

Meanwood Community Nursery and Primary School

Churchill Street, Rochdale, Lancashire OL12 7DJ

Inspection dates 23–24 September 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides strong and effective leadership for this improving school.
- Leaders, governors and staff have successfully tackled weaknesses identified in the previous inspection. All have high expectations for what each pupil can achieve.
- The quality of teaching, learning and assessment has improved and is consistently good or better. Well-planned, imaginative lessons capture pupils' interest so that they are keen to learn.
- Pupils, including disadvantaged pupils and those with special educational needs, make at least good progress from starting points which are typically below those found for their age. Standards by the end of Year 6 are similar to the national average.
- Pupils are proud of their school. They feel safe, are well cared for, behave well and learn and play harmoniously together. They respect and celebrate each other's differences and are well prepared for life in modern Britain.
- The early years is led well. Good provision and teaching help children to settle quickly and develop very positive attitudes to learning. Staff know children well and ensure that individual needs are met well. As a result, children learn well.
- A good level of care and guidance for pupils' well-being and that of many families is provided. Parents are strongly supportive of the school.
- Governance has improved and is now effective. Governors know the school's strengths and areas for improvement and hold leaders to account well.

It is not yet an outstanding school because

- New arrangements to gather, record and analyse assessment information do not provide leaders with a sufficiently clear picture of how well all groups of pupils are doing at present.
- Pupils do not have enough opportunities to develop their reasoning and problem-solving skills in mathematics.
- The quality of presentation of work in pupils' books is not consistent across all classes.

Full report

What does the school need to do to improve further?

- Further develop the systems to assess, record and analyse assessment information so that leaders have a clearer overview of the progress and attainment for different groups.
- Further improve pupils' progress across the school so that a higher proportion of pupils make above the expected rate of progress, by ensuring that:
 - there are improved opportunities for all pupils to develop their mathematical reasoning and problem-solving skills
 - pupils' work is consistently well presented across the classes.

Inspection judgements

Effectiveness of leadership and management is good

- The school is well led and managed by the headteacher. She is ably supported by other leaders including the deputy headteachers, assistant headteacher and early years leader. The role of the middle leaders has been developed effectively. Senior and middle leaders have worked well together to secure improvements in the quality of teaching and pupils' behaviour, which have contributed to an improvement in pupil outcomes since the previous inspection.
- Senior leaders check the quality of teaching, learning and assessment regularly and a robust system is in place to manage the performance of staff. Staff have clear targets aimed at improving their practice. Teachers and the teaching assistants are supported by a programme of professional development activities. Staff are highly appreciative of the regular opportunities provided for them to share their practice and learn from each other.
- Systems for safeguarding meet requirements and are effective. All staff, including those who have recently joined the school, have been suitably trained. Senior leaders have systems in place to quickly identify pupils who may be at risk of harm and have clear procedures for acting on any concerns.
- The leaders of English and mathematics have a clear view of the strengths and areas for development in their subjects. They make regular checks on teaching and check the extent to which this is having a positive impact on pupil outcomes. They have improved the way in which the basic skills in reading, writing and mathematics are taught and are currently developing pupils' ability to reason and solve problems in mathematics. This is helping pupils to achieve faster rates of progress in these subjects.
- The new deputy headteacher is quickly getting up to speed with her role as inclusion manager and is building on the good leadership of her predecessor. She leads a committed team of teachers and teaching assistants. All provide carefully tailored support to meet the learning and development needs of disabled pupils and those with special educational needs to enable them to make at least good progress from their individual starting points.
- Pupils at risk of not doing well are supported extremely well. The school and its staff deserve its good reputation for its success in meeting the needs of these pupils and their families. In particular, pupils and their parents say how much they value the support of the family worker and learning mentors. Much of the work of these staff takes place in the school's inclusion base which is known as the 'tree house'. The tree house is open to pupils at lunchtimes should they need an adult to talk to. A wide range of well-established partnerships with external agencies contribute well to this work.
- Senior and middle leaders have organised the curriculum around well-designed topics that capture pupils' interests and broaden their horizons beyond the community they live in. Pupils have many opportunities to apply their skills in reading, writing and mathematics in a wide range of subjects. In particular, the curriculum ensures that disabled pupils and those who have special educational needs, pupils whose first language is not English, disadvantaged pupils and the most-able pupils, all achieve good or better outcomes. 'Higher Futures' days help pupils to learn about the world of work and promote aspirations aimed at accessing higher education. All of this work helps prepare pupils well for the next stage of their education.
- Governors ensure that the pupil premium is used effectively to support the personal and academic development of disadvantaged pupils. This helps these pupils do well and take part in all that the school has on offer.
- Although leaders check the progress of pupils carefully the system to gather, record and analyse this information is not yet in place. The school introduced a new assessment system to meet the needs of the new curriculum. However, leaders identified that this new system was not as effective as the school's previous one; it was not accurate enough to judge the performance of year groups or specific enough to accurately record and analyse assessments of groups of pupils. Senior leaders and governors made a bold decision to replace this system and have devised their own version which has begun to accurately show performance, but this work is not yet complete. While leaders can accurately detail how well each individual child is doing they are not yet in a position to track the progress of all groups as well as they did previously.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils can talk readily about faiths which are different from their own and about their own beliefs and customs. The school's core values are promoted through assemblies; these share the expectations that everyone, irrespective of their background or circumstances, will be respectful of others and will behave courteously and with

consideration.

- The performance and enjoyment of music is something that is highly valued and celebrated throughout the school. Specialist teaching is provided for all pupils and they regularly demonstrate and share their passion for music when they perform within the school and in their local community.
- The primary school sports funding is deployed well and checked carefully by governors. Pupils work with specialist coaches and have access to a wide range of sports both within and beyond normal lesson times. Leaders have provided training for staff to improve the teaching of physical education. Leaders, including governors, are clear about the impact of this additional provision on improving pupils' skills and well-being. The large number of awards gained by the school shows that pupils are rightly proud of their success in local sporting competitions.
- Parents think the school has improved since the previous inspection and hold positive views of its staff and leaders.
- The local authority has provided effective support for the school and has brokered support with other schools locally, including for the early years.
- **The governance of the school**
 - The governing body, supported by the local authority, promptly reviewed governance following the previous inspection. They took decisive actions to bring about improvements. As a result, the impact of the governing body is good. Governors effectively challenge and support school leaders. They know the school well. They make visits to the school to gain first-hand views of school life and carefully consider reports provided for them by senior and other leaders.
 - Governors check the school's performance regularly and ask searching and challenging questions of school leaders when they hold them to account. They use the teachers' standards to help manage teachers' performance and have a clear understanding of the link between teachers' performance and salary progression. They support the headteacher in ensuring that good teaching is rewarded and any underperformance is quickly tackled and put right.

Quality of teaching, learning and assessment **is good**

- Senior leaders' prompt and decisive action since the previous inspection has led to improvements in the quality of teaching, learning and assessment. As a result, gaps in learning are being overcome and pupils are making at least good progress in reading, writing and mathematics in all key stages.
- Teachers know their pupils well. They regularly and accurately check how well pupils are doing and have high expectations of what pupils can achieve. Well-planned lessons carefully build on what pupils already know. Pupils find learning interesting. It is pitched at the right level of challenge for their ability. Teachers capture pupils' interest through effective use of resources. They follow this up with clear explanations about intended learning.
- Teachers skilfully use questioning to identify errors and misconceptions and move learning on in lessons. Pupils' work is marked in line with the school's policy and provides useful next steps which pupils use to improve their work. Most teachers demand well-presented work from pupils but this is not yet a consistent feature across the school. Warm and supportive relationships exist between staff and pupils and all teachers use praise to reward effort, boost confidence and raise self-esteem.
- Reading skills are developed well across the school. Teachers and teaching assistants work closely to provide activities that help pupils develop their knowledge of phonics (letters and the sounds they make) systematically. As a result, pupils are able to apply their new-found skills confidently and accurately to improve their reading and writing. Teachers promote a love of reading from the start and regularly invite authors and poets to work with pupils of all ages.
- The teaching of disabled pupils and those who have special educational needs or speak English as a second language and low-attaining pupils who may have gaps in their learning is particularly effective. This is because their personal and learning needs are identified accurately and groups and individuals benefit well from the skilful support of well-trained teachers and teaching assistants.
- Pupil premium funding is deployed effectively and disadvantaged pupils are doing increasingly well from their starting points. Leaders and teaching staff are clear about what pupils need to do to improve. Focused teaching in class, individually and in small groups, is leading to faster progress in reading, writing and mathematics.
- The new leader of early years has addressed the relative weaknesses in the quality of provision identified at the previous inspection. Children now receive carefully planned imaginative activities in both the indoor

and outdoor learning areas that support their development in all areas of learning. A sharper focus on developing children's communication and language skills, including reading and writing, has resulted in them developing more quickly in these areas.

- Basic skills in mathematics are taught well in mathematics lessons and increasingly, when appropriate, when pupils learn in other subjects. Leaders have correctly identified that not all staff are confident in teaching aspects of the mathematics curriculum that demand the development of pupils' reasoning and problem-solving skills. Staff training is underway to develop this aspect of teaching further.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and look smart in their uniforms. They are friendly and polite and make visitors and new pupils welcome. Pupils appreciate their different cultures and the experiences they bring to their school. Positive attitudes to learning are evident throughout and contribute well to the good progress made by all.
- School premises have secure fencing and systems for checking visitors on to the two sites are robust. Pupils say they feel well cared for and safe in the school. Responses to Parent View, comments from parents who spoke to inspectors and the school's most recent pupil and parent surveys support this view. Pupils are taught how to manage risk and keep safe. For example, they have a good understanding of the potential dangers of using the internet, mobile phones and other technology.
- Pupils say that bullying rarely happens. This is confirmed by the few recorded incidents of bullying, racism and fixed-term exclusions. Nevertheless, incidents of poor behaviour are quickly followed up to ensure that any issues are resolved.
- Pupils make a positive contribution to the life of their school and the local community. Reading ambassadors passionately promote a love of reading as they encourage their classmates to read regularly. All classes compete eagerly for the weekly reading award. Pupils and their families support local and national charities, for example through collections for the local foodbank. Year 5 pupils learn about being good citizens as they take part in the 'Community Kids' programme with the local social housing group. All of this consistently promotes the development of fundamental British values and pupils' social and cultural development.

Behaviour

- The behaviour of pupils is good. Pupils behave well around school and in class.
- Pupils think that behaviour is good and has improved since the previous inspection. They are aware of the values that underpin the work of the school and know they are expected to behave well. They understand that their school rules are just like the laws of the country in that they exist to ensure everyone is kept safe from harm.
- Attitudes to learning are positive. Levels of concentration are good; pupils say disruptions to learning are rare. They are keen to get on with their work. Although the majority of pupils take a pride in their work, on occasion work can become untidy and the presentation of work in pupils' books shows some inconsistencies across the school.
- Pupils of all ethnic backgrounds play well together during breaktimes and positive relationships exist between adults and pupils; for example, playtimes are well supervised and teaching assistants support and encourage pupils to play games together in the bustling, well-equipped playgrounds. This is making a positive contribution towards pupils' social and cultural development.
- Due to the concerted efforts of staff, pupils' attendance has improved continuously since the previous inspection. It is now similar to that of most other schools. Pastoral staff work closely with the few families of children who sometimes find it difficult to attend school regularly. As a result, the proportion of pupils who are persistently absent is now much lower than the national average.

Outcomes for pupils are good

- The school's leaders' strong focus on improving the quality of teaching, learning and assessment is

proving successful. This has led to improved outcomes for pupils. Over time, the progress made by pupils has improved and the progress of current learners, from their different, but often lower than typical starting points, is now good. As a result, most pupils in all key stages are working within the levels expected for their age in reading, writing and mathematics as well as in other subjects like science, history and geography.

- Teachers and teaching assistants have a very clear understanding of the precise needs of disabled pupils, those with special educational needs and low-attaining pupils who need to catch up with their peers. They provide well-targeted support that helps these pupils achieve well. As a result, almost all pupils in these groups make at least the progress expected of them and many are doing better than this. The gaps in attainment are closing.
- Increasingly, the most-able pupils across the school are making at least good and often better progress in reading, writing and mathematics. Many are working securely at the levels expected for their age and they are beginning to tackle work that further deepens their knowledge and understanding of these subjects.
- Disadvantaged pupils achieve well. They are making faster progress because of the careful use of the pupil premium. As a result, the unpublished 2015 data for the end of Year 6 show that almost all disadvantaged pupils made the progress expected of them in reading, writing and mathematics and the proportion doing better than this compared favourably with the national average. Pupils' books and performance information show that targeted support for current learners continues to ensure that most disadvantaged pupils make good progress from their starting points.
- Pupils who speak English as a second language progress well from their starting points due to the effective support they receive.
- Almost all pupils made the progress expected of them in reading, writing and mathematics at the end of Year 6 and a good proportion did better than this in all subjects.
- Since the previous inspection, pupils at the end of Key Stage 2 have made improved progress. Standards in reading, writing and mathematics, and spelling, grammar and punctuation have risen. The unpublished 2015 data outcomes show that almost all pupils made the progress expected of them and the proportion doing better than this is at least in line with the national average in all subjects. The proportion of pupils reaching the expected level for their age was at least in line with the national average in reading, writing and mathematics, and grammar, spelling and punctuation.
- An average proportion of pupils reached the standard expected for their age at the end of Key Stage 1 in 2015. This represents good progress from their previous starting points.

Early years provision

is good

- Since taking up her post, the new early years leader has established an attractive and purposeful learning environment to support and encourage children's learning and development. Routines are well established and maintained by staff and understood and followed by children. Teachers and teaching assistants work as a strong team to ensure that children feel safe and secure. Safeguarding is effective and children's personal development and welfare requirements are met well.
- Almost all children enter early years with skills, knowledge and understanding below those typical for their age. In addition, a growing proportion of children have a limited understanding of the English language when they start school. All children in the Nursery and Reception classes make at least typical progress and, because of improved provision since the previous inspection, many now make rapid progress from their starting points. The proportion of children reaching a good level of development moved closer to average in 2015 and improvements in reading and mathematics were particularly evident. As a result, children are increasingly well prepared for the Year 1 curriculum.
- Children readily choose activities that interest them. They behave well, take turns and learn to share toys and resources. Children who have attended the setting for some time can sustain their concentration, both when working on their own and in small groups. Children who joined the Nursery and Reception classes at the beginning of this term and are at an early stage of school life have settled well and are growing in confidence when working with an adult or playing with others.
- The early years curriculum is engaging and well planned. Adults regularly check how well children are doing and adjust learning activities to take account of what children need to do to improve and make good progress.
- Phonic skills are developed well. Adults provide a good range of resources and activities to enable

children to develop early reading skills. Phonic skills are built on by adults as children play; they skilfully check understanding and address any misconceptions as soon as they arise.

- As a result of effective teaching, children, including those who join the school at other than the usual times and those who are new to speaking English, make good progress from their individual starting points. They are generally well prepared for Year 1.
- Disadvantaged pupils and those with special educational needs make the same good progress as other pupils as funding is deployed effectively and needs are met well.
- Parents hold highly positive views about the care and education their children receive. They feel well informed and able to contribute to their child's education.

School details

Unique reference number	105773
Local authority	Rochdale
Inspection number	426092

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

Type of school	All-through primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair	Jason Lees
Headteacher	Susan Halliday
Telephone number	01706 648197
Website	www.meanwood.rochdale.sch.uk
Email address	office@meanwood.rochdale.sch.uk
Date of previous inspection	17–18 September 2013

Information about this school

- The school is larger in size than most other primary schools. It is situated on a split site. The canteen building and early years and Key Stage 1 block are located in a building across the road from the Key Stage 2 block.
- Nursery children join the school in the term of their third birthday and attend part time. Children attend the two Reception classes full time. A number of children move to other local schools at the end of Nursery. Around half the pupils who attend the Reception classes join the school from other settings or with no pre-school experience.
- The majority of pupils are of White British heritage. The number of pupils from minority ethnic groups continues to grow.
- Around a quarter of pupils speak English as an additional language. This above-average proportion continues to rise. Some of these pupils have recently arrived in the country and are at an early stage of learning to speak English when they join the school.
- The proportion of disabled pupils and those with special educational needs is similar to the national average.
- The proportion of disadvantaged pupils supported through pupil premium funding is double that found in most other schools. The pupil premium is additional funding provided for those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who join or leave the school at other than the usual times is above the national average.
- The school has experienced significant changes to staffing since the last inspection. Over one third of the staff, including five teachers and the two deputy headteachers, are new to the school. The senior leadership team has been restructured and a new leader of early years has taken up her post.
- Governors provide a breakfast club for pupils who attend the school.
- A children's centre is located on the same site as the school and a private provider offers after-school childcare on the school premises. Both provisions are subject to separate inspection arrangements.

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- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in classes and when pupils learned in small groups, including some jointly with the headteacher and one of the deputy headteachers.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those that they are currently reading. Inspectors took note of displays around the school and the learning taking place outdoors.
- Inspectors talked with pupils informally as they played at breaktimes and visited the dining hall at lunchtime and observed pupils' behaviour as they moved around school. They met formally with three groups of pupils.
- Inspectors met with four governors. They spoke to a representative of the local authority and met with members of school staff.
- Inspectors spoke to a number of parents at the start of the school day and took account of 20 responses to Parent View and the school's most recent surveys of pupils' and parents' views. Sixty-four returns to the staff questionnaire completed during the inspection were considered.
- Inspectors examined a range of documents, including information about pupils' progress, school improvement and external views of the school. Inspectors also scrutinised records relating to behaviour, attendance and safeguarding completed by school staff.

Inspection team

Lyn Pender, Lead Inspector	Ofsted Inspector
David Blackburne	Ofsted Inspector
Doreen Davenport	Ofsted Inspector

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