

# Meadowbank Primary School & Children's Centre

Formby Avenue, Manchester, Lancashire, M46 0HX

## Inspection dates

6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Early Years Foundation Stage benefit from high-quality teaching and get off to a very good start. A warm, caring environment helps children become confident and settle quickly.
- Pupils' achievement is good across the rest of school. Standards have risen and results in the 2012 Year 6 national tests were average in English and below average in mathematics.
- Teaching is good. The teaching of basic reading and writing skills are effective. Because of the interesting and exciting experiences the school offers its pupils, pupils say they enjoy school. Attendance has risen and is average.
- The headteacher, senior leaders and governors have successfully focused on improving the quality of teaching and pupils' achievement. They have also ensured that families and pupils whose circumstances make them vulnerable get the very best possible support.
- Behaviour is good and pupils display good attitudes to learning and to one another. They say they feel safe and have confidence in the adults around them.
- Disabled pupils, those who have special educational needs and those eligible for support provided by extra money the school receives, all make good progress.

### It is not yet an outstanding school because

- Although teaching is consistently good, not enough teaching is outstanding.
- Pupils are not always sure how they can improve their work.
- Pupils are not confident in working out sums in their heads, for example, tables and number bonds.

## Information about this inspection

- Inspectors observed 12 lessons taught by nine teachers.
- Discussions were held with pupils, members of staff, members of the governing body, school leaders and a representative of the local authority.
- Pupils' books were scrutinised and progress data provided by the school was analysed.
- Inspectors listened to pupils read and discussed the work they had been doing in class.
- The school improvement plan, safeguarding documents, attendance data and the school's evidence collected through lesson observations were examined.
- The inspectors met some parents informally at the start of the school day and took into account the responses to the school's own survey of parents' views. There were too few responses from parents to the on-line questionnaire (Parent View) for inspectors to review the results.

## Inspection team

Gordon Alston, Lead inspector

Additional Inspector

Adrian Martin

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The majority of pupils are of White British heritage. A minority of pupils are from a range of different ethnic heritages, the largest group being of African heritage.
- The proportion of pupils with a statement of special educational needs is above average, whereas, the proportion supported through school action plus and school action is below average.
- The proportion of pupils supported through pupil premium funding is almost three times the national average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school shares the site with the Children's centre, which will be inspected separately.
- There is above average amount of movement of pupils in and out of school other than at the usual times.
- The school is part of a consortium of schools.
- The school provides a breakfast club.

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

- Increase the proportion of teaching that is outstanding to raise attainment by:
  - providing opportunities for pupils to reflect upon and respond to comments in teachers' marking so they know how to improve their work
  - extend the current system of target setting so as to allow pupils to assess and manage their personal learning targets
  - review the teaching of mental mathematics in order to sharpen pupils' skills in solving mathematical questions confidently in their heads.

## Inspection judgements

### The achievement of pupils is good

- Standards have varied in the past but have risen recently and look to be maintained. In the current Year 6 class, attainment in English is average but below average in mathematics. It is better in reading and writing as a result of a sharper focus on improving the teaching of reading and writing over the last few years.
- When children start school, their abilities are well below those expected for their age. Very good facilities coupled with good, and at times, outstanding teaching ensures the children in the Early Years Foundation Stage achieve well.
- Standards in the Year 6 2012 national tests were broadly average in English and below average in mathematics. However, the high numbers of pupils entering or leaving Key Stage 2 had an impact on the results, with many entering the school having low levels of attainment. Throughout Key Stage 1 and Key Stage 2, pupils' achievement is good.
- Pupils' progress in writing is accelerating due to improved teaching, a faster pace of learning and good opportunities to write at length and in a range of subjects. Writing tasks are well structured and supported so all pupils can achieve well. This improvement, evident in lessons seen, was confirmed by the school's own data and work in pupils' books.
- Reading is successfully promoted and basic skills are taught well. Pupils are well supported to use a range of strategies that help them read with confidence. Pupils read often and guided reading sessions are well planned and ensure that there is a meaningful link between reading and learning in other subjects. Pupils enjoy reading a wide variety of books.
- Pupils' basic mathematics skills are not as good as those in English because they are not confident in working out mental mathematical problems. They can work out sums that are set down but rely on visual equipment, such as number lines, in working out calculations that they should be able to do mentally. This slows down their progress and affects pupils' confidence in being able to do mathematics.
- Disabled pupils, those who have special educational needs, pupils from different ethnic backgrounds including those of African heritage and those who enter the school after Year 2 do as well as other pupils in achieving well. Similarly, those on free school meals who are supported through pupil premium funding make good progress attaining levels in line with similar pupils nationally. They are well supported by teaching assistants who raise their self-esteem, enabling them to successfully take part in lessons. The pastoral support manager plays a vital part in supporting families and pupils whose circumstances make them vulnerable.

### The quality of teaching is good

- The quality of teaching over time is good. The presence of new teaching staff and the new more effective ways of working are operated consistently across the school. Senior leaders have observed lessons regularly and teachers say the advice and support they receive has helped to improve the quality of their teaching.
- The range of experiences the school offers has raised pupils' levels of enjoyment of learning and motivated them well. This is particularly so in reading and writing where the opportunities to learn and apply new skills are many through the topics they study, for example, following a visit to the theatre to see 'The Lion King'. Speaking and listening skills are encouraged in lessons as a basis for writing.
- Good assessment of pupils' progress informs teachers' planning ensuring that the tasks they are given are challenging and help them move on with their learning.
- Where teaching is at its best, both the teacher and pupils are clear about what they are to learn in the lesson. At the start of the lesson pupils are actively involved in discussions and teachers explain clearly about the tasks they are to do. Pupils understand what they are learning about and why this is important to help them improve.

- Pupils are taught how to set down and work out written calculations well. However, the teaching of mental skills in number is not as strong. As a result, pupils' knowledge of tables and number bonds is weaker.
- Teachers mark pupils work regularly and provide useful comments on how well they have done and helpful points for improvement. However, there is little evidence that the points teachers have made are having a good impact on pupils' progress. Pupils say they are not always given the time in lessons to read the teachers' comments or to respond to them. Pupils say they find it helpful when the teachers talk to them about the work they have marked.
- Group targets are set in writing and mathematics but their impact on pupils' progress is limited. The use made of these targets is inconsistent between classes and pupils are often unclear about their meaning. There is no opportunity for pupils to set their own targets or assess for themselves when they have achieved them.

### **The behaviour and safety of pupils** are good

- Behaviour is good both in lessons and around school. This is reinforced by warm trusting relationships between pupils and adults. There is a strong and explicit emphasis on teamwork and pupils respond to this positively. Pupils have a great pride in their school and their involvement in helping to write the school's behaviour and value codes make a marked contribution to their good behaviour. They show interest and enjoyment and have good attitudes to learning which contribute greatly to their good achievement.
- Parents have great confidence in the care that the school provides and pupils agree they feel safe in school. Pupils know about different kinds of bullying and say bullying is rare. They speak confidently about adults' ability to help them if they have a problem and to sort it out any concerns. In a recent survey carried out by the school, virtually all parents judged behaviour to be good.
- Pupils play an active role in ensuring there is a happy, well-organised school. They are eager to accept responsibility as monitors or to serve as an 'Eco' or school councillor. These opportunities have a positive impact on their personal development. The school provides well for pupils social, moral, spiritual and cultural development through assemblies and class topics.
- The school has close working relationships with a number of outside agencies in order to provide the best possible support for some families and pupils. The pastoral support manager is a key link in this provision. Good links have been made with the Children's Centre which share facilities.
- The school is very inclusive and makes sure that there are equal opportunities for all. The positive learning environment ensures all pupils, including the disabled and those with special educational needs, are provided with the caring support they need to become a full and active member of the school community.

### **The leadership and management** are good

- Determination and innovation are words that best describe the leadership and management. The good leadership of the headteacher has provided a clear direction for the school. The improvements made have been securely built into standard school practice because of the effective support provided by energetic senior leaders and diligent governors. Key to this are the high expectations held by all staff and a strong sense of teamwork.
- The main focus has been to improve the quality of teaching. This has been successful because of regular lesson observations by senior managers and effective feedback which teachers have accepted and consequently improved their practice. New approaches to teaching have been introduced which have provided greater consistency and regular checking has informed leaders when any changes are needed. Regular staff training has helped to give teachers the confidence

to make the expected changes.

- The school provides well for pupils' personal development. They have developed a warm, caring environment in which pupils are nurtured exceptionally well. Links to parents are strong.
  - Rigorous checks by senior leaders are made to find out how well pupils are achieving and whether they are on track to make good progress from their starting points. They ensure that pupils in need of additional support are identified quickly and given effective support to boost their performance.
  - The headteacher manages the performance of teachers effectively, with clear links with the salary they receive and the extent of pupils' good progress.
  - The extra funding the school receives through the pupil premium (including the monies provided for pupils who are entitled to receive free school meals) is used well. It is used to help to raise academic achievement through, for example, one-to-one support and to make sure pupils can take part in opportunities provided outside school. The breakfast club is funded for all pupils as are the snacks at breaks to make sure pupils are at their best throughout the day.
  - The local authority provides light touch support and provides effective training opportunities. The school is part of a consortium which supports its development.
  - **The governance of the school:**
    - The governing body is effective in holding the school to account. Governors have received the necessary training and keep themselves well informed about the school's performance. They know that the quality of teaching is improving and how this has informed the rewards that teachers receive and about the effective allocation of school's finances and pupil premium spending, whose impact they check regularly. Governors hold the headteacher to account by setting performance management targets that are linked to how well pupils' progress and are aware of appraisal systems for other staff. The governing body carries out its statutory duties effectively, ensuring, for example, that safeguarding procedures are followed, regularly reviewed and ensures pupils are safe.
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## 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

<b>Unique reference number</b>	106425
<b>Local authority</b>	Wigan
<b>Inspection number</b>	400845

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Splaine
<b>Headteacher</b>	Mrs M Middlehurst
<b>Date of previous school inspection</b>	22 June 2010
<b>Telephone number</b>	01942 874271
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