

Mead Vale Community Primary School

Kestrel Drive, Worle, North Somerset, BS22 8RQ

Inspection dates 21–22 May 2014

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Standards at the end of Year 6 in reading, writing and mathematics have fallen significantly in the years since the last inspection and in 2013 were below the national average.
- The proportion of pupils achieving the higher levels of attainment in Year 2 and the percentage making more than expected progress in Year 6, in reading, writing and mathematics, are below the national average.
- Teaching has not been good enough to make sure that all pupils make consistently good progress.
- The work planned by teachers for the more-able pupils is not always challenging enough.
- Pupils' work is not always presented neatly.
- The quality of teachers' marking in English and mathematics is uneven. Not all teachers show pupils how they can improve their work.
- Middle leaders do not yet fully monitor their plans for improvement.
- In the past, the school's leaders, including members of the governing body, have not evaluated the impact on pupils' achievement of the measures they have taken to improve the school.
- There are some incidents of poor behaviour, and when teaching fails to engage them, pupils can become restless and inattentive.

The school has the following strengths:

- Under the effective leadership of the new headteacher and her team, pupils' progress and the quality of teaching are improving quickly.
- Teaching is increasingly good and some is outstanding.
- Children in the Reception classes make good progress.
- Pupils are safe and well cared for, enjoy school, and most are polite, courteous and helpful.

Information about this inspection

- The inspectors observed 25 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- The inspectors scrutinised the 85 responses to the online Parent View survey and spoke to parents and carers at the start of the school day.
- Questionnaires completed by 27 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan, records of behaviour and attendance, and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Robert Arnold

Additional Inspector

Alan Jones

Additional Inspector

Full report

Information about this school

- Mead Vale Community Primary is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and children in the care of the local authority) is below average.
- The percentage of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups is well below average.
- A small number of pupils are at the early stages of learning English.
- There is breakfast and after-school provision managed by the school which were part of this inspection.
- The current headteacher was appointed in January 2013, following the retirement of the previous, long-standing headteacher.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise pupils' achievement in reading, writing and mathematics by making sure that all teachers:
 - raise their expectations of what pupils can achieve in lessons to help them make the best possible progress
 - adapt their teaching where necessary during lessons to make sure that the activities they set offer just the right level of challenge to all pupils
 - give pupils clear feedback on how they can improve their work and check that pupils act on their advice
 - encourage pupils to take a greater pride in the presentation of their work.
- Ensure that the school's work to improve standards of behaviour is rigorously maintained and that pupils' disruptive inattention in lessons is reduced by making teaching more engaging.
- Improve the quality of leadership and speed up pupils' progress by ensuring that middle leaders can monitor their improvement plans by checking on the quality of teaching in their areas of responsibility.

Inspection judgements

The achievement of pupils

requires improvement

- In 2013, standards in reading, writing and mathematics were not high enough by the end of Key Stages 1 and 2, especially for the more-able pupils.
- At the end of Key Stage 2, in 2013, pupils' progress was not good enough in reading, writing and mathematics. This was because pupils had not made the progress they were capable of in previous years. The percentage making good or better progress was below average in all three subjects.
- More-able pupils do not do as well as they should because the work they are set in reading, writing and mathematics is not always challenging enough.
- Children join the Reception classes with levels of skill and knowledge similar to those expected for their age. They settle well and make good progress in all areas of learning. This is because activities are well planned to meet their needs and interests. They leave Reception with average standards.
- Pupils who underachieved in the past are now making faster progress. The school's own records, and the work seen by inspectors, show that an increasing number of pupils in most year groups are now working at levels at or above those expected for their age in all subjects.
- Pupils' knowledge of phonics (the sounds letters make) is now better than indicated by the Year 1 phonics screening check, where they scored below average in 2013. The school has improved the teaching of phonics, and from the evidence in books and from hearing children read, inspectors judged the proportion of pupils meeting the expected standard to be average or better.
- Older pupils have mature attitudes to reading. They select from a broad range of texts and understand the value of being able to read well. Their reading is accurate and fluent and they read with appropriate levels of understanding.
- By the end of Year 6, in 2013, pupils eligible for the pupil premium were, on average, three terms behind their peers in writing and mathematics and five terms behind in reading. Extra funding has been used effectively to provide new resources to support their learning, including additional teaching assistant support and play leaders. As a result, the school's checks suggest that gaps are closing in all year groups.
- The progress of disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and the small number of pupils new to learning English has been similar to that of their classmates in previous years. These pupils are now also making better progress because the school provides well-targeted support for them.

The quality of teaching

requires improvement

- Teaching has not been good enough since the last inspection to ensure that pupils consistently reach the levels of which they are capable.
- The school's own observations and evidence from inspectors show that teaching is now increasingly good and that some is outstanding. However, weaknesses remain.
- Teachers are very conscious that all groups of pupils need to speed up their progress. Most teachers now have higher expectations of learning and behaviour, and use good examples so pupils are clear about what they are learning and what they have to do to succeed. For example, in a Year 6 lesson, pupils were able to use their calculation skills and their understanding of the relationship between money and decimal notation to solve increasingly complex word problems.
- Some teachers do not always set work in lessons that helps pupils to build on what they already know or adapt their teaching in the light of pupils' growing understanding. When this is the case, pupils, especially the more-able, are not sufficiently challenged and do not make the progress they should.
- Teaching assistants work closely with teachers. They make a valuable contribution to pupils'

learning, particularly those supported by the pupil premium, disabled pupils and those who have special educational needs.

- Although teachers' marking of pupils' work has improved recently, its quality is uneven across the school. In almost all cases, feedback praises pupils for their efforts and lets them know what they have done well. There are good examples of marking also showing pupils clearly what they need to do to improve and of teachers giving them time to respond and learn from their mistakes. This good practice, however, is not evident in all classes.
- The quality of pupils' presentation and handwriting is variable. Some teachers do not have high enough expectations of neatness and legibility in pupils' books.
- In the Reception classes, staff know the children well. The well-resourced spaces, both inside and outside, ensure that children have a good range of activities that help them to develop a wide range of skills and knowledge. Staff use assessment well to record children's development and move them on quickly.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement because although most pupils are polite, courteous and respectful to adults and to each other in lessons and around the school, this is not the case for all pupils.
- Pupils report some incidents of poor behaviour, bad language and bullying, such as name calling. School records suggest that these incidents are generally confined to pupils with identified behavioural difficulties and are occurring less often than in the past due to swifter and more effective intervention by staff.
- Teachers and pupils get on well and most pupils follow instructions without fuss and are eager to answer teachers' questions. Most settle quickly to their work.
- When teaching is unengaging, pupils' levels of motivation and curiosity fall. The consequent inattention and chatting can disrupt lessons and the concentration of others so that pupils do not make the progress they should.
- The school's work to keep pupils safe and secure is good. The school ensures that arrangements for pupils' safeguarding meet current requirements.
- Pupils appreciate how well they are looked after. They particularly value the work of the learning mentors and play leaders in helping them to stay safe and happy. Playground leaders in Key Stage 2 and 'buddies' in Key Stage 1 help pupils to make friends and sort out minor disagreements.
- Lessons and assemblies help pupils to keep themselves safe; for example, topics include road safety awareness and keeping safe when using the internet and other computer technologies.
- As a result of closer working with families, pupils' attendance is now average.

The leadership and management

require improvement

- Until recently, the schools' leaders, including its governors, were not rigorous enough in monitoring the quality of teaching and how well pupils were doing. Consequently pupils' achievement declined significantly after the previous inspection.
- The new headteacher quickly identified what needed to be done to raise pupils' attainment and accelerate their progress. Since her arrival, a determined effort from the headteacher, senior leaders and staff to introduce of new ways of teaching reading, writing and mathematics has enabled pupils to start to catch up. Although other measures are at a relatively early stage of implementation, and are not yet reflected in pupils' achievement, the school now has the capacity for sustained improvement.
- Teaching is improving because teachers are given targets linked to pupils' progress and the school's improvement plan. Leaders, including governors, make sure that only those who meet the requirements of those targets receive pay awards. Staff are keen to improve; they value the

support, professional training and coaching they receive.

- Teachers meet the senior team regularly to check on how well all pupils are doing. Those in danger of falling behind the levels expected for their age are given extra help to catch up.
- Middle leaders are taking the right steps to improve the school but are not given sufficient opportunities to check on the effectiveness of teaching in their areas of responsibility.
- Pupil premium funding is used to provide academic and personal support for eligible pupils. The progress of these pupils, disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and the small number of pupils new to learning English is checked regularly to ensure that the variety of interventions and strategies being implemented has a positive impact.
- The majority of parents and carers who responded to the online questionnaire and those who spoke to inspectors were happy with the school's work.
- The curriculum is broad and balanced and promotes pupils' spiritual, moral, social and cultural development. It is enhanced by visits, visitors and good use of the local environment. Pupils are provided with opportunities to attend a range of after-school clubs.
- The new primary school sports funding has been used to bring in specialist coaches to motivate pupils to try out sports which they would not generally have access to. The funding is also being used for additional training for staff. As a result, more pupils are taking part in exercise and taking an interest in sport with consequent improvements to their physical well-being.
- The local authority has worked closely with the school, giving effective guidance on and training in leadership, teaching and governance. This has helped speed up pupils' progress this year in reading, writing and mathematics.
- **The governance of the school:**
 - In the years following the last inspection, the governing body failed to monitor the school sufficiently closely. Governors are now much more effective. They support and challenge the school appropriately, have had relevant training in keeping the school under review and follow up on areas where the school should be doing better. Governors know how the school performs against national standards and pay close attention to the school's assessment information. They know how the pupil premium funding is allocated and that the achievement gap is narrowing as a result. They hold the new headteacher to account for the school's performance and the management of its finances, which are sound. Governors know about the quality of teaching and make sure that the system for managing the performance of staff is robust and linked closely to pay for teachers and senior leaders. They ensure that safeguarding arrangements meet statutory requirements, that there are equal opportunities for all and that discrimination in any form is not tolerated.

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

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| Unique reference number | 109112 |
| Local authority | North Somerset |
| Inspection number | 443947 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 418 |
| Appropriate authority | The governing body |
| Chair | Colin Golland |
| Headteacher | Bev Hartland Smith |
| Date of previous school inspection | 24–25 June 2009 |
| Telephone number | 01934 511133 |
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