

# Meadow View JMI School

## Inspection report

---

<b>Unique Reference Number</b>	104217
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	355543
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Krishan Sharma

This inspection of the school 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Broome
<b>Headteacher</b>	Anji Richards
<b>Date of previous school inspection</b>	12 March 2008
<b>School address</b>	Frampton Way, Great Barr Birmingham B43 7UJ
<b>Telephone number</b>	0121 3666182
<b>Fax number</b>	0121 3666182
<b>Email address</b>	postbox@meadow-view.walsall.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	19–20 October 2010
<b>Inspection number</b>	355543

---

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 assesses 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 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. They observed twelve teachers and visited 19 teaching sessions. Meetings were held with two governors, senior and middle leaders and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' current and past recorded work and the tracking data used to monitor pupils' progress. Seventy-nine parental questionnaires were analysed, as well as those completed by Key Stage 2 pupils and by staff.

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

- Pupils' progress as they move through the school, particularly in Key Stage 2, and in mathematics across the school.
- The quality of teaching in meeting the needs and interests of different groups, particularly the more able and boys in Key Stage 2.
- The rigour of the school's monitoring and evaluation procedures and the extent they contribute to its capacity to secure and sustain improvement.

## Information about the school

Meadow View is a larger than average primary school. Most pupils come from White British backgrounds with a few from minority ethnic groups. The percentage of pupils who speak English as an additional language is below average and none of them are at an early stage of English language acquisition. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is also below average and mostly these relate to moderate learning difficulties. The school holds Healthy Schools status, Basic Skills Quality Mark, The National Association of Able Children in Education award for its commitment to able, gifted and talented pupils, and the International Schools (Foundation) award. There is play care provision, and before- and after-school clubs, which are not managed by the governing body and as such, were not included in this inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Meadow View JMI School provides a satisfactory quality of education. It enjoys good relationships with its parents and carers, who are very satisfied with the care their children receive at school. Pupils have a good understanding of what they have to do to remain healthy and this is recognised in the award of Healthy Schools status. Senior leaders work hard to make the school a harmonious place. As a result, the presence of pupils who belong to different religious, ethnic and cultural backgrounds is valued and all pupils learn to get on well with each other. ♦♦♦

Pupils make satisfactory progress overall. Children make a good start in the Early Years Foundation Stage and, on entry to Year 1, most children reach standards that are in line with those expected for their age, and some are above. Most pupils make good progress in Key Stage 1; progress made during Key Stage 2 is variable. It is satisfactory overall from pupils' starting points at the beginning of Year 3, where attainment was until recently broadly average. Attainment at the end of Key Stage 2 remains broadly average; it is stronger in English than in mathematics. The recent above average attainment in Key Stage 1 is beginning to be reflected in the quality of the work seen in Years 3 and 4.

♦ Pupils are becoming confident writers, but their presentation skills are insufficiently developed. Most of them can handle mathematical operations. However, their skills in applying them in solving practical problems are limited.

Teaching is satisfactory but inconsistent. Most of the best teaching is found in the Early Years Foundation Stage and some examples of good teaching are found in Key Stages 1 and 2. Even so, there is not enough good teaching in Key Stage 2 to enable all pupils to reach standards worthy of their capabilities. Teachers assess pupils' progress in lessons, but they do not always use the outcomes of such assessment to adjust their future planning consistently to meet the needs and interests of all pupils. In the good lessons, teachers carefully nurture pupils' skills in assessing their own work. They communicate clearly, orally and in writing, what pupils have done well and how they could improve their work. However, in some lessons, pupils are insufficiently challenged and are not guided well enough to make good progress.

The school's self-evaluation is satisfactory and has helped the senior leaders to secure improvements in areas identified in the previous inspection. It underpins its satisfactory capacity for further sustained improvement. The collection and analysis of data are established features, as are the monitoring of teaching and learning. Even so, they are not carried out with sufficient regularity and rigour and the monitoring of teaching does not always focus enough on its impact on learning in lessons and in pupils' written work. The governing body's monitoring is insufficiently developed to hold school to account for its performance.

**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

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

- Accelerate pupils' progress to raise their attainment in reading, writing and mathematics, particularly in Key Stage 2 by:
  - raising the quality of teaching so that all lessons are as good as the best by July 2011, particularly in Key Stage 2 classes
  - improving consistency in the use of assessment to plan the next steps in pupils' learning across the school and involving them more in assessing their own work
  - developing consistent practice in commenting precisely on pupils' work in lessons and on their written work to help them understand how they could improve it
  - planning regular opportunities for pupils to practise their mathematical skills in solving practical problems
  - refining pupils' presentation skills in their written work especially in English.
- Bring rigour to monitoring and evaluation in the school by:
  - sharpening the essential monitoring and evaluation skills of leaders at all levels and by giving them frequent opportunities to practise them
  - demonstrating that the outcomes of monitoring and evaluation activities are used to secure improvement in classroom practice
  - strengthening the governing body's role in evaluating the work of the school.

## Outcomes for individuals and groups of pupils

**3**

In lessons, most pupils work steadily and are interested in their work. They behave well and are able to work together when the activities demand them to do so. They excel in lessons that motivate them. In one such lesson in Year 3, pupils rigorously questioned a pupil who took on the role of 'Dragon Slyer'. This helped them to explore the dilemmas involved in the situation. Occasionally, however, teachers take insufficient account of what pupils already know and the tasks given are either too easy or over-ambitious.

Children enter Nursery with skills and understanding that are below the levels expected for their age. Lesson observations, the school's own data, and pupils' past and current written work confirm that pupils' progress varies. It is good in the Early Years Foundation Stage and Key Stage 1, but is satisfactory during Key Stage 2.

Despite this unevenness of progress, attainment at the end of Year 6 is broadly average and rising, particularly in English. Pupils with special educational needs and/or disabilities and those learning English as an additional language make satisfactory progress towards their identified goals, due to the targeted support they receive. A greater number of the more able pupils are now achieving the higher levels, particularly in Key Stage 2.

Behaviour was good in lessons and in and around the school during the inspection. During discussions, a group of pupils assured the inspectors that from time to time, minor arguments do occur and that these are sorted out quickly by themselves or with the willing help of adults. They say they feel safe at school. They are very keen to take on responsibility for a range of jobs to assist in the smooth running of their classrooms and the school. They care about their community and participate in raising funds to support good causes. They have a good awareness of right and wrong and are very keen to reflect

**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

on their own and others' experiences. Sound achievement in the basic skills and pupils' confident personal and social skills prepare them appropriately for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching observed during the inspection ranged from satisfactory to good. Teachers make their intentions clear, which helps pupils to remain focused on their work. Interactive whiteboards are used well to illustrate ideas, particularly during introductions. The additional adults are deployed productively to support small groups of pupils with short- and long-term additional needs. Consequently, these pupils make progress that is in line with their peers. In the better lessons, teachers demonstrate strong subject knowledge and ask searching questions to assess pupils' understanding and misconceptions. In these lessons, all groups of pupils are given sufficiently demanding tasks and are encouraged to assess their own performance. As a result, most pupils make good progress and are aware of it. ♦ As yet, this good practice is not consistent across the school.

The curriculum satisfactorily provides a broad and balanced range of activities. Basic skills remain a key focus, which has resulted in the school gaining its Basic Skills Quality Mark. A formal reading and writing programme, in place for the last three years, regularly

**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

contributes to pupils' reading and writing skills, which continue to improve. The range of enrichment activities offered, including those in partnerships with other schools and outside agencies, educational visits and invited visitors, all add to pupils' learning and enjoyment. The provision for the gifted and talented pupils is good and reflects the range and quality envisaged by the national award the school has gained. Even so, curriculum planning, particularly for the short term, does not always include sufficient challenge for all groups of pupils.

Pastoral care is effective. It ensures that pupils with identified needs receive regular guidance and support, within the school and from external agencies. ♦ As a result, pupils with special educational needs and/or disabilities and pupils learning English as an additional language grow in confidence and enjoy learning. The school has successfully maintained its good track record of keeping absenteeism at well below the national rate. Induction arrangements are working well and ensure smooth entry for the new arrivals and transfer of Year 6 pupils to their secondary school. ♦♦

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is committed to raising standards in the school as well as ♦♦ improving pupils' personal qualities. To this end, the school's priorities for development are the appropriate ones. Increasingly, targets are challenging and reflect the senior leaders' determination to improve standards. The regular collection and collation of data are used effectively in tracking pupils' progress and in identifying pupils who would benefit from specific additional support. However, the checking of the quality of teaching is not always focused on pupils' learning and progress in lessons and in their written work. At times, this leads senior leaders to reach a generous, rather than accurate, view of the effectiveness of teaching in the school. The effectiveness of the governing body is satisfactory. It is supportive of the school and, in general, knows the school's strengths and weaknesses. As yet, its monitoring and evaluation of the school's implementation of essential policies and its performance are limited.

The school enjoys good relationships with its parents and carers, who are kept fully informed about their children's performance. Effective use of external partnerships enhances the school's own provision, particularly in specialist areas such as music, sports, modern foreign languages and special educational needs. ♦ The school ensures that no pupils are discriminated against and secures good improvement in the performance for the few ethnic minority pupils. Safeguarding procedures in place meet requirements. The

**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

school takes prompt action when it identifies risks for pupils' safety. An action plan to promote community cohesion is in place and is partially implemented. The actions taken so far show that the school is reaching out to its community and beyond. The International Schools award has given the school an impetus to broaden pupils' horizons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children make good progress from their starting points on entry to Nursery in all areas of their learning. Consequently, there has been a steady rise in attainment over the recent years. The regular provision ensures good achievement not only in reading, writing and number skills, but also in their personal and social development. ♦♦ During the inspection, children were engrossed for a long time in listening to a story and were able to talk about it in detail. As a result of the effective induction, children settle in very quickly and join enthusiastically in the wide range of activities offered to them. They behave responsibly while working and playing, and care about their own and others' safety as they move around. Their relationships with adults and other children are good. ♦ Planning ensures a good mixture of activities, some led by adults and others that are child-initiated. Occasionally, children are not allowed enough time to follow through their interests which restricts their initiative. Adults make close observation of children at work and play and accurately assess their progress. As a result, subsequent planning provides suitable challenge for each child. The effective leadership and management ensure that all adults remain focused on promoting children's learning and development. There is a strong team spirit and an ambition to continue to do well.



**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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Just over a quarter of parents and carers returned their questionnaires; this is below average. Of those who responded, most are satisfied with the school's provision, particularly in ensuring that their children enjoy being at school and that it promotes a healthy lifestyle. A very large majority also believe that their children make enough progress at school, and that teaching and the leadership and management are good. Although inspectors judged that there are strengths in all three areas, the recommendations made in this report also reflect weaknesses in each area.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meadow View JMI 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	70	20	25	2	3	0	0
The school keeps my child safe	52	66	23	29	2	3	0	0
My school informs me about my child's progress	43	54	31	39	3	4	0	0
My child is making enough progress at this school	42	53	30	38	4	5	0	0
The teaching is good at this school	47	59	30	38	0	0	0	0
The school helps me to support my child's learning	45	57	28	35	5	6	0	0
The school helps my child to have a healthy lifestyle	43	54	34	43	2	3	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)	31	39	36	46	1	1	0	0
The school meets my child's particular needs	35	44	35	44	3	4	0	0
The school deals effectively with unacceptable behaviour	31	39	33	42	4	5	1	1
The school takes account of my suggestions and concerns	32	41	31	39	7	9	0	0
The school is led and managed effectively	42	53	31	39	1	1	0	0
Overall, I am happy with my child's experience at this school	45	57	30	38	1	1	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 October 2010

Dear Pupils

**Inspection of Meadow View JMI School, Walsall B43 7UJ**

Thank you very much for welcoming the inspection team to your school. We enjoyed looking at your work in classrooms and around the school. Your harvest assembly was impressive and it was good to see so many of your parents there. We judged your school to be satisfactory. Like all satisfactory schools, your school is doing some things well and there are some things it could do better.

Here are some of the things the team found out about your school.

- Most of you make satisfactory progress, but those of you in the Nursery and Reception classes and Year 1 and 2 classes make better progress.
- Teaching is satisfactory overall, but there are some good lessons spread across the school.
- You behave responsibly in lessons, and in and around the school.
- You say you feel safe at school and your parents and carers agree with you.
- Adults in the school take good care of you.
- You have a good awareness of how to keep healthy.
- You willingly take on jobs to help adults in the classrooms and in the school.

To improve your school further, the adults in charge should make sure that:

- you make faster progress in reading, writing ♦ and mathematics, particularly those of you in Key Stage 2
- senior leaders and governors check carefully and more often how well you are doing in lessons and how well your school is performing.

We are sure you can also play your part by working harder in lessons and taking more care over how you present your written work.

Yours sincerely

Krishan Sharma  
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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**