

Meadow View Primary School

Inspection report

Unique Reference Number	106846
Local Authority	Rotherham
Inspection number	362742
Inspection dates	6–7 July 2011
Reporting inspector	John Rutherford HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Mrs Carol Bowler
Headteacher	Mrs Karen Smith
Date of previous school inspection	8 February 2010
School address	Meadowhall Road Kimberworth, Rotherham South Yorkshire S61 2JD
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed teaching and learning in 11 lessons taught by 10 teachers. They held meetings with school leaders, groups of pupils, three members of the governing body and two representatives from the local authority. Inspectors looked at samples of pupils' work, information about pupils' progress and a range of management documents, including policies and records for ensuring the safeguarding of pupils. Inspectors analysed 34 responses to a questionnaire that the school recently sent to parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the school's effectiveness in tackling the areas for improvement identified in the previous inspection.

- Pupils' attainment and progress in English and mathematics.
- Pupils' attendance.
- The quality of teaching and use of assessment.
- The quality of the curriculum.
- The effectiveness of monitoring and evaluation in improving pupils' learning.
- The support, challenge and direction provided by the governing body.
- Strategies for promoting community cohesion.

Information about the school

This is a larger-than-average primary school. One third of the pupils are eligible for a free school meal, which is above the national average. Over one fifth of the pupils are from minority ethnic backgrounds and the majority of these do not speak English as their first language. This group is growing rapidly with more families arriving from Eastern European countries. Because of circumstances related to the availability of school places many of these families live some distance away from the school. A large number of pupils start or leave in the middle of the school year. Over a quarter of the pupils have special educational needs and/or disabilities, which is above the national average.

Following the inspection in February 2010 the school was placed in special measures because it was not providing an acceptable standard of education and was not demonstrating the capacity to bring about the necessary improvements. The headteacher had only just been appointed at that time and, since then, there have been significant changes in staffing and the leadership team.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Meadow View now provides a good and rapidly improving quality of education and good value for money. The headteacher set up a new leadership team soon after her appointment and, together, they have provided a strong driving force for removing the causes for concern. Since the previous inspection they have led the staff in raising pupils' achievement from being inadequate to good. They also have effective plans for tackling remaining weaknesses; therefore, they are demonstrating a good capacity to raise pupils' achievement further.

When pupils start the school their skills are well below those typical for their age. They make good progress in the Early Years Foundation Stage and in Key Stages 1 and 2. By the time they leave in Year 6 their attainment in English and mathematics is broadly average. The majority of pupils make good progress in every class because teachers plan work carefully to meet their learning needs. This is a significant improvement since the previous inspection. Lessons promote a good pace of learning because pupils are kept involved in interesting practical activities. One group of pupils summed it up well when they told the inspector, 'You do get proper lessons, but they are fun'. Occasionally, some groups of pupils do not get the support, challenge or guidance they need to accelerate their progress.

Pupils enjoy coming to school and their attendance has improved considerably in recent months to a broadly average level. They particularly enjoy the curriculum which is much better matched to pupils' interests than it was during the previous inspection. A strong emphasis on learning about different cultures locally and globally is helping pupils to develop responsible attitudes to community cohesion. Teachers provide good opportunities in topic work for pupils to extend their literacy and numeracy skills in a range of contexts. While pupils occasionally use information and communication technology (ICT) to support their learning, this is not embedded in the work of most classes.

The leadership team has considerably improved the evaluation of teaching and guidance to staff since these areas were identified as weaknesses in the previous inspection. This work is now a key strength of the school and an important reason why a high proportion of teaching is good or outstanding. The governing body has also greatly increased the effectiveness of its support, challenge and direction and it now makes a good contribution to school improvement.

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What does the school need to do to improve further?

- To improve pupils' progress from good to outstanding, the leadership team and staff should take the following actions.
- Improve the quality of teaching and use of assessment by:
 - - providing sufficient challenge for more-able pupils in all mathematics lessons
 - - providing additional support for those pupils who need it in handwriting, presentation of work and punctuation
 - - ensuring that guidance to pupils in marking and targets helps all of them to be clear about how they can improve their attainment.
- Improve the quality of the curriculum by:
 - - adopting a more systematic approach to extending pupils' ICT skills in a range of subjects.

Outcomes for individuals and groups of pupils

2

The most recent validated and published data, for 2010, show that pupils attain broadly average standards in English and mathematics by the time they leave the school in Year 6. School records and pupils' work show that, in 2011, all the Year 6 pupils who can reach the levels expected for their age are doing so. The school's information also shows that pupils' rapidly improving progress is increasing the proportion of pupils working at or above age-related expectations in every class.

Pupils who do not speak English as their first language and those who have special educational needs and/or disabilities make good progress. This is because staff thoroughly and accurately assess their needs and give them appropriate support. Teachers use their assessment information very well to identify any pupils who are beginning to fall behind and to give them a boost that helps them to catch up quickly.

The pupils are very enthusiastic learners and most are eager to answer questions in lessons. They work very well independently and rarely give up when faced with challenging tasks. Their good behaviour creates a calm atmosphere in which everybody can settle to their work. These positive attitudes and their achievement in English and mathematics give them a good basis for their future education. The attendance of most pupils has improved considerably as a result of imaginative reward systems and a hard line where appropriate. These approaches are not working well with families who live at a distance from the school; however, plans are being discussed with the local authority to tackle this.

Pupils say they feel much safer in school than they did at the time of the previous inspection because behaviour is so much better and there is now little fighting or bullying. Pupils have very positive attitudes towards healthy exercise and many take part in physical activities both in school and in the community. They make a good contribution to decisions that affect their education, such as helping teachers to plan topics that interest them and providing teachers with information on how they learn best. In lessons and the playground pupils are very willing to help each other. They gain a good understanding of how to contribute to harmonious living in a diverse society from their work about different cultural groups in the locality and across the world.

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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	3
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers use assessment information well to plan lessons that help all groups of pupils to learn new skills at a good pace. Lessons have a clear objective and teachers frequently check that pupils are on track to meet it. Occasionally, in mathematics lessons, some of the more able pupils are not challenged enough. Teaching assistants help the groups allocated to them to make good progress because they ask challenging questions and prompt constructive discussion. Teachers have high expectations for what pupils can achieve, especially in writing. Pupils are given very interesting starting points for their writing and this helps most of them to make good progress in varying their style for different purposes. The progress of some pupils in this work is slowed down by their difficulties with handwriting, presentation and basic punctuation. Teachers have considerably improved their guidance to pupils when marking their work or setting targets and this helps most of them to focus on the key areas for improving their attainment. For some pupils this guidance does not always give them sufficiently precise information on how to improve their work on a day-to-day basis.

Teachers provide a curriculum that makes pupils enthusiastic about learning. Wherever possible, teachers link new ideas to interesting first-hand experiences; therefore, a considerable amount of learning takes place with the help of visiting experts and trips to places of interest. During the inspection pupils contributed to a wide range of very

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enjoyable activities in the Rotherham Children's Arts Festival, some of which were used well to inspire pupils' writing. Some teachers are beginning to use ICT to enrich pupils' learning - for example, making cartoon animations linked to work on jungles. However, such work is not systematically built into the curriculum for most pupils. A well-attended extra-curricular programme helps pupils to develop their interests in a wide range of physical, artistic and musical activities.

Staff work very well with external support services to give pupils with a wide range of needs the care and support necessary for them to participate fully in the life of the school. Work to improve pupils' attendance and behaviour over the past 18 months has been particularly effective, with the result that persistent absenteeism and exclusions have reduced considerably from their previous above-average levels.

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
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since her appointment the headteacher has established a very effective group of leaders and strong teamwork amongst all the staff. Staff morale is high and there is a shared commitment to providing the best education possible. Each of the new senior and middle leaders can demonstrate how their work has led to improved academic or personal-development outcomes for the pupils. The leadership team collects detailed information about pupils' progress and they use this well, in collaboration with class teachers, to ensure that any barriers to pupils' progress are quickly removed. This ensures that most pupils, whatever their background or need, have an equal opportunity to achieve well.

The leadership team has a good understanding of the strengths and remaining areas for improvement in the school and their judgements about the school's performance closely match those of the inspectors. The action plans for tackling improvement priorities are very practical and manageable and their effectiveness is regularly evaluated to check that they are improving pupils' progress. The governing body makes a good contribution to this evaluation. Since the previous inspection they have developed their skills in analysing information about pupils' achievement and discussing constructively with school leaders how it can be improved. They work well in partnership with staff to ensure that all the required arrangements are in place for keeping pupils safe.

School leaders and governors are working effectively together to develop a good partnership with parents and carers. Through close consultation with parents and carers they have improved the quality of letters sent home and they have significantly increased parents' and carers' involvement in workshops and meetings about pupils' progress. The school has good partnerships with a number of community organisations and other

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schools to enrich the curriculum. A particular strength is the work with other local schools to provide opportunities for pupils from different backgrounds to work together. Their joint work in learning about local, national and global issues promotes good community cohesion.

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
The effectiveness of safeguarding procedures	3
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

The well-planned curriculum ensures children make good progress in all areas of their learning and development. A strong emphasis on collaborative play helps them to make particularly rapid progress in developing their personal and social skills. During the inspection, for example, children of different backgrounds worked very well together making aeroplanes and ambulances while exploring the theme of 'transport'. Children are encouraged to become independent by choosing important aspects of their learning for themselves and by taking some responsibility for organising their own snacks.

The well-equipped outdoor area is used effectively to enhance all aspects of children's learning, especially their physical and creative skills. Children's technology skills are given a boost by the opportunity to use real tools in a very safe context. Children quickly develop a good understanding of letters and their sounds through very effective teaching. Staff are currently developing more opportunities for children to extend their language skills in a wide range of different contexts.

The leadership of the Early Years Foundation Stage is good and staff work well together to provide a stimulating and safe learning environment for the children. All staff contribute to meticulous day-to-day assessment and recording of children's achievements. They use the records well to plan activities that meet children's interests and to ensure that any who need additional support receive it promptly. Staff are developing a good partnership with parents and carers by welcoming them into the setting and by giving them clear

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information on their children's progress. A well-planned system of home visits helps children to settle quickly into their new surroundings.

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

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

However, in a recent survey of parents' and carers' views conducted by the school, 200 questionnaires were sent out and 34 responses were returned. Of the parents who responded, the very large majority have a good opinion of the school. They say that their children make enough progress, teaching is good, teachers have high expectations and the school is led effectively. They also say that their children enjoy school and that the school makes learning fun. They feel welcome in school and find staff approachable. They feel communication is good and they are happy that the school keeps them well informed about their children's progress and how they can help their children to learn. There are no areas of significant dissatisfaction. Evidence from the inspection supports these positive views.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



8 July 2011

Dear Pupils

Inspection of Meadow View Primary School, Rotherham, S61 2JD

Thank you for being so helpful when I came with my colleague, Mr Jones, to inspect your school. I found my discussions with you to be very helpful indeed because you were very polite and you had so much to say about all the interesting things going on in your school. You helped me to make my judgement that your school is good.

You told me that there has been a massive improvement in your school since inspectors last visited in February 2010, and I agree with you. The school no longer requires 'special measures'. You also told me that you learn far more now and you feel much happier because all the bad behaviour has gone. The staff could not have achieved all these improvements without your hard work, so a very big 'well done' goes to you. Your teachers and teaching assistants plan very interesting lessons to help you make good progress in your English and mathematics. You are very keen on your topics and one reason for this is that you help your teachers to decide what they will include. In fact, I saw how you helped to make lots of important decisions in your school, such as when you told the headteacher, in assembly, what makes you better learners. I was pleased to see how much you look after each other in lessons and in the playground. What I like especially is that you have a good understanding of what helps people from different backgrounds to get on well together.

The headteacher, staff and governors want to go on improving your school for you so I have agreed with them what they can do next.

- They are going to make sure that work is always hard enough in mathematics and that some of you get more help with your handwriting. They are also going to give you clearer targets for your next piece of work.
- You are going to be given more opportunities to use computers and other technological equipment to help you learn more.

I am sure that you will rise to the extra challenges when these improvements are introduced and this will help your school to go from strength to strength. Good luck for the future.

Yours sincerely

John Rutherford

Her Majesty's Inspector

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