

Meanwood Church of England Primary School

Green Road, Leeds, West Yorkshire, LS6 4LD

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils achieve exceptionally well at Meanwood. By the time they leave the school at the end of Year 6, their attainment is high in both English and mathematics and this is consistently the case over time.
- From their individual starting points pupils make rapid and sustained progress. Virtually all pupils make at least expected progress, and the proportion doing better than expected is high in relation to the national figures in reading and mathematics. However, although pupils achieve well in writing, progress in that area is not as remarkable as in reading and mathematics.
- The progress of all pupils is checked very carefully and action is taken to keep everyone on track. As a result, all groups of pupils and almost all individuals do equally well.
- Teachers explain very clearly what pupils need to do to be successful in their learning so pupils thoroughly understand what they have to do and how to do it well. Teachers and pupils reflect on the learning taking place as lessons proceed, so that it can be made even faster.
- Many stimulating activities are provided for pupils both in and outside of lessons and these ensure high levels of enjoyment of school. Learning is made fun.
- The behaviour of most pupils is impeccable in lessons and around the school. They are mature, responsible and thoughtful. Their spiritual, moral, social and cultural development is very strong.
- Pupils have excellent relationships with each other and with adults and they feel very safe and secure in school. They are extremely well cared for.
- Attendance is consistently above the national average.
- The headteacher provides strong leadership and leaders at all levels carry out their roles very well. They check how effective the school is very thoroughly. Although the resulting information shows that the school is very successful, they nevertheless work constantly to make it even better. As a result, the school is going from strength to strength, with the quality of teaching, pupils' achievement and many other aspects continuing to improve.
- The governing body is very committed to the school and carries out its role very conscientiously. Members gather information about its effectiveness in a wide variety of ways and so are well informed about it. They ask suitably searching questions and hold leaders to account for their work.

Information about this inspection

- Inspectors observed 12 lessons and made 13 shorter visits to classrooms to look at pupils' work and to hear them read. Four lessons were observed jointly with senior leaders.
- Inspectors had meetings with school leaders and with a group of pupils. They also had discussions with representatives from the governing body and with representatives from the local authority.
- Inspectors took account of the views of the 77 parents who had completed the online questionnaire (Parent View) and of those who made contact with the inspection team. Informal discussions were held with parents who were listening to their children read in Key Stage 1.
- Documents were scrutinised, including information relating to pupils' progress and attendance, safeguarding, minutes of governing body meetings, and monitoring and evaluation records.

Inspection team

Joan McKenna, Lead inspector

Additional Inspector

Katharine Halifax

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic heritages is broadly typical. The proportion which speaks English as an additional language is below average.
- The proportion of pupils with special educational needs who are supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is below average. Pupil premium funding supports those who are known to be eligible for free school meals, children from service families and those that are looked after by the local authority.
- Oakwood Pupil Referral Unit gives some alternative provision for an extremely small number of pupils.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' attainment and progress.
- The headteacher is a national leader of education and supports other schools in the local authority. The deputy headteacher is currently on secondment to another local school.
- There is an after-school club on the school site which is not managed by the governing body. This is did not form part of this inspection.

What does the school need to do to improve further?

- Accelerate the progress that pupils make in writing so that it matches the remarkable rates seen in reading and mathematics.

Inspection judgements

The achievement of pupils

is outstanding

- Attainment on entry to the school varies across individuals and from year to year. However, from the different starting points pupils' outstanding achievement is seen in the consistently high levels of attainment reached by the end of Year 6.
- Almost all pupils reach at least the level expected for their age and make at least expected progress in reading, writing and mathematics. In reading and mathematics the majority reach above-average levels and also make better than expected progress. The picture is not quite as strong in writing, although the proportions reaching above-average levels and making better than expected progress nevertheless still compare favourably with the national figures.
- The very close checking of the progress being made by individuals and the swift action taken to keep them on track is one of the reasons that all do so well.
- The numbers in specific groups is often very small and can have a disproportionate effect on statistics. In Year 6 in 2012 all pupils in the group progressed well from their individual starting points and some did extremely well. Pupils known to be eligible for pupil premium funding currently make similarly outstanding rates of progress as other pupils overall.
- The achievement of groups of pupils who are disabled or who have special educational needs, are from minority ethnic groups or who speak English as an additional language is outstanding because of the detailed attention paid to meeting their needs in lessons and through additional support. The similar rate of progress across different groups shows that the school promotes equality of opportunity very successfully.
- The school liaises closely with the pupil referral unit to help ensure that the needs of any pupils who attend are met well.
- Pupils' very-well-developed literacy and numeracy skills, their knowledge and understanding across other subjects and the raft of other positive skills and attributes they develop during their time at Meanwood mean they are extremely well prepared for the next stage of their education.

The quality of teaching

is outstanding

- The outstanding quality of teaching ensures that pupils learn extremely well over time.
- All teachers are determined that their pupils will succeed. These high aspirations are shared with pupils and pupils have high expectations for themselves. There is a strong sense of common purpose in classrooms, with everyone working to the same end.
- A wide variety of strategies are used to make learning relevant and fun. Examples seen during the inspection included children in the Early Years Foundation Stage writing questions to ask a nurse who was due to visit and others role playing a visit to a hospital, Year 6 pupils learning about the features of mystery stories in preparation for a visit to the theatre and the simple act of Year 5 pupils being given an 'Ali Baba' cloak to wear when reading out their writing based on the story.
- Teachers take account of where different pupils are at in their learning and their different targets when planning lessons to provide tasks that make sure that all can make progress at a similarly fast rate. A particular strength is the way they explain what successful learning would be for different groups. This means that all pupils know what they are aiming for and can take on some responsibility for achieving it.
- Another strength is the way teachers review pupils' learning at regular intervals throughout lessons so that they can speed things up or slow them down where necessary. Pupils are fully involved in this process, establishing what they know at the beginning and throughout lessons. This develops their confidence as well as their knowledge and understanding.
- A wide range of individually targeted interventions and additional support are provided very promptly to help identified pupils keep up and catch up so that all can benefit equally from teaching.

- The teaching of reading and mathematics is very effective, with attention given to ensuring that pupils have high levels of understanding of the concepts and strategies required to achieve high standards. Some teaching of writing is also very effective. For example, in one class where pupils were writing diary extracts, one explaining his work and how it related to his target said, 'I know how to include subordinate clauses in my writing but I am trying to work out how to do so in this context.' Senior leaders have identified the need to ensure that all the teaching of writing has full impact on pupils' progress as a priority for next year.

The behaviour and safety of pupils are outstanding

- Through their extremely positive attitudes and their excellent behaviour pupils make a significant contribution to their own success. They are proud of their school and make every effort to meet the high expectations that staff have of them. Pupils eagerly take on responsibilities, whether it is for their learning in lessons or more generally within the school, such as being house captains, helping in the dining room or assisting other pupils to sort out problems.
- Great emphasis is given to promoting pupils' personal development as well as their academic progress. The high quality of relationships is shown by the fact that bullying is rare. Pupils are kind and considerate to each other. They enjoy learning about each other's cultures, and the school has gained the Stephen Lawrence Award at level 2. Their spiritual development is of a high order because many opportunities are created for pupils to reflect on their views and values.
- The school ensures that pupils have a very detailed understanding of how to keep safe both inside school and outside school. They are involved in undertaking risk assessments for their many trips outside of school, including residential visits in this country and abroad.
- The excellent level of care and support provided for all means that pupils feel secure and valued. The small numbers who experience difficulties of whatever nature receive effective support to help them overcome or deal with them.
- Pupils thoroughly enjoy school. This is typified not only in the consistently above-average attendance but also by the fact that some run into school in the mornings, barely pausing to say goodbye to their parents!

The leadership and management are outstanding

- The headteacher has a very clear vision for the school and is determined that pupils should not only do well but should also enjoy their learning. Other staff follow her lead and are a cohesive team. Links with parents and other partners are good and help contribute to the strong community feel within the school, with pupils at the centre.
- Leaders at all levels rigorously examine all aspects of school life to identify the ways it could be made better still. Concerted action is taken to bring this about. Success is often conspicuous, such as the impact of recent work to improve teaching and outcomes in mathematics. There has been a similar focus recently on grammar, and it is planned to extend this to other aspects of writing.
- The thorough monitoring results in a wealth of data and information about the school which are recorded in detail. Leaders know what the information is saying, but key messages are not always summarised in an easily accessible form for all who might need to access them.
- A wide range of effective actions have a positive impact on improving teaching, including the management of performance and training. As a result, there is a good level of consistency across the school.
- The curriculum and provision for pupils' spiritual, moral, social and cultural development are both outstanding. Very careful and successful attention is given to ensuring both academic learning and pupils' wider learning and development. An extensive range of activities enrich the curriculum and develop pupils' interests and talents very successfully. A vibrant environment is

created for pupils of all ages to learn within.

- Arrangements to safeguard pupils exceed statutory requirements.
- The local authority provides light-touch support to this school because it regards it as very successful. However, there are close links between the local authority and the school and it draws on expertise from within the school to support others within the authority.
- **The governance of the school:**
 - The governing body has taken concerted steps to improve governance since the last inspection through, for example, its members taking up training and making more visits to school to support it but also to gather more first-hand evidence about its effectiveness. This has included working with a local authority representative on reviewing teaching. As a result, key governors are well informed about important matters, including teaching, achievement, the management of teachers' performance and the impact of pupil premium funding.

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	108046
Local authority	Leeds
Inspection number	413286

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Gary Wilson Poe
Headteacher	Helen Sanderson
Date of previous school inspection	15 July 2008
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