

Meadowfield Primary School

Halton Moor Avenue, Leeds, West Yorkshire, LS9 0EY

Inspection dates

19–20 March 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their very low starting points, pupils make good progress throughout the school. Achievement has improved significantly to good since the last inspection.
- Pupils with special educational needs and those known to be eligible for the pupil premium make good progress because they are supported very effectively.
- While overall standards in reading, writing and mathematics at the end of Year 6 remain below average, an increasing number of pupils attain the levels expected for their age.
- Teaching is good. Effective action by leaders has resulted in significant improvements in teaching since the last inspection.
- Behaviour is good. Pupils are courteous and kind. They form good relationships and so feel safe and happy at school. Improved attendance reflects that pupils enjoy school.
- A strong drive by senior managers to establish a culture where expectations of pupils and staff are high has resulted in good teamwork; this is moving the school forward effectively.
- Senior leaders, including the governing body, have a good understanding of how well pupils are achieving. This is used effectively to ensure that training and support for staff are strongly focused on raising pupils' attainment and progress.

It is not yet an outstanding school because

- While the teaching is good, not enough is outstanding to drive progress at an even faster pace and make achievement outstanding.
- Teaching in one or two classes is not consistently good and this is slowing the progress of a few pupils.
- Occasionally, when pupils work by themselves, teachers' expectations are not high enough, particularly for the more-able pupils.
- Standards in writing are lower than in reading and mathematics because pupils do not have enough opportunities to write at length and extend their skills though other subjects.

Information about this inspection

- The inspectors observed 28 lessons, three of which were observed jointly with the deputy headteacher and two of the assistant headteachers. In addition, the inspectors made other visits to classes, looked at pupils' workbooks and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and a parent governor, senior and middle managers and subject leaders. Inspectors had a telephone conversation with a representative from the local authority.
- As there were only four responses to the online questionnaire (Parent View), inspectors were unable to elicit any information from these. Inspectors took account of: one letter from a parent; the views of five parents spoken to during the inspection; and 28 responses from staff who completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, and the records of how the school uses its funding, especially how the money from pupil premium is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Barbara Martin	Additional Inspector
Dave Blackburne	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- While most pupils are of White British heritage, the school has a higher than average proportion of pupils from minority ethnic backgrounds. A significant proportion of these pupils speak English as an additional language, but very few are at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium is well above average. Pupil premium is the additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and the children of service families.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus is above average. The proportion of pupils with a statement of special educational needs is above average.
- The proportion of pupils joining the school at times other than the start of the Early Years Foundation Stage is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress
- There have been considerable staff changes since the last inspection.

What does the school need to do to improve further?

- Tackle the teaching that requires improvement and increase the amount of outstanding teaching so that the rate of pupils' progress speeds up and achievement rises by ensuring that:
 - the best practice that exists in the school is used to promote high quality teaching throughout
 - teachers have higher expectations of all pupils but particularly the more able, especially when they work by themselves
 - pupils have more opportunities to ask questions about their learning so they understand fully what they have to do to achieve successfully
 - pupils of all abilities are challenged fully and that all lessons hold pupils' interest throughout
 - marking is used effectively to help pupils understand clearly what they have to do to improve their work in all subjects
 - teaching assistants are used effectively to support learning in all parts of the lesson.
- Raise standards in reading, writing and mathematics generally, but particularly in writing, by:
 - giving pupils have more time to talk about their work before they write
 - providing pupils with more opportunities to write at length by themselves
 - checking that pupils apply what they already know confidently when they tackle new work and that they have the help they need to complete work successfully
 - ensuring pupils have a firm grasp of the basic skills in literacy and numeracy and apply these accurately in other subjects
 - doing more to encourage pupils, particularly the lower-attaining pupils, to read at home.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery at levels that are well below those expected for their age. They settle quickly because staff help them to adjust to school confidently. Children have fun enjoying toys and activities on their own before learning more formally in the Reception classes. They make good progress in all aspects, particularly in their early reading, because of the good teaching of letters and the sounds they make. While very few achieve the levels expected at the end of the Reception Year, they are prepared well for Year 1.
- Pupils' progress is good through Years 1 to 6. Pupils, including those from minority ethnic groups make good progress because they enjoy learning.
- Teachers identify early any pupils at risk of falling behind and intervene effectively. Occasionally, the more-able pupils do not achieve as much as they could because they are not challenged enough.
- Pupils who join the school part way through Key Stage 1 or 2 receive the support they need to integrate quickly and to achieve well.
- Effective support ensures that pupils who are disabled or with special educational needs achieve well against their starting points.
- At the end of Year 2, standards in reading, writing and mathematics, while well below average, are rising steadily as teaching improves. At the end of Year 6, overall standards in English and mathematics are below average, but the gap in attainment compared with schools nationally is narrowing effectively. While few pupils attain above average levels, a good proportion achieve the levels expected for their age.
- The teaching of reading is generally good. Letters and the sounds they make are taught effectively and reading skills are developed well, especially in the younger classes. Pupils of all ages enjoy listening to stories and while many read regularly at home to extend their skills, some do not.
- The school uses the pupil premium budget to fund additional teachers, teaching assistants and a learning mentor to support pupils who are eligible to receive the funding, for example, through one-to-one and small group teaching and by helping parents to become more involved in supporting their children's learning. As a result these pupils make good progress and achieve well compared to similar pupils nationally. Their attainment, while below that expected for their age, is rising securely. The gap between the achievement of these pupils and others is closing effectively.

The quality of teaching is good

- Overall teaching is good; some is outstanding. Teaching has improved since the last inspection because senior leaders, and especially the teaching mentor, are tackling weaknesses rigorously.
- Where teaching is outstanding, teachers' expectations are high and lessons are interesting and lively. For example, in an outstanding lesson in Year 6, excellent use of a multi-media presentation to illustrate rotation helped pupils to understand the relationship between shape and space; they were captivated by the images and so learned effectively and made outstanding progress. Many teachers engage pupils well through discussions that help pupils develop their thinking and ask questions to check that pupils understand their learning.
- Most teachers use information about pupils' ability and progress effectively in their planning. Occasionally, when this information is not used well, planning does not challenge all pupils sufficiently. In these lessons, pupils of all abilities sit through lengthy presentations that are too easy for some and too hard for others to follow. So while lower-attaining pupils achieve well through effective support, the more able are not always stretched enough.
- Where teaching requires improvement, expectations of what pupils can do are not always high enough, particularly when pupils work by themselves. The pace is slow and teachers focus more

on pupils completing tasks rather than extending learning through discussion and questioning. As a consequence, a few pupils become passive and inattentive, contribute little during question-answer sessions and so make slow progress.

- While teaching assistants are deployed well in most lessons to support teaching and learning, occasionally they have little to do during teachers' introductions. The one-to-one and small group support is effective in helping pupils most at risk of falling behind to catch up quickly.
- Constructive marking that shows pupils what they have done well and what they can do to improve is better in literacy than in mathematics.

The behaviour and safety of pupils are good

- Pupils' behaviour is typically good. Most pupils enjoy learning and try their best. They are friendly, polite and considerate. They work well with others and behave well even where lessons lack interest. They show high regard for all staff and these positive relationships encourage pupils to seek help confidently if they need it.
- Pupils feel safe and well looked after at school. They have a good understanding of how to keep themselves safe and know who to go to at school if they had any worries or problems.
- The school takes immediate action to tackle any form of discriminatory behaviour. Pupils have a good understanding of different types of bullying, including name calling and physical threats. They say that incidents of bullying are rare and, if they occur, staff deal with them effectively.
- Pupils are supportive of each other. They befriend new pupils quickly and work and play together sensibly and safely. Opportunities to take responsibilities as school councillors, playground buddies or by selecting chickens for the school's 'farm' provide purposeful ways to extend pupils' moral and social development.
- Through learning about other cultures and faiths and visiting, for example, a Sikh temple, pupils show respect for the different communities in the local area.
- Pupils' attendance has improved to average levels, reflecting their enjoyment of school.
- Staff are very positive about pupils' behaviour and their eagerness to learn. Pupils enjoy many clubs and trips, including residential visits that extend their experiences of the wider world.
- Parents who contributed their views during the inspection were very positive about the school and pupils' behaviour.

The leadership and management are good

- The school has improved markedly since the last inspection because leaders and managers are ambitious for its pupils. Effective recruitment of key leaders in the last two years has been instrumental in promoting school improvement and raising achievement.
- The headteacher has high expectations of staff; effective teamwork is driving improvement strongly. Leaders check that pupils have the help they need to achieve well. Current pupil progress data show that overall achievement is good and standards are rising steadily.
- The school improvement plan shows that leaders have an accurate view of the school's performance. Leaders regularly review the impact of their efforts and identify areas for further action.
- Robust procedures that are linked to salary progression are in place to improve teachers' performance. Where teaching requires improvement the teaching mentor organises specific training and support. While teamwork is generally very good, the school is not using the outstanding teaching in the school to influence improvement even more rapidly.
- The school promotes equality of opportunity well. Individual pupil's progress is reviewed termly. As a consequence, pupils at risk of falling behind receive the help they need to catch up quickly.
- The curriculum links subjects together well so that pupils understand how learning in one subject can help them in others. For example, in Year 4, pupils eagerly investigated how they might move an elephant by applying their knowledge of forces and calculation skills.
- Many enrichment activities extend pupils' learning beyond school and promote well their

spiritual, moral, social and cultural development. Pupils talk enthusiastically about numerous clubs and other activities. Informative displays reflect that pupils have a good understanding of other cultures through exploring world religions, art and history.

- The school works hard to involve parents in school activities. Staff respond promptly when parents seek support, for example, to check that their children attend regularly and are safe.
- The local authority provides effective support, for example, for reviewing the school's performance and providing staff training.

■ **The governance of the school:**

- Members of the governing body are very committed to the school and the community. Governor training is relevant and up-to-date, for example, in ensuring that the school meets all safeguarding requirements. Governors check that policies are up-to-date and that the finances are managed well. For example, they ensure that the pupil premium funding is used to support the pupils for whom it is intended and know its impact. The governing body has effective arrangements to ensure that pay awards are linked to teachers' performance and that procedures to measure this are thorough. Governors have a good overview of the data on how well the school is doing, including pupils' progress. They have supported rigorous action to improve the quality of teaching and, as a result, pupils' progress is improving successfully.

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	134516
Local authority	Leeds
Inspection number	402612

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	460
Appropriate authority	The governing body
Chair	Janet Simmons
Headteacher	Richard Mellard
Date of previous school inspection	16 June 2010
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