

Meadow View JMI School

Frampton Way, Birmingham, B43 7UJ

Inspection dates 27–28 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- In the Early Years Foundation Stage children make outstanding progress in their personal, social and emotional development.
- Pupils attain average standards by the time they leave school in Year 6. They make good progress in reading, writing and mathematics.
- Teaching is good due to careful checking and support offered by the headteacher and senior leadership team. Support staff make a positive contribution to pupils' learning and teamwork is excellent.
- Behaviour over time in and around the school is outstanding because of an exciting curriculum and excellent opportunities for pupils' spiritual, moral, social and cultural development.
- Pupils have an excellent understanding of how to keep themselves safe, particularly when using the internet.
- Pupils thoroughly enjoy their lessons, the after-school activities they are offered and show very positive attitudes to learning.
- The headteacher, ably supported by her senior leadership team and governors, has successfully gained the respect of parents and carers and the community.
- Parents and carers are highly appreciative of all that the school offers.

It is not yet an outstanding school because

- There are some inconsistencies in the teaching of mathematics in Years 3 and 4.
- In a few lessons, pupils have too few opportunities to take greater responsibility for their own learning.

Information about this inspection

- Inspectors observed 19 lessons taught by 10 teachers.
- Documentation was analysed including that related to teachers' planning, safeguarding, behaviour logs, attendance figures, the school's systems for improving teaching and learning and how the money allocated for pupil premium is spent. Inspectors took account of nine responses to the online Parent View survey.
- Questionnaires were analysed from 30 staff.
- Inspectors heard a few pupils read and discussed their views of the school with them.
- Discussions were held with the headteacher and her staff, a representative from the local authority, the Chair of the Governing Body, pupils and parents and carers.

Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional inspector
David Westall	Additional inspector
Sarah Jones	Additional inspector

Full report

Information about this school

- Meadow View is an average-sized primary school.
- Almost all pupils are from White British backgrounds with a small proportion coming from a range of minority ethnic groups.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of pupils who are supported through school action and school action plus or who have a statement of special educational needs is below the national average.
- Wrap-around care, which is not overseen by the governing body, is provided on the school premises by the local children's centre, and is inspected separately.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress for pupils in Year 6.
- The school has received an Achievement Quality Mark (Gold), an International Schools Award and Healthy Schools status.

What does the school need to do to improve further?

- Improve the quality of teaching in mathematics, particularly in Years 3 and 4, by:
 - ensuring that pupils have more opportunities to record their work in mathematics
 - constantly checking, as lessons progress, that pupils understand what they are learning
 - giving pupils more activities and time to apply what they have learnt during the main teaching part of the lesson.
- Provide more opportunities in lessons for pupils to take greater responsibility for their own learning.

Inspection judgements

The achievement of pupils is good

- Most children enter the school with skills that are below the levels expected for their ages, particularly in speaking and listening. Children make good progress in all areas of learning, and on entry to Year 1 they meet the expected levels for their age and have acquired secure skills.
- In Years 1 and 2, pupils continue to make good progress, particularly in reading. The school's internal records, supported by inspection findings, show that progress in learning letter sounds is good. Pupils are particularly skilled in remembering sentences from their reading scheme which they use in their writing.
- The school has been successful in addressing the key issues from the previous inspection in raising the rates of progress for more-able pupils. All pupils make good progress in speaking and listening, reading, writing and mathematics. Older pupils write at length about their residential visit to Conover and the wonderful opportunities that they have there for social development.
- Pupils are well prepared for secondary school but there are some missed opportunities for all groups of pupils to take their learning further by researching areas of interest independently.
- Progress in Years 3 and 4 in mathematics is variable because too much time is spent on questioning pupils on what they already know, rather than allowing them to record their current learning in their exercise books. Occasionally teachers do not ask enough probing questions to develop pupils' skills of mathematical reasoning.
- Pupils' good progress in all subjects is due to good teaching and effective use of support staff. In an outstanding literacy lesson in Year 1, there was a united approach to teaching from the class teacher and the support assistant who consistently checked pupils' understanding of correct letter sounds. Good planning ensured that pupils supported by the pupil premium were specifically identified as a result of a thorough analysis of their prior learning and were pushed on at a rapid rate to move their reading into writing.
- The achievement of disabled pupils and those with special educational needs, and the small minority of pupils who have English as an additional language is as good as that of their peers.
- Pupils say that they are helped by their teachers to make good progress because targets for improvement are shared with them.

The quality of teaching is good

- Teamwork throughout the school is excellent. Teachers keep support staff very well informed and there is a high level of professionalism among the staff. Teachers are keen to learn from one another and the headteacher and senior leadership team are highly effective role models who have helped teachers improve their teaching to become good.
- Relationships are warm, friendly and supportive. Pupils' welfare is at the heart of classroom practice and all teachers help their pupils become successful learners. At times, there are some missed opportunities to help pupils become more responsible for developing their own lines of enquiry in their learning.
- Good teaching is aided by the thorough analysis of pupils' progress and subsequent support for any child falling behind. Teachers know their pupils very well and are aware of any barriers to learning that they might exhibit. The school motto of 'Aim Aspire Achieve' is evident in all aspects of school life.
- In all classrooms there is consistency of approach in teaching basic skills of reading and writing. Classroom displays are covered with prompts for learning so pupils rarely get stuck. Teachers' high expectations of getting pupils to do their very best ensure that pupils take pride in their work. Neatly presented exercise books are testimony to the rigorous

monitoring of the impact of the school's presentation policy by the headteacher.

- On occasions, especially in Years 3 and 4, teachers do not ask probing enough questions in mathematics lessons to check that pupils understand what they are learning or encourage them sufficiently to record their working out in books. The pace of learning sometimes slows when too much time is devoted to explaining the tasks and not enough time allowed for pupils to complete them.
- All teachers are very mindful of disabled pupils and those who have special educational needs. They are successful in ensuring that they make good progress and regularly review their targets.

The behaviour and safety of pupils are outstanding

- The school is a very harmonious community with pupils valuing one another's religions and ways of life. Every opportunity is taken to teach pupils about multicultural Britain and pupils have expert knowledge of religious celebrations, places of worship and life in other countries as verified by the International Schools Award.
- Pupils have excellent attitudes to learning because they listen very attentively to their teachers' explanations so that they get their work right. They all take a great pride in their written work, work very well in lessons and support each other.
- In and around the school pupils are very polite and courteous. They hold doors open for their friends and during lunchtime they comment on one another's lunch boxes to ensure that they are healthy. They know about the impact of healthy eating on their bodies.
- During their lessons with sports coaches, pupils demonstrate great maturity in teamwork. They cheer each other on and congratulate the efforts of others. The school's excellent provision for pupils' spiritual, moral, social and cultural development through acts of collective worship, creative learning journeys and a wide range of extra-curricular activities, visits and visitors contributes to pupils' excellent behaviour.
- Pupils say that there is no bullying in the school and they are very secure in understanding what constitutes bullying and the many different forms it can take. Their knowledge of how to cope with cyber bullying is excellent.
- Pupils have many opportunities to work collaboratively in lessons. They have good opportunities to discuss what they are learning about in pairs and groups and confidently assess how their classmates are doing. This enables pupils to develop good working habits, respect their peers' points of view and develop excellent social skills.
- Pupils say that they feel exceptionally safe and this is supported by their parents' and carers' views.
- Attendance is above average. Pupils enjoy coming to school because they know they are cherished and the environment is a very safe place to learn. Each pupil's uniqueness is valued and decisions are made around what is best for each individual. The headteacher and staff have worked very hard with parents and carers to ensure that they see the importance of regular attendance.

The leadership and management are good

- The headteacher has created a safe and welcoming environment for learning. She has worked effectively with the local authority in improving the consistency of her senior staff's monitoring of teaching and learning and moderation of teachers' assessment of test results.
- The teamwork of all staff is a strong feature of this school and the consistency in approach enables all children to feel exceptionally safe.
- Rigorous monitoring of teaching and learning and well-targeted performance management and training have ensured good improvement in teaching since the last inspection. Teachers know what is expected of them and help one another achieve it by sharing ideas

and resources.

- Good professional development and rigorous targets for improvement have ensured that all staff know what they need to work on in order to achieve more outstanding evaluations of their work.
- The headteacher provides the school with clear educational direction. School self-evaluation is thorough and all areas identified are monitored regularly by the governors to ensure that staff achieve their performance management objectives.
- The school has developed good systems for monitoring pupils' progress. This helps staff to see clearly which pupils need extra help to overcome any difficulties. As a result, intervention groups are set up to meet pupils' needs. Staff work effectively to ensure there is no discrimination and that all pupils have equality of education.
- The curriculum is well thought out and based on pupils' needs and interests. Literacy and numeracy skills are promoted well in other subjects. Good links are made with other subjects, for example art and design and information and communication technology. All leaders lead their areas well; they are aware of national best practice and monitor standards appropriately.
- Parents and carers say that the school is well led and managed and that the headteacher and her staff are very approachable. Every effort is made to include parents and carers as partners in learning through workshops where parents and carers and their children learn together.

■ **The governance of the school:**

- fulfils its statutory duties
 - effectively challenges and supports leaders
 - has made good improvement since the last inspection and evaluates carefully the cost-effectiveness of its spending decisions, especially in relation to the pupil premium
 - ensures that the highest levels of health and safety are maintained and that all safeguarding practices meet requirements
 - ensures awareness of the impact of performance management and the implementation of Teachers' Standards on pupils' progress.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104217
Local authority	Walsall
Inspection number	404933

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	298
Appropriate authority	The governing body
Chair	Kevin Broome
Headteacher	Anji Richards
Date of previous school inspection	19 October 2010
Telephone number	0121 366 6182
Fax number	0121 366 6182
Email address	postbox@meadow-view.walsall.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 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 2012

