

# Meynell Community Primary School

Meynell Road, Sheffield, South Yorkshire, S5 8GN

**Inspection dates** 19–20 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Requires improvement</b> <b>3</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

## Summary of key findings for parents and pupils

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

- Standards of attainment at the end of Year 2 and Year 6 in reading, writing and mathematics are below average. Between Years 1 and 6, progress is not consistently good.
- The achievement of disadvantaged pupils requires improvement. Although improving the gap between their attainment and other pupils nationally has yet to be closed.
- The behaviour of a few pupils in lessons prevents them making as much progress as they could.
- Attendance is below average.
- Teachers do not always use what they know about pupils well enough to match work to their different abilities. More able pupils are not always moved on to harder work quickly enough.
- The school has not explained its work fully to all parents. Some parents expressed dissatisfaction.
- The Nursery environment is not fully developed and the outdoor area does not provide the same learning opportunities as found indoors.
- A minority of middle leaders, those who are relatively new to their roles have not yet had a strong impact on improvements in their subjects.

### The school has the following strengths

- All school leaders are ambitious for the school and provide clear guidance for staff and pupils. They know the strengths of the school and what needs to be done to improve further.
- Leaders and managers have put good plans in place to raise standards and ensure the school continues to improve. These plans have already impacted on teaching and learning throughout the school.
- The governing body is committed to working with school leaders to bring about improvements. Governors are taking full advantage of training opportunities to ensure they are in a position to challenge and support the school.
- The early years is well led and recent improvements in the Reception class have been dramatic. This class provides a rich environment for children to start their education. Children are enthusiastic and enjoy a wide range of learning opportunities.
- The school provides well for pupils who have special educational needs. Their needs are well understood and they are well supported in their learning.
- Pupils say they are happy in school and feel safe. Most pupils behave well. They are confident that teachers will resolve any concerns they may have. The majority of parents agree with this view.

## Information about this inspection

- The inspection team observed teaching in all classes and visited 20 lessons or parts of lessons. Inspectors looked at a range of books while in classrooms and also with members of the leadership team.
- Meetings took place with the executive headteacher, headteacher, senior leaders and staff members. Inspectors also met with governors and a representative from the Tapton Schools Academy Trust.
- Inspectors took into account 27 responses to the online questionnaire, Parent View, as well as responses to the recent parent survey carried out by the school. Inspectors also talked to parents informally at the beginning of the school day and at other times during the inspection.
- A range of documentation was considered by inspectors including the school improvement plan, the school's data on pupils' achievement, attendance records and information relating to safeguarding and pupils' behaviour.
- Inspectors observed pupils' movement around the school at lunchtime and during breaks and attended collective worship. They had discussions with groups of pupils and heard a number of pupils read.

## Inspection team

Jane Salt, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Sheila Kaye	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs is above average.
- The proportion of disadvantage pupils supported by pupil premium is above average. The pupil premium is additional government funding to support disadvantaged pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.
- There are two Reception classes for children aged four to five who attend full time and a Nursery where children attend part-time.
- The school converted to academy status on 1 April 2013 and is a member of the Tapton Schools Academy Trust. When its predecessor school, Meynell Community Primary School (the name of the school has remained the same) was last inspected by Ofsted it was judged to require improvement.

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

- Improve teaching so it is consistently good and better by:
  - making sure all teachers are confident in using the recently introduced strategies for teaching the basic skills in reading and writing and developing mental mathematics skills
  - continuing to provide high-quality support and training for teachers, using the good role models within school and expert support from within the Tapton Schools Academy Trust
  - ensuring that all pupils are fully attentive and try hard with their learning in lessons
  - developing the roles of middle leaders so that they make better use of assessment data and have a greater impact on improving pupils' learning in their subjects.
- Improve pupils' achievement, including that of disadvantaged pupils, in reading, writing and mathematics by:
  - ensuring assessment is accurate and used to plan lessons that help pupils of all abilities to make rapid progress
  - ensuring the most able pupils are given extra challenge so they achieve even higher standards
  - continuing the drive to improve attendance so that it is at least in line with the national average.
- Improve provision in the Nursery class so that all early years provision is good by:
  - upgrading the outdoor learning area so that there are similar opportunities to those found indoors
  - making sure all staff know the assessment systems and use them accurately to plan activities for children
  - sharing with parents the results of assessments so they can help their child with their learning.
- Improve communication with all parents and continue to provide opportunities for parents to meet with teachers and attend school events.

## Inspection judgements

### The leadership and management are good

- The executive headteacher and headteacher, well supported by other senior leaders, provide strong leadership for the school and are setting a clear direction for further improvement. Leaders are ambitious for the school and promote a vision to provide an environment where all pupils can thrive, learn and be well prepared for their next stage in education.
- The school's self-evaluation is accurate and school leaders know the strengths of the school and what needs to be done to improve further. The improvement plan focuses on raising standards and ensuring that all teaching is good or better. The plan is regularly reviewed and updated to reflect the impact of actions so far.
- Leaders and managers ensure that new regular and robust assessment systems give a detailed knowledge of pupils standards and progress. This information gives a clear picture of the very recent improvements in pupils progress. These six weekly assessments are reviewed and actions to support improvement are implemented. Actions are continually reviewed and amended so there is a direct and positive impact on teaching and learning.
- The senior leadership team have clear roles and responsibilities. They monitor the work of the school and provide support for colleagues. The quality of teaching is checked carefully by senior leaders and they make sure all teachers have the opportunity to share ideas and learn from each other. As a result, the quality of teaching is improving.
- Teachers are supported well by senior leaders who coach them and give focused targets for improvement which are linked to pupil attainment and progress. This has already had a positive effect on the progress of pupils in school. Impact on end of year results is not yet evidenced.
- Pupils' achievement is monitored regularly by senior leaders and action is taken to target extra support for pupils who may be at risk of falling behind. Middle leaders have ensured a greater consistency in the teaching of basic skills but they are not yet analysing and using assessment data to help identify aspects of literacy and mathematics that need to be improved.
- The curriculum is broad and has been thoughtfully planned to interest the pupils. There are 'learning challenges' which pose questions for pupils to get them thinking, for example, 'Why do you love to be beside the seaside?' and 'What religions are there in Sheffield?'
- Disabled pupils and those with special educational needs are well supported and the leadership of this area is effective. Detailed information is gathered so that individual needs are met and progress is monitored. This group of pupils make good progress from their own starting points.
- The school promotes equality of opportunity for all pupils and does not tolerate discrimination. Senior leaders plan pupils' social, moral, spiritual and cultural development so that they have many opportunities to understand values such as tolerance, the rule of law and the purpose of democracy. However, pupils are less confident in their knowledge of other cultures.
- The leader of the Early years provision has made dramatic improvements within a short time particularly in the Reception class where children are now making good progress.
- Pupil premium funding is used properly to support disadvantaged pupils. A significant proportion of it is spent on additional staffing so that pupils who are eligible have extra support with their learning; some is spent on resources. The attainment gap between disadvantaged pupils and their classmates is beginning to close as a result of additional support and mentoring for vulnerable pupils.
- The primary sports funding is providing specialist teaching in some physical education activities as well as providing a wider range of extra-curricular clubs available to all pupils. An increasing number of pupils attend an after-school club of their choice and some take part in competitive events. The 'change for life' club focuses on developing healthy lifestyles and gives pupils opportunities to taste different foods and take part in cooking activities.
- The Tapton Schools Academy Trust regularly reviews the work of the school. Collaborative work with other members of the trust adds to the capacity of the school to improve. There is effective professional development through shared training opportunities and moderation of pupils' work.
- The school is developing ways of working with parents to get them more involved in school life and to inform them of their children's learning and progress. For example, the website provides some useful information for parents and there are regular opportunities to meet with teachers. Parents are invited into school for events such as class assemblies.
- Middle leaders, particularly subject leaders, who are new to their role are not yet impacting fully on the quality of teaching and learning.

- Risk assessments and good procedures to check all adults in school mean that the school's work to safeguard pupils meets statutory requirements.
- **The governance of the school:**
  - The governing body has been recently reconstituted and is also the governing body for two other primary schools in the Trust. There is a good range of skills which members bring to the governing body and individuals have specific roles for which they are responsible.
  - Governors are committed to working with school leaders for the benefit of the school and are taking full advantage of training opportunities to ensure they can support teaching and learning.
  - They are knowledgeable about the standards in the school and know how the school's performance compares to other schools nationally. They use this information well to challenge and support school leaders.
  - Governors know about the quality of teaching in the school and ensure the management of staff performance is in place, including linking teachers' pay increases to pupil progress and tackling under-performance in the classroom.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement. Although the school is generally calm and orderly, pupils' readiness to learn is better in some classes than others. While most pupils are keen to learn, some are less so and need adult intervention frequently to keep them on track with their work. Not all pupils have a clear understanding of how good attitudes and behaviour will help them in their adult life.
- Attendance is below average and this includes persistent absence of a few children whose families do not send them to school regularly. The school has clear strategies in place to reduce absences and promotes the importance of good attendance through rewards and reminders.
- Pupils say they like coming to school and many take part in the wider school life such as the extra-curricular clubs. Many are keen to take on responsibilities such as being a buddy, a junior road safety officer or a member of the school council. They are polite and friendly. Relationships in the school are positive.

### Safety

- The school's work to keep pupils safe and secure requires improvement. Pupils say that they feel safe in school. The majority of parents agree, but there is a small minority of parents who express concern that the school does not communicate well enough with them and keep them informed.
- Pupils have confidence that their teachers will resolve any concerns they have and would act swiftly in cases of bullying. Pupils say there is occasional name calling, but they are clear about the expectations of behaviour in school. They are aware of different types of bullying, for example, cyber-bullying, and know how to stay safe on line.
- The school supports pupils whose circumstances make them vulnerable and work with outside agencies where appropriate. The nurture room provides a range of support to boost pupils' confidence and improve their school experience.

## The quality of teaching

## requires improvement

- Teaching requires improvement because it is not yet good in all classes. This inconsistency means that although there have been positive improvements they have not yet fully impacted on pupils attainment and progress.
- Sometimes assessment information is not used well enough by teachers to make sure work is planned at the right level with the result that it might be either too easy or too hard. Where there is a good level of challenge for all abilities, pupils work well and enthusiastically.
- Teachers do not always set work which is interesting enough to engage pupils and this can slow learning and sometimes this means they do not finish their work.
- Teachers' marking provides advice for pupils on how to make improvements to their work and is consistent with the school's policy. Most marking is focused on spelling, grammar and punctuation to make sure pupils' work is accurate. Some marking helps pupils improve by asking them to make changes to their writing or try new ideas and skills at a higher level. Increasingly, pupils are responding by using

their green pens to show how they can correct and improve their work.

- Pupils' books show that many pupils produce a good quantity of work of different types. Sometimes they use their literacy skills well, but where worksheets are used there are not so many opportunities to practise their writing in other subjects.
- Teachers ensure that regular practise of number work and mathematical concepts is helping pupils to be more confident in applying their mathematical skills in a variety of ways.
- The recent focus on the teaching of basic literacy is supporting consistency between classes and this can be seen from visits to lessons and in pupils' books. A display of writing from all year groups, which is changed regularly, demonstrates the skills pupils are learning and how they are used. This display provides clear expectations for each year group and pupils are encouraged to raise their aspirations.
- Teachers and teaching assistants provide good support for small groups which helps their learning. Disabled pupils and those with special educational needs often receive targeted support and this helps them to make good progress. When pupils visit the nurture room, they are well supported, enabling them to take advantage of learning opportunities more easily.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because standards of attainment are below average overall and pupils do not make consistently good progress over time in reading, writing and mathematics. Most pupils start Year 1 with skills below those expected for their age and not enough pupils make consistently good progress to achieve average levels by the end of Key Stage 2.
- In 2014, standards in Year 6 were below the national average for reading, writing and mathematics.
- The achievement of pupils eligible for pupil premium funding is inconsistent. The gap between disadvantaged pupils and others in the school varies between classes. The gap is widest where disadvantaged pupils also have special educational needs. Where this is not the case, those eligible for pupil premium are approximately one term behind their classmates. Data for 2014 shows disadvantaged pupils in Year 6 were up to four terms behind other pupils nationally in reading, writing and mathematics. They were approximately three terms behind their classmates in reading, writing and mathematics. Current information shows that this gap is closing at a faster rate than previously.
- The proportion of the most able pupils who achieved the higher National Curriculum levels in 2014 was significantly lower than the national average. Teachers plan harder work for the most able, but sometimes they do not move them on quickly enough. However, current school data shows an increasing number of these pupils making good progress towards the higher levels of achievement.
- Standards in reading are improving and current data shows increasing numbers of pupils are now working at the level expected for their age. This is as a result of focused work on the teaching of phonics, (the knowledge of letters and the sounds they make). Phonics helps pupils work out the words they find difficult. Some younger pupils still lack confidence in using these skills. Older pupils are reading more confidently and have developed skills to use dictionaries and clues in the text to help them.
- Progress in mathematics is improving. The most able pupils are achieving expected levels because there is a more consistent approach to teaching the basic skills. A regular practise of number work is helping pupils to be more confident in applying their mathematical skills.
- Disabled pupils and those with special educational needs make at least expected progress from individual starting points and for some, progress is good. Their learning is closely monitored and they are provided with appropriate support to help them achieve as well as they should.

### The early years provision

### requires improvement

- Standards of provision vary in the two phases and children's progress is not consistently good across the whole stage. When children start in the Nursery, most have basic skills below those typical for their age. Their progress is not fast enough in the Nursery. Although they make good progress in the Reception class, the majority are not at the levels expected so that they are ready to start Year 1.
- The early years is well led and managed. There is a clear direction for further improvement of the provision for the youngest children. There are plans in place to improve the environment for the Nursery class, but the outdoor area is not yet sufficiently well developed or equipped to provide a full range of learning opportunities.
- Through well thought out risk assessments and action plans the early years leader makes sure that children are safe.

- Children are well cared for and there are systems in place to keep them safe. Adults support learning well and encourage good quality speaking and listening to develop children’s language skills. Assessments are carried out frequently to check their progress and ensure teachers plan accurately for the next steps in their learning. This is not as well established in the Nursery class where, until recently, assessments have not been as detailed and accurate.
- Children show great determination and relationships are generally good. Children, especially in the Reception class participate enthusiastically in activities. In the Nursery class children generally play well together but occasionally need support from adults to help them learn to share.
- Parents are encouraged to contribute to their child’s learning journeys and support their learning. In the Nursery, this is still developing and school leaders are planning more opportunities for parents to come into school and talk to teachers about what their child is learning and how this can be followed up at home.
- The Reception classroom and the outdoor environment are well organised and provide a wide range of learning opportunities for all children. One of the children showed the inspector what was happening outside the classroom saying, ‘There’s lots of things! There’s mud and flowers and numbers to count and musical things that make a noise when you bang them!’ Children enjoy their learning and are enthusiastic about the activities their teachers plan for them.

## 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>	139336
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	449857

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>	Academy sponsor-led
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	533
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Burkinshaw
<b>Headteacher</b>	Angela Lant (Executive Headteacher), Vikki Garratt (Headteacher)
<b>Date of previous school inspection</b>	Not previously inspected as an academy
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