

The Meadows Primary School

Inspection report

Unique Reference Number	109010
Local Authority	South Gloucestershire
Inspection number	377856
Inspection dates	19–20 September 2011
Reporting inspector	Rowena Onions

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	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Sue Wakefield
Headteacher	Frances Harding
Date of previous school inspection	15 July 2009
School address	Bath Road Bitton Bristol BS30 6HS
Telephone number	01179 322203
Fax number	01179 326919
Email address	MeadowsPrimary.school@southglos.gov.uk

Age group	4–11 years
Inspection date(s)	19–20 September 2011
Inspection number	377856

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

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the 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 St
Manchester
M1 2WD

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

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed and eight teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data about pupils' progress. In addition, inspectors considered the school improvement plan, reports from the School Improvement Partner and a range of other documentation. Ninety responses to the parents' and carers' questionnaire were received and analysed, together with 101 pupil and 12 staff responses to their respective questionnaires.

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

- The effect of school improvement work on accelerating pupils' progress.
- The effectiveness of assessment in helping pupils understand how to improve their work.
- The impact of the curriculum on pupils' enjoyment of school.
- The effect of shared leadership, including governance, on school improvement.

Information about the school

This average-sized school serves its local area just outside Bristol and an increasing number of pupils travel to the school from further afield. Almost all pupils are of White British heritage. Only a very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. A below-average percentage of pupils have special educational needs and/or disabilities; these include behaviour, moderate learning, and speech, language and communication difficulties. Children, including those in the Reception Year, are taught in single age group classes. Over half of the teaching staff have joined the school in the last two years.

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

The Meadows is a good school. Good leadership and management, including outstanding work by the headteacher and her deputy, have provided the school with a shared vision to seek excellence. Over the last two years, school development work has been very effective in improving almost every aspect of the education provided and consequently, pupils' attainment has risen and is now above average. The school is determined that pupils' progress, currently good, will increase further and well-developed plans are in place to secure this increase. Members of the new school team are working well together to implement these plans. As a result, there is good capacity for sustained improvement.

Pupils are enthusiastic about school. A themed approach, as well as a clear focus on the development of basic skills, causes the curriculum to be successful in providing pupils with meaningful experiences which encourage them to see the relevance of what they are learning. Good teaching provides pupils with motivating activities and teachers employ a wide range of techniques to give variety to lessons. Because pupils are interested in what they are doing, they behave well, work hard and seek to do their best. Overall, they make good progress in reading, writing and mathematics and their current work shows that many are on course to attain high standards. Differences in attainment between groups have been reduced since the school's last inspection. Pupils with special educational needs and/or disabilities now make good progress and achieve well. However, girls do not attain as highly in mathematics as do boys; in particular there are fewer girls attaining at the higher levels. This gap is evident in both Key Stages 1 and 2. Lesson observations indicate that this is in part due to girls' lack of confidence in their ability in mathematics.

Good care, guidance and support are based on an individual approach which means pupils are known, valued and nurtured. Pupils feel safe and secure so they can relax and enjoy school. This is evident from the earliest age and means that children in the Reception class settle very rapidly and do well. The school is particularly successful in helping pupils who have difficulty in controlling their behaviour to learn to do so, including a number who have had difficulties in other schools. All pupils are given good advice about how to improve their work, both through feedback in class and through very thorough, precise marking. Robust checking of pupils' progress provides good information about any pupil who is showing signs of underachievement and support is provided promptly to remedy this. This, together with a range of other ways to check the quality of the education provided, is giving the school good information upon which to base its accurate self-evaluation. For example, self-

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

evaluation had shown that community cohesion provision was in need of improvement. Work to address this has begun and has been successful with regard to the school and local communities but the school is correct in identifying the need to develop work with regard to the wider community. At present, pupils' knowledge and understanding of cultural diversity is no better than satisfactory and the development of this is a strand of the curriculum that requires strengthening. Systems are in place to allow a wider group of staff to take responsibility for leading aspects of school self-evaluation and development, and time is now needed to allow these to become established. Although governance is at a slightly earlier stage of development in terms of influencing the strategic direction of the school, governors are highly supportive and have already played a good part in helping the school to improve links with parents and carers. Parents and carers are very positive about recent changes in the school and are overwhelmingly happy with the education being provided for their children.

What does the school need to do to improve further?

- Raise girls' attainment in mathematics, and in particular increase the number of higher attaining girls, by ensuring that girls develop and maintain confidence in their mathematical ability.
- Improve pupils' knowledge and understanding of cultural diversity by:
 - strengthening the aspects of community cohesion provision that relate to the community in Great Britain and in the wider world
 - developing this aspect of the school curriculum
 - providing pupils with more opportunities to discuss matters which relate to cultural diversity.
- Strengthen governance, in particular the role of governors in influencing the strategic direction of the school.

Outcomes for individuals and groups of pupils**2**

Pupils' interest and engagement is evident in many lessons. Parents and carers report that their children are keen to go to school; for example, some mentioned that their child was looking forward to the start of the September term because they knew work about the Second World War would start with taking a train trip in the role of evacuees. Pupils in a Year 6 lesson discussed the feelings of characters in the novel *Goodnight Mr Tom* with insight and interest, in part because they felt really involved. Standards in writing have risen markedly over the last two years due in part to pupils' increased enthusiasm, and in part because they are given many opportunities to practise their skills in a wide variety of contexts. Although, overall, pupils are as enthusiastic about work in mathematics lessons, on occasions there is a marked difference between the number of girls who volunteer to answer questions as compared to boys, indicating different levels of confidence. Last year, the school took action to ensure that girls were helped to make good progress in mathematics. While this was successful in improving the progress of the pupils in question,

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

differences in attainment are still apparent, especially in the number of girls who attain the higher levels in Years 2 and 6.

Strong relationships mean that pupils are respected and respect others. They willingly adhere to school rules and are beginning to be more proactive in setting standards of conduct for themselves. Pupils understand how to keep healthy and take action to do this with respect to exercise and sleep, but they are more reluctant to translate their very good knowledge of how to eat healthily into their everyday lives. Pupils have enjoyed being given increasing amounts of responsibility for taking part in running the school community, for example when older pupils 'buddy' Reception class children. They are increasingly consulted about the content of the curriculum, and now express a desire to be even more fully involved. Although attendance rates have slipped a little in the last year and the school is rightly taking action to reverse this, they remain above average. This, and the increasingly good achievement of pupils and their willingness to work cooperatively and independently, is preparing them well for the next stage of their education. Pupils' day-to-day behaviour, the way they treat each other and the way they are anxious to make contributions to ensuring their school community runs well, demonstrate their good spiritual, moral and social development. Development work in the arts curriculum has provided pupils with some good aspects of cultural knowledge and understanding. However, they do not yet have a wide enough knowledge of cultural diversity, especially in relation to the United Kingdom, and are not always given enough opportunities to discuss such matters.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The school's work to improve the impact of both the planned curriculum, and the way this is translated into day-to-day practice through teaching, has been very successful in improving attainment in writing in particular. Activities such as labelling parts of a 'Mini-beast Hotel', writing a letter to Cleopatra to apply to become Pharaoh or explaining how to mummify an apple, make learning fun and pupils have responded very positively. There are opportunities to use mathematics skills across the curriculum but this aspect is not yet quite as well developed. Alongside this topic-focused approach, there are very robust systems for ensuring pupils develop good basic skills in both English and mathematics. There is evidence, in pupils' accelerated progress and in observations of lessons, that teaching is now good throughout the school. Despite the number of new staff, there is a consistency in teaching that shows the strength of improvement work, especially in the way activities and teaching methods are planned to enthuse pupils. Teachers ensure pupils know what they are expected to learn and how they will recognise success. They deploy teaching assistants well to ensure that their good skills benefit all pupils in the class. There remain no obvious common weakness in teaching and so, in order to help each teacher to be outstanding, the school is now rightly looking in more depth at individual strengths and areas for improvement. Target setting and marking are providing pupils with very exact information about how to improve their work and pupils are increasingly self-evaluative. Discussion with pupils showed, however, that a few do not, at this early stage of the year, remember what some of the marks on their work mean and thus the marking cannot have full impact. Provision to ensure pupils' well-being is already securely good and is being strengthened all the time. For example, although provision to ensure that more vulnerable pupils is already good, the school is seeking to strengthen this, and its relationships with all parents, still further through a newly appointed parent support adviser. This lack of complacency is also evident in the way the school has responded to the small fall in attendance rates even though these are above average.

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?

Strong, determined leadership by the headteacher has translated a clear vision to make the school outstanding into well-prioritised action to ensure improvements. Accurate, detailed self-evaluation underpins this well. Until last year, the leadership

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

of the drive for improvement, although fully supported by staff, had largely come from the headteacher and her deputy. Last year, systems for extending this leadership to others were successfully set up and tried out and this work is being extended this year. The role of the governors has also been mainly directed by the headteacher. Governors have played an important part in aspects of development, for example the improvement of links with parents and carers and the development of community cohesion provision. Information for parents and carers is now good and provides them with knowledge not only of their child's progress and of the everyday life of the school, but also of ways in which they can support their child at home. At the present time, however, the governing body's role in evaluating the school's work and influencing the strategic direction of the school is not fully developed. Governors have already identified the need to extend their activities and an action plan has been drawn up to support this improvement. Governors have been assiduous in ensuring that pupils are properly safeguarded and have taken action to promote this, for example, by enhancing site security. Child protection procedures are very robust. The school works very successfully in tackling any discrimination. There is a commitment to ensuring pupils have equality of opportunity and there is good use of data to check that all groups make equally good progress. The gap between the attainment of girls and boys in mathematics has, for example, been identified and the school is already working with some success to reduce this. Provision to promote community cohesion has been enhanced by the work to strengthen links with parents and the local community as well as to ensure that pupils understand the requirements of living harmoniously in school. There have been some planned opportunities to extend this to the wider community, for example, through early but productive links with a local mosque, but this is still an aspect of provision that requires development.

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	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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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

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

Early Years Foundation Stage

The strength of induction procedures, the warm welcoming atmosphere in the Reception class and good teaching are evident in the remarkable way the children settle into school. Although the inspection coincided with only their third week of part-time education, they were working and playing happily together. The classroom is well planned and organised and the curriculum provides well for a good balance of adult-led work and independent activity. Outdoor provision is strong and allows the children to generalise what they have learned in the classroom through activities in a different context. Assessment procedures are robust and mean that adults quickly gauge the next step each child needs to make in their learning. Great efforts are made to ensure that learning is fun, for example, by reinforcing a new sound through linking it with making the sound while flying paper aeroplanes. As a result, children make good progress overall and by the end of their Reception Year many attain the expected goals for their age. Good leadership and management have ensured not only the well-being of the children, but also the improvement in the provision seen over the last two years.

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

An above average number of parents and carers returned the inspection questionnaire. The vast majority of the parents and carers are very happy with the education provided for their child. They are particularly positive about the way their children are kept safe. They also like the good quality of teaching their children receive and the way that all children are encouraged to like school. Inspectors agree with these positive views. A small number of parents and carers feel that their child is not making enough progress and an similarly small number feel unacceptable behaviour is not well managed. Inspection findings are that pupils make good progress and that care is taken to support those in danger of underachieving. The inspection also found that most pupils behave well and that there are good systems to manage behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Meadows 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	64	29	32	2	2	0	0
The school keeps my child safe	66	73	24	27	0	0	0	0
The school informs me about my child's progress	30	33	55	61	3	3	0	0
My child is making enough progress at this school	31	34	45	50	10	11	0	0
The teaching is good at this school	37	41	49	54	2	2	0	0
The school helps me to support my child's learning	43	48	40	44	6	7	0	0
The school helps my child to have a healthy lifestyle	46	51	38	42	5	6	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)	42	47	38	42	1	1	0	0
The school meets my child's particular needs	37	41	49	54	3	3	0	0
The school deals effectively with unacceptable behaviour	41	46	32	36	5	6	2	2
The school takes account of my suggestions and concerns	36	40	44	49	4	4	0	0
The school is led and managed effectively	43	48	42	47	3	3	1	1
Overall, I am happy with my child's experience at this school	51	57	37	41	1	1	1	1

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 are 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.



21 September 2011

Dear Pupils

Inspection of The Meadows Primary School, Bitton, BS30 6HS

We really enjoyed our time in your school and one of the highlights was talking with you. You will be pleased to know that we agree with you that yours is a good school.

These are some of the things we liked best.

- You make good progress in reading, writing and mathematics.
- You behave well, work hard and want to succeed.
- You receive good teaching that helps you to be interested in what you are doing.
- The curriculum provides you with lots of exciting activities which you tell us help you to like coming to school.
- Everyone in school takes good care of you. This makes you feel very safe and teaches you how to take good care of yourselves.
- Your headteacher, other staff and the governing body have worked hard to make improvements to the education you receive.

To make things even better we have asked your headteacher, governors and teachers to do these things.

- Help girls to do as well as boys in mathematics, especially in helping them to be confident that they are good at mathematics.
- Give you more opportunities to learn about the many different ways in which people live, in the United Kingdom and beyond.
- Make sure that the governing body is more involved in deciding how best to improve your school still further.

You can help to do these things by continuing to work as hard as you can.

Thank you again for the way you made us feel at home in your school. We wish you every success in the future.

Yours sincerely

Rowena Onions
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**