

Wythall, Meadow Green Primary

Inspection report

Unique reference number	116763
Local authority	Worcestershire
Inspection number	379297
Inspection dates	23–24 February 2012
Lead inspector	Michael Farrell

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 of pupils on the school roll	304
Appropriate authority	The governing body
Chair	Steve Fenton
Headteacher	Nathan Jones
Date of previous school inspection	20 June 2007
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Age group	3–11
Inspection date(s)	23–24 February 2012
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Introduction

Inspection team

Michael Farrell Additional inspector

Adam Higgins Additional inspector

Anne White Additional inspector

This inspection was carried out with two days' notice. Inspectors observed a school assembly and 15 lessons comprising 8 hours teaching; saw 12 teachers; and held meetings with groups of pupils, staff and the Chair of the Governing Body. They contacted parents and carers by telephone when requested. They heard a sample of pupils read. Inspectors noted there were no available responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at a range of documents including data on pupils' progress, school development planning, and safeguarding documentation, and scrutinised 155 parental questionnaires.

Information about the school

This is a larger-than-average primary school in which most pupils are White British. A small number of pupils come from different minority ethnic groups and a small number speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is about average but the school has an above average percentage of pupils with a statement of special educational needs. The school meets current government floor standards.

Since the previous inspection, a new headteacher has been appointed and has been in post for three years. An integrated Early Years Foundation Stage Unit has been developed with three mixed-age Nursery and Reception Year classes. The governing body runs a daily breakfast club.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Spiritual, moral, social and cultural development is promoted with commitment including through celebratory assemblies. Leaders and managers have contributed significantly to developing a relevant and engaging curriculum. Pupils enjoy school and are prepared well for the next stage of their learning. Because teaching is good and behaviour is well managed pupils have positive attitudes to learning, achieve well, behave considerately and feel safe. The school is not outstanding because where lessons are only satisfactory pace is not always suitable; pupils do not always have opportunities to discuss their learning, and do not always know the next steps for improving their work. Also, Early Years Foundation Stage provision and outcomes are satisfactory because planning and provision do not always enable Reception children to make the best progress.
- Pupils make good progress and achieve well. Groups of pupils including boys and girls, high-attaining pupils, and those who speak English as an additional language, all achieve well. Disabled pupils and those who have special educational needs are carefully identified and achieve well.
- Teachers manage behaviour effectively and work closely with teaching assistants to ensure learners make good progress. In the better lessons pupils are engaged fully and accurate assessment leads to planning which builds constructively from one lesson to another.
- Pupils are polite and considerate of each other. They behave well in lessons and around school. In the well-organised breakfast club, pupils behave courteously and relate well to adults. More widely, pupils act with a good understanding of safety and say they feel safe.
- The governing body supports and challenges well and leaders and managers set a clear direction for improvement. The school evaluates itself accurately so that it knows what is needed to improve further. Safeguarding meets statutory requirements. The arrangements for the management of performance enable support to be provided as necessary so staff improve. Leadership of teaching involves regular monitoring of lessons and has a positive impact because accurate judgements are conveyed to staff.

What does the school need to do to improve further?

- Ensure all teaching is at least good by:
 - keeping a brisk lesson pace
 - encouraging pupils to discuss their learning with each other
 - making sure pupils always know the next steps in their learning.

- In the Early Years Foundation Stage, ensure planning for reception children precisely identifies their particular learning needs and that activities are always sufficiently challenging to enable them to achieve well.

Main report

Achievement of pupils

Children enter the nursery attaining at expected levels and leave Key Stage 2 with above average standards in English and mathematics. In the Early Years Foundation Stage some children make good progress especially in social and emotional development but overall outcomes are satisfactory and improving. Pupils build confidence and understanding in a range of subjects, especially literacy. Attainment in reading at the end of Key Stage 1 is broadly average and by the time pupils leave the school at the end of Key Stage 2 is above average. Pupils whom inspectors heard read demonstrated a range of strategies to tackle new words with increasing competence and confidence. Inspectors' scrutiny of pupils' work over time also confirmed good achievement. Literacy and mathematics in planned effectively across the curriculum and purposeful writing is encouraged well through topic work so pupils approach the next stages of their education confidently and well prepared. Overall achievement in lessons is good. Over time good progress is indicated by national data, the school's data and its records of lesson observations. Different groups of pupils achieve well including boys and girls, those who speak English as an additional language, and pupils whose circumstances may make them and their families vulnerable. Disabled pupils and those who have special educational needs, including pupils with statements of special educational needs, achieve well. The school tracks their progress effectively and focuses support promptly, including that from other services such as speech and language therapy, to secure good outcomes.

In lessons, learning accelerates when activities are pitched well for the ability of different groups of pupils. For example, in a mathematics lesson younger pupils achieved well in understanding and recognising the rules of number sequences because activities were suitably matched to their needs and good relationships encouraged pupils to try hard. Pupils have positive attitudes to learning, especially when the topic captures their interest. For example, in a good lesson older pupils composed poems about conservation, achieving well. They were gripped by the topic and so they concentrated intensely. The teacher enthusiastically encouraged them to think sensitively and choose ambitious vocabulary as well as working independently, for example by using dictionaries. Resulting poems revealed respect for the environment accurately capturing the theme of conservation. A very high percentage of parents and carers correctly judge that their children are making good progress in school.

Quality of teaching

Teaching observed was mainly good. The school's view of teaching is accurate, as confirmed by joint lesson observations between a senior leader and an inspector, and the school's records of teaching over time confirm good teaching. Teaching of reading, writing and communication is systematic and effective so that pupils know how to respond if a text is challenging. Teachers are adept at motivating pupils and adjusting lessons according to their responses because they know each pupil well. Staff successfully convey to pupils high expectations of behaviour and learning. Because they know their subjects thoroughly, teachers make accurate assessments, for example through questioning pupils, and this informs the planning of subsequent lessons. Where teaching is only satisfactory, pace is not always brisk enough, pupils do not have sufficient opportunity to reflect on their performance, and they do not always securely know the next steps of their learning. In better lessons, tasks are challenging and the pace is well judged. Teaching assistants work effectively with individuals and groups.

Teaching strongly supports pupils' spiritual, moral, social and cultural development because activities are systematically reviewed to assess their impact. The planned curriculum supports teaching well because it is tailored to be interesting and suitable. A very high percentage of parents and carers and pupils correctly consider pupils are taught well at the school. Younger pupils achieved well when writing a narrative because the lesson was carefully structured so pupils knew what was expected and participated fully and confidently. Staff worked closely together managing learning and behaviour well so that pupils' behaviour was good and they enjoyed the lesson. In a good mathematics lesson for older pupils about angles the teacher's lucid recapping of earlier learning enabled pupils to participate enthusiastically. In subsequent, well-organised independent working, established classroom routines and good behaviour helped maintain a brisk pace. In the Early Years Foundation Stage the ethos and relationships are warm and caring and teaching is satisfactory and improving.

Behaviour and safety of pupils

Pupils show positive attitudes to learning, engaging in lessons and behaving well, which assists their good achievement. Punctuality to school and to lessons is good. Arrangements at morning break times lead to sociable sessions where pupils can enjoy each other's company while eating a healthy snack. Attendance is average and improving over time as the school tackles the issue of term-time holidays. Pupils act with consideration towards each other and over recent years there have been very few exclusions. Pupil questionnaires indicated that a significant minority considered that behaviour was not always good in lessons but in meetings with pupils this was not the view. Almost all parents and carers considered that behaviour was good. Inspectors found that behaviour was consistently good in lessons and around school. Records indicate that behaviour has been maintained at the good levels seen at the previous inspection. In a very few instances parents and carers expressed concerns about safety. Inspectors confirmed that the senior leaders were aware of these views and very willing to see if they could do more to allay any remaining concerns parents and carers may have. A very high percentage of parents and carers consider their

children feel safe, and in meetings with inspectors, pupils say they feel safe and know about keeping safe in different circumstances. Bullying is infrequent and the school has ensured that pupils are aware of different types of bullying such as name calling and cyber bullying and they know they can go to a trusted adult if they have any worries about bullying or anything else. In the Early Years Foundation Stage, children behave well and play happily.

Leadership and management

The governing body is well informed, has a clear view of the school's strengths and weaknesses, and brings an impressive range of skills to bear in challenging and supporting the school. The headteacher and senior leadership team convey high expectations for the school. Since the previous inspection, the school has maintained good behaviour, achievement, and teaching and has made the curriculum more interesting and relevant. Self-evaluation is accurate and perceptive. The headteacher and senior staff monitor teaching regularly and accurately and convey outcomes clearly to staff. Professional development and support is focused on school priorities, such as curriculum development. The impact of this is a more engaging and interesting curriculum which pupils enjoy. The school demonstrates the capacity to improve further.

The curriculum, which has been modified successfully over the past two years, promotes good pupil behaviour and safety and strong spiritual, moral, social and cultural development, including for disabled pupils and those who have special educational needs. Partnerships with parents and carers are strong and the school is striving to respond to areas where it can do better such as ensuring the school's website is always up to date. Leaders and managers promote equality and tackle discrimination well, for example by tracking progress to ensure pupils do not slip behind and intervening as necessary. They also take reports of bullying or discrimination seriously, and tackle such instances on the very rare occasions they arise. Safeguarding policies and procedures are carefully developed and monitored and meet statutory requirements. An innovative Early Years Foundation Stage Unit has been developed which parents and carers appreciate and which offers great flexibility in the sessions their children attend, but the needs of Reception children are not met as fully as they should be.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 February 2012

Dear Pupils

Inspection of Wythall, Meadow Green Primary, Birmingham B47 6EQ

It was good to meet you when my colleagues and I inspected your school recently. Thank you for making us welcome and talking to us. Thank you especially to those of you who read to us, showed us your work, and talked to us about the school. Meadow Green is a good school. It is well led and managed. Teaching is good and you do well in your learning. Some of you said in your questionnaires that you did not think behaviour was always good but we found generally that you behave well in lessons and around school. You enjoy school and could tell us easily all the things you liked about it.

There are some things the school could do better so I have asked the staff to

- make sure all lessons move along at a good pace
- give you a chance to discuss your learning with each other and make sure you know your individual targets for improving your work
- make sure the older children in the Early Years Foundation Stage achieve at least as well as the younger ones.

How can you help? You can all continue to try hard in your lessons so that as these new opportunities happen you can make the best use of them. From seeing you and talking with you, I feel sure you will do this.

I wish you every success in the future.

Yours sincerely

Michael Farrell
Lead inspector

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