support children's learning. Teachers and support staff observe and record children's achievements carefully on a day-to-day basis and use this information effectively to plan the next steps in learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Only a small percentage of parents and carers returned a questionnaire expressing their views. The vast majority of these declared themselves to be extremely satisfied with the school, a response reflecting the school's good links with parents and carers. In several areas, for example, regarding whether their children enjoy school, whether teaching at the school is good, whether the school encourages a healthy lifestyle and whether their child is making enough progress at the school, all parents and carers had positive views. A very large majority agreed with all the other statements. However, a small minority felt that the school does not deal effectively with unacceptable behaviour. The inspection team looked closely at the standard of behaviour around the school, in classrooms, at playtimes and lunchtimes and found pupils' excellent behaviour to be a strength of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meriden Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	63	7	37	0	0	0	0
The school keeps my child safe	13	68	5	26	1	5	0	0
The school informs me about my child's progress	11	58	7	37	0	0	1	5
My child is making enough progress at this school	11	58	8	42	0	0	0	0
The teaching is good at this school	12	63	7	37	0	0	0	0
The school helps me to support my child's learning	10	53	8	42	0	0	1	5
The school helps my child to have a healthy lifestyle	11	58	8	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	42	9	47	0	0	1	5
The school meets my child's particular needs	10	53	7	37	0	0	1	5
The school deals effectively with unacceptable behaviour	7	37	8	42	0	0	1	5
The school takes account of my suggestions and concerns	7	37	11	58	1	5	0	0
The school is led and managed effectively	10	53	7	37	2	11	0	0
Overall, I am happy with my child's experience at this school	13	68	5	26	1	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Pupils

Inspection of Meriden Church of England Primary School, Coventry, CV7 7LW

Thank you so much for helping me and my colleagues when we came to inspect your school recently. We enjoyed meeting so many of you and observing you at work and at play. You made us feel very welcome and made our short visit very enjoyable. Together with your parents and carers, you think Meriden is a good school and we agree with you.

You clearly enjoy learning and taking part in many activities. You make good progress and achieve good standards. Your behaviour is excellent and we were very impressed by your good manners. You have a good understanding of how to live a healthy lifestyle and you feel very safe and cared for in school. It was good to hear from the school councillors about how you are helping to improve Meriden. You told us that you enjoy school and are proud to attend and the high level of attendance confirms this. Teachers work hard to help you to learn and to make sure you enjoy being at school. All the adults take excellent care of you. Your school is well led and managed and is continually improving.

To help you to make even better progress, we have asked the school to:

- help the youngest children to develop further their skills for learning independently by improving opportunities for them to have free access to a good range of outdoor activities
- help you make even better progress by ensuring all lessons are at least good across the school.

You can help by always doing your best and making sure you know your targets.

Thank you again for making us so welcome. We wish you all the very best.

Yours sincerely

Clive Lewis (on behalf of the inspection team)

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.