

The Meadow Community Primary School

Meadow Way, Wigston Magna, Wigston, LE18 3QZ

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All pupils achieve extremely well, and standards are above average in English and mathematics by the end of Year 5.
- Children get off to an excellent start in Reception. Their knowledge and skills are below those typical for their age when they join the school, but are average by the end of their first year.
- Teaching is consistently at least good and much of it is outstanding. Teachers plan imaginative and creative activities to develop pupils' skills in reading, writing and mathematics.
- Pupils are always polite, courteous and responsible. They work hard in lessons and are proud of their school, saying things like, 'I wouldn't want to go anywhere else.'
- Pupils enjoy school and feel safe. Their attendance is above average.
- Parents have very positive views of the school.
- Pupils benefit from a wide range of activities and subjects to develop their talents, and art is particularly strong. Clubs, together with memorable visits and visitors, make sure pupils get the most out of school.
- The headteacher provides clear and strong leadership. High expectations are shared across the school and staff work closely as a team.
- School leaders, including governors, keep a close check on pupils' progress and the quality of teaching. Just occasionally, staff miss opportunities to make the most of the wealth of information collected to help pupils make even more progress.
- Swift and effective action is taken to provide any additional support needed to ensure that all pupils are making rapid progress.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 20 lessons or parts of lessons, eight of which were jointly observed with members of the leadership team.
- Discussions were held with pupils, teachers, the headteacher, and members of the governing body.
- Inspectors took account of the 41 responses to the online questionnaire (Parent View). They also spoke informally to parents as they brought their children to school.
- Questionnaires from 21 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school’s checks on how well it is doing, the school improvement plan, data on pupils’ current progress, leaders’ reports of lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Lynn Lowery	Additional Inspector
Trevor Neat	Additional Inspector

Full report

Information about this school

- The Meadow Community Primary is larger than most other primary schools.
- Most pupils are from a White British background and speak English fluently.
- The proportion of pupils supported by the pupil premium is average. At The Meadow this additional funding applies to pupils who are known to be eligible for free school meals and those in local authority care.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is also below average.
- Before- and after-school care is provided by the school and managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school became an academy in June 2012 and no longer comes under the control of the local authority. The predecessor school of the same name was judged to be outstanding when it was last inspected.
- Pupils leave the school at the end of Year 5.

What does the school need to do to improve further?

- Make even better use of the high-quality information collected about pupils' work by:
 - encouraging pupils in all classes to respond to and act upon the advice given by teachers in their books, and giving them time to do so
 - making sure that the records kept in Reception show the levels all children are working at and when they have reached each stage, so it is easy to see how quickly they are making progress and what they still need to work on.

Inspection judgements

The achievement of pupils is outstanding

- Children join Reception with skills which are below those expected for their age. They make excellent progress in all areas of learning due to highly skilled teaching which caters for their individual needs. Consequently, by the time they enter Year 1, pupils' skills and knowledge are in line with those of other pupils nationally.
- As they move through the school, pupils continue to make rapid progress from Years 1 to 5. By the time pupils leave they are working at the levels expected nationally by the end of Year 6, so they are at least a year ahead. Progress is strongest in reading, where attainment is above average in every year group. Pupils also achieve well in writing and mathematics, where attainment is above average by the end of Year 5.
- The proportion of pupils reaching the higher levels in reading, writing and mathematics at Key Stage 1 has increased, and school records show that the current Year 2 pupils are on track to reach above-average standards in each of these subjects by the end of the year.
- Reading is taught exceptionally well in Reception, and this gives children a good grounding in how to use their knowledge of letters and sounds to break down new and difficult words. They become confident readers and develop an early love of books. Older pupils read a wide selection of books and talk enthusiastically about their favourite authors. Reading volunteers make a valuable contribution to the progress pupils make.
- Disabled pupils and those who have special educational needs receive extremely high-quality support from adults within school, together with specialist external support where needed. Regular checking on their progress by teachers leads to swift and specific help, which ensures they make outstanding progress together with their classmates.
- Pupils supported by the pupil premium also make outstanding progress. This funding is used effectively to provide individual support for literacy and numeracy, both for lower- and higher-ability pupils. After-school clubs and visits are subsidised and a free homework club is provided. This ensures their academic and social needs are fully met and they achieve well. While eligible pupils in Year 2 are approximately three terms behind other pupils in their class in English and mathematics, school records show that the gaps close as they move through the school and by the end of Year 5 they are only one term behind.

The quality of teaching is outstanding

- Consistently good or outstanding teaching in English and mathematics is the main factor contributing to the high standards reached by the end of Year 5 and the excellent progress made by all groups of pupils.
- Carefully planned lessons, which build on pupils' previous knowledge and understanding, are carefully matched to their individual needs. Teachers' expectations of what pupils can do, together with the levels of challenge provided, are high. Relationships in all classes are excellent and pupils work hard and want to do well in lessons.
- Teaching in Reception is outstanding. Children thrive due to the wide range of activities provided for them both indoors and outdoors. Work is carefully planned to stimulate children's curiosity, promote their personal development and develop their independence. Learning is continually

assessed but adults do not always note the age-bands children are working in when they check their work. Consequently, it is not always easy to check which children are making more rapid progress than others.

- Lively and creative teaching leads to highly motivated and enthusiastic participation of pupils in lessons. For example, in an outstanding Year 1 lesson, a puppet was crying because he was unable to sleep. Pupils then investigated and explored which materials could be used to make black-out curtains. They were engrossed in this activity and used their science skills to test which materials were best for keeping the light out.
- Support staff are used effectively in each classroom so that pupils at all ability levels have maximum adult support and encouragement. They make a particularly valuable contribution to the progress made by disabled pupils and those who have special educational needs by working with them individually both in and outside lessons.
- Teachers mark pupils' work regularly and set individual targets to further develop important skills. Detailed comments are also provided to help pupils improve their work, but pupils are not always given the chance to act on the advice given.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around school is excellent. Strikingly high numbers of pupils are polite and well mannered. Virtually every pupil holds doors open for others and says 'thank you' as a matter of course. Good manners are the norm but posters around school act as prompts to reinforce this.
 - All parents who responded to Parent View agree that children behave very well and feel safe. Staff and pupils also agree. Pupils know the behaviour code and are very clear about the 'sun and cloud' systems used in all classes. They also understand that maintaining good behaviour is more difficult for some pupils, but they are supportive and caring and show high levels of compassion and tolerance.
 - Pupils take on responsibilities readily, including running the school radio station at lunchtime and looking after younger children. They show high levels of independence in their approach to learning, have confidence when finding things out for themselves and display excellent maturity when working collaboratively.
 - Pupils are adamant that bullying does not exist but that if there are any problems, adults sort these out quickly. They are aware of the different sorts of bullying, for example physical bullying or name-calling, and know about the need to take care when using the internet.
 - Pupils feel safe and know how to keep themselves safe. They know who to approach for help if there is a need.
 - Before- and after-school clubs add to the high-quality care given to pupils. They also provide valuable opportunities for pupils to socialise and mix with different age groups.
 - Pupils' spiritual, moral, social and cultural development is outstanding. It is strongly promoted through the range of subjects taught and the high level of care and respect shown by adults. Pupils from different backgrounds and with different abilities work and play together harmoniously and have a strong sense of right and wrong.
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- Pupils enjoy school and as a result, attendance is above average.

The leadership and management are outstanding

- High expectations are set and shared by the headteacher, senior leaders and the governing body. Together they have successfully created a strong staff team who are very committed to improving their practice and maintaining high standards. Staff morale is high and all those who returned the questionnaire had positive views of the school.
 - The headteacher and other senior leaders collect and interpret data very effectively and this gives them an accurate overview of where the school's strengths and areas for improvement lie. They use this information to generate detailed action plans to make continual improvements. Regular meetings are also carried out to track and check on the progress every pupil is making and additional support is then quickly provided where needed.
 - All leaders regularly check on the quality of teaching and provide clear information about what teachers are doing well and where practice can be improved. Training is regularly provided and a strong emphasis is placed on teachers continually developing their skills to ensure standards remain high. Challenging targets are set for each teacher, suitably based on pupils' performance and linked to planned improvement priorities for the whole school.
 - Leaders promote equality for all pupils vigorously. Disabled pupils and those who have special educational needs receive regular additional support and gifted and talented pupils have extra tuition, for example in mathematics. Discrimination of any kind is not tolerated.
 - A wide range of subjects are taught and links made to successfully develop pupils' literacy and numeracy skills. Art is a particular strength and some excellent examples of pupils' work add to the welcoming and vibrant environment. School clubs also provide excellent opportunities for pupils to practise and develop new skills, for example table tennis at lunchtime.
 - The school has strong partnerships with several other schools and organisations so that leaders keep up to date with best practice and are able to access support for families and pupils as needed.
 - **The governance of the school:**
 - The governors are highly effective in holding the school to account. Their wide range of expertise and knowledge is used to both support and challenge leaders rigorously. They are actively involved in school life, for example by visiting classrooms, collecting parents and children's views, and as voluntary helpers on residential visits. They generate plans to improve the school further. Governors set challenging targets for the headteacher and are fully aware of how teachers' performance links to pay rises, which are only agreed where there is evidence that pupils are making good progress. The school budget is well managed, including the pupil premium. Governors' good knowledge of data enables them to assess the impact this funding is having on the achievement of eligible pupils. They attend training to keep their knowledge and skills up to date and fulfil their statutory duties. Safeguarding procedures are highly effective and governors make sure all pupils and staff are well protected.
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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

Unique reference number	138173
Local authority	N/A
Inspection number	412911

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Steve Lilley
Headteacher	Kathryn McGovern
Date of previous school inspection	N/a
Telephone number	0116 2887227
Fax number	0116 2813610
Email address	admin@meadowcommunity.leics.sch.uk

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