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Angela Lant
Executive Headteacher
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Meynell Road
Sheffield
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Dear Mrs Lant

No formal designation monitoring inspection of Meynell Primary School

Following my visit to your academy on 25 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the academy.

Evidence

Her Majesty's Inspector (HMI) considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to improve behaviour and secure consistently positive attitudes to learning.

Context

Meynell Primary School is much larger than the average-sized primary school. The proportion of disadvantaged pupils eligible for support through the pupil premium funding is well above the national average. The pupil premium is additional funding

for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. The proportion of pupils identified as having special educational needs is above average. Those supported with a statement of special educational needs is below average. The proportion of pupils from minority ethnic groups or who have English as an additional language is below average. The proportion of pupils who join and leave the school other than the usual times is typical of that found in most primary schools.

Personal development, behaviour and welfare

At the time of the previous inspection attendance was too low. School leaders have focussed very effectively on a range of approaches to support pupils and their families to ensure that the pupils attend school regularly. Attendance, although still below the national average for primary schools, has improved for all pupil groups. Close working with parents has significantly reduced the proportion of pupils who are persistently absent. Current data show that the number of fixed term exclusions is falling rapidly, largely due to the effective use of the school inclusion base.

Observations at the beginning of the day show that the vast majority of pupils arrive on time and in an orderly manner. They behave sensibly as they enter the school and staff are available to meet pupils and parents. This calm behaviour is repeated at the end of the day as pupils leave the school.

Pupils' behaviour in lessons is now typically good. Pupils arrive punctually, are well prepared, and are keen to engage in their work. Pupils talk with enthusiasm about their lessons, and take pride in their written work. Staff deal promptly with any low-level disruption which only occurs when pupils are unclear of what they have to do next or when lessons lack challenge. The school has a clear behaviour policy which is understood and used by all staff. Pupils enjoy the rewards they can achieve and consistent staff use of the policy helps pupils develop good attitudes to learning and to each other.

Pupils move around the school with care and consideration for other pupils and for adults. Displays in classrooms and corridors are attractive and include many examples of pupils' work that emphasises the school's positive approach to learning, behaviour and safety.

Pupils say that they feel very safe in school. They have an accurate understanding of what makes an unsafe situation and are able to talk knowledgeably about online safety and the potential dangers of using social media. They are taught about different forms of bullying, including homophobic and racist bullying, and know that if they witness or experience it staff would deal with it promptly.

The school has an inclusion base for addressing short-term misbehaviour. The behaviour policy, used effectively by staff and understood well by pupils, has led to the number of referrals to the base declining rapidly since the inspection.

HMI met with a number of parents at the beginning and end of the school day. A minority of parents have not noted recent improvements in behaviour and have a more negative view than that described by pupils and observed around the school.

Priorities for further improvement

- Continue to reduce overall and persistent absence.
- Continue to work to improve communication with all parents so that they better understand the work of the school.

I am copying this letter to the Director of Children's Services for Sheffield, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

David Brown
Her Majesty's Inspector