

Meanwood Community Nursery and Primary School

Inspection report

Unique Reference Number	105773
Local authority	Rochdale
Inspection number	377293
Inspection dates	14–15 September 2011
Reporting inspector	Adrian Guy HMI

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	412
Appropriate authority	The governing body
Chair	Peter Brassington
Headteacher	Su Halliday
Date of previous school inspection	21 October 2008
School address	Churchill Street Rochdale OL12 7DJ
Telephone number	01706 648197
Fax number	01706 710285
Email address	head@meanwood.rochdale.sch.uk

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 0300 123 4234, or email enquiries@ofsted.gov.uk

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed teaching and learning in 21 lessons, taught by 16 teachers. They saw teaching in each of the 14 classes in the school. This included joint observations with the headteacher. They held meetings with school staff, the chair of governors, the local authority representative and groups of pupils. They observed the school's work and scrutinised a number of documents, such as those relating to safeguarding pupils; the teachers' assessments of pupils' attainment and their progress; the school improvement plan and documents identified by the school to support its self-evaluation. Inspectors also took into consideration the 96 questionnaires returned by parents and carers, and those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether, given their starting points, all pupils and particularly those in Key Stage 1, are supported and challenged in their learning so they are able to make consistently good progress and attain the highest standards of which they are capable.
- The quality of teaching and the school's provision for all aspects of learning.
- Whether the school's provision ensures equality of opportunity and enables pupils, particularly those who are less able or who have special educational needs and/or disabilities, to make good progress.
- Whether, through self-evaluation, leaders, managers and governors have an accurate grasp of the school's strengths and weaknesses and can demonstrate capacity for sustained improvement.
- Whether the behaviour of pupils makes a strong contribution to their learning.

Information about the school

Meanwood is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The proportion of pupils from a minority ethnic background is around the national average, as is the proportion of pupils who speak English as an additional language. The percentage of pupils identified as having special needs is broadly similar to the national average. However, in comparison to most schools the proportion of pupils with a statement of special educational needs and/or disabilities is much higher. The number of pupils joining and leaving the school partway through their education is slightly higher than the national average. Since the previous inspection there have been significant changes in staff; a new headteacher, deputy and a number of new teachers have joined the school.

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

Meanwood Community Nursery and Primary School takes good care of its pupils and enables them to progress well in aspects of their personal development and well-being. Pupils' enjoyment of school is fostered by an interesting curriculum and good care, guidance and support. The effectiveness of the Early Years Foundation Stage ensures that children have a good start to their schooling.

Since the previous inspection, overall attainment at the end of Key Stage 1 and 2 has fallen slightly to below the national average. The school's current data indicate that this decline has been halted. Pupils' attainment overall is broadly average. School leaders have identified pupils' achievement as a priority for improvement. Some groups of pupils, for example children in the Early Years Foundation Stage, make good progress at the school; however, the majority of pupils, including those who have special educational needs and/or disabilities, make satisfactory progress. Overall, from a starting point that for many is slightly below that expected for their age, pupils' achievement is satisfactory.

Successful partnerships with parents, carers and a range of outside agencies promote pupils' health and well-being and result in pupils knowing what they need to do to be healthy. Pupils contribute well to their local community and take full advantage of a wide range of opportunities to get involved in the life of the school beyond the classroom.

Teaching is satisfactory. There are some examples of good quality practice where teachers use information about pupils' progress to provide well-focused tasks that are engaging and motivating. However, this varies across the school and in less effective lessons activities are not always challenging and learning does not move forward at a fast enough pace. Information gathered from assessing pupils' learning is not used consistently to match the work that pupils are asked to do to their needs. The school has identified that the quality of marking and feedback to pupils has not been consistent and as a result, its overall impact on pupils' progress is only satisfactory.

The headteacher and senior leaders have an accurate understanding of the school's strengths and the areas which require improvement. Appropriate systems have been put in place for tracking pupils' progress and monitoring the implementation of school improvement plans. However, these plans lack enough clarity to enable

leaders to measure their success and be held to account. The high priority placed on pupils' welfare and effective engagement with parents and carers are strengths of the school.

The governing body is supportive and has a broad understanding of the strengths of the school and the areas it has identified for improvement. Governors work with the local authority to ensure they meet their statutory duties and recently drafted policies ensure the school is now compliant with current legislation regarding equal opportunities. However, systems to evaluate the school's work and ensure that all aspects are regularly reviewed are not sufficiently established to enable them to hold the school to account and monitor the school's improvement effectively.

School leaders have addressed issues of behaviour and attendance which have improved and are now satisfactory. This demonstrates that the school's capacity to sustain improvement is satisfactory. However, leaders are fully aware that they have yet to secure the necessary improvements in pupils' achievement in English and mathematics.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching in order to raise pupils' attainment and increase the proportion of pupils making good progress in English and mathematics in Key Stages 1 and 2 by:
 - ensuring that activities are challenging and accurately matched to pupils' needs so that their learning moves forward at a brisk pace
 - developing marking and feedback to pupils, ensuring that they understand exactly what they have done well and what they need to do to improve.

- Develop the capacity of the governing body to hold the school to account more effectively by:
 - ensuring governors receive training to enable them to scrutinise the school's data, monitoring reports, and evaluations effectively
 - developing systems to monitor the work of the school for themselves and ensure aspects are reviewed regularly
 - refining the school development plan to include measurable criteria against which governors can measure and evaluate improvement.

Outcomes for individuals and groups of pupils

3

When they first enter the school, children's skills and knowledge are slightly below those typical for their age and they progress well in the Early Years Foundation Stage. However, this rate is not consistently maintained as they move through the school.

Pupils say they feel safe and behave appropriately in school. They are polite, considerate and get on together well. The school has made a concerted effort to tackle incidents of unacceptable behaviour and pupils say this has improved. However, there are still a small number of incidents of racist comments and issues of name calling and homophobic language that the school is determined to deal with. Where there are rare occurrences of bullying, pupils are satisfied that these are dealt with effectively by staff.

Pupils participate enthusiastically in school and community life. They have strong views about what they want to improve and are looking forward to electing a new school council. In learning about healthy living they know about the dangers of alcohol and drugs. The way pupils cooperate and relate to each other both in and out of lessons shows their good social development. The basic skills that will help pupils in the future are developed satisfactorily and are supported by their improving attendance. Their social, moral and cultural learning is developed well through the curriculum and other enrichment and pastoral activities, although their spiritual awareness is less strongly developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although there are examples of good teaching this is not consistent across the school. Consequently, the quality of teaching overall is satisfactory. In the best lessons, good relationships between teachers and pupils result in a purposeful atmosphere where pupils are engaged, challenged and their learning is moved on at a good pace. Where teaching is less effective, expectations are too modest and the progression of learning to enable pupils to achieve desired outcomes is not clear enough. The use of assessment information to support learning varies across the school. Where it is effective, pupils are given work which has been carefully matched to their abilities and they receive helpful feedback and opportunities to improve further. However, where it is weaker, work is not always matched accurately to

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

pupils’ needs and feedback and marking does not clearly indicate where pupils have succeeded and how they can do even better next time.

Throughout the school, a well-planned curriculum, adjusted to the needs and interests of pupils, supports learning and personal development effectively. Curricular themes are adjusted to meet pupils’ interests and needs by gathering pupils’ questions at the beginning of each topic and using them to adapt learning to their interests. For example, Year 6 pupils’ geography field trip to a local river was linked to the study of poetry on a similar theme. And a virtual visit to Barcelona helped to stimulate pupils’ writing. Provision for pupils with special educational needs and/or disabilities is well planned and enhanced by the use of a therapeutic inclusion room to support pupils with emotional and behavioural difficulties. The curriculum is enriched by a varied programme of extra-curricular activities which is taken up by the majority of pupils. There is a high take-up of sporting and physical activity, particularly for older pupils, which makes a strong contribution to their well-being.

Good care, guidance and support for pupils are at the heart of the school’s ethos. The impact of the school’s supportive approach is evident in pupils’ strong personal development. Liaison by pastoral staff with a variety of agencies and parents and carers ensures that the needs of pupils whose circumstances may make them vulnerable are well met.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
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?

The headteacher and senior leaders have a secure grasp of the school’s strengths, the effectiveness of teaching and the areas for development. They have identified the correct priorities for improvement and set out suitable plans which identify actions to address this. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is satisfactory. The school encourages respect for others and in general pupils get on together well. The small number of racist incidents are monitored and dealt with appropriately; however, this level of reporting has yet to be extended to include other groups. Leaders are aware of variations in the performance of groups and keen to ensure that stereotypes are challenged.

The school has developed successful strategies for engaging parents and carers and established effective links with other agencies and community partners. This work has enabled it to meet the needs of pupils and their families and secure positive outcomes for their well-being. Arrangements for safeguarding pupils are good. Rigorous child protection procedures ensure staff are well trained and vigilant. The curriculum gives opportunities for pupils to gain wider perspectives and develop positive attitudes and dispositions which enable them to live in a diverse community.

There is a strong sense of a cohesive community within the school in the way pupils work together and in their good contribution to the wider community.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
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	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are helped to settle well into school and they make good progress as a result of effective provision so that, by the time they leave the Reception Year, they have attained broadly the skills typical for their age. A good variety of activities is provided both indoors and outside to promote children’s learning. For example, children particularly enjoyed collecting leaves in a wheelbarrow in the ‘forest-floor’ role-play area. This variety, together with good teaching, enables children to develop skills and understanding in all areas of the curriculum. The Early Years Foundation Stage is well led and managed. The leader has introduced transition arrangements which have had a positive impact on helping children to settle in quickly and has established effective links with parents and carers and the co-located children’s centre. Leaders have rightly identified the development of the outdoor playing area as the next stage of further improvement. Assessment information is used effectively to plan the next steps in children’s learning.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Inspectors looked at the responses in questionnaires received from parents and carers. They also spoke to some parents and carers during the inspection. The very large majority of parents and carers are supportive of the school. They agree that their children enjoy school, are kept safe, encouraged to stay healthy and well prepared for the future. A very small minority disagree that the school deals effectively with unacceptable behaviour or informs them enough about their children's progress. Inspectors examined these concerns carefully. During the inspection they found that pupils were appropriately supervised in lessons and at break times; any incidents of misbehaviour were dealt with quickly and adults encouraged pupils to develop good relationships with others. The school has introduced a parents' evening in the spring term to ensure that parents and carers are kept appropriately informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meanwood Community Nursery and 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	54	44	46	0	0	0	0
The school keeps my child safe	41	43	49	51	4	4	1	1
The school informs me about my child's progress	37	39	48	50	6	6	0	0
My child is making enough progress at this school	38	40	43	45	10	10	0	0
The teaching is good at this school	39	41	45	47	6	6	0	0
The school helps me to support my child's learning	32	33	48	50	9	9	0	0
The school helps my child to have a healthy lifestyle	37	39	49	51	2	2	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)	32	33	52	54	2	2	0	0
The school meets my child's particular needs	38	40	50	52	5	5	0	0
The school deals effectively with unacceptable behaviour	27	28	51	53	10	10	2	2
The school takes account of my suggestions and concerns	22	23	54	56	7	7	2	2
The school is led and managed effectively	25	26	55	57	5	5	3	3
Overall, I am happy with my child's experience at this school	41	43	47	49	4	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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.



16 September 2011

Dear Pupils

**Inspection of Meanwood Community Nursery and Primary School,
Rochdale, OL12 7DJ**

Thank you for welcoming the inspection team to your school recently. You may remember us coming to see how well you are all learning. We learned a lot from watching your lessons, talking to you about your learning and life at school and looking at your work.

Your school provides you with a satisfactory education. The adults take good care of you. Your well-being is really important to them. They help you to grow up sensibly and they give you lots of interesting activities, particularly to help you develop personally and socially.

We could see that many things are improving at your school. For instance, more of you have come to school more regularly than you did last year. I hope your school council election went well and that your new school councillors are eager to help to make things even better at your school.

These are the things we have agreed with your headteacher that your school should improve next:

- improve the teaching you receive to make sure you all make good progress and achieve well
- make sure that the school governors are better at checking that your school improves in the way they want it to.

I know that you already have some good ideas about how to improve your school. Remember, you can all play your part by continuing to work hard and attending school regularly. All the inspectors wish you the very best for the future.

Yours sincerely

Adrian Guy
Her Majesty's 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 **0300 123 4234**, or email enquiries@ofsted.gov.uk.