

Meadow Farm Community Primary School

Foyle Avenue, Chaddesden, Derby, Derbyshire DE21 6TZ

Inspection dates

20–21 March 2018

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 new headteacher provides clear and conscientious leadership. She has quickly gained an accurate understanding of the school's strengths and is improving areas where weaknesses have been identified.
- Quick and decisive action taken by the local authority, together with high-quality support, have been pivotal in the school's improvement.
- The quality of teaching, learning and assessment has improved since the last inspection. It is now typically good.
- Pupils make good progress in reading, writing and mathematics. Their attainment has improved and is now average by the end of key stage 2.
- The vast majority of disadvantaged pupils make good progress. Many make rapid progress and catch up with other pupils nationally.
- Teachers plan activities that are well matched to pupils' needs. They provide pupils, including the most able, with challenging tasks to make them think harder. Teachers have not, however, paid enough attention to improving pupils' handwriting.
- Teaching assistants ably support pupils who need extra help. The progress of pupils who have special educational needs (SEN) and/or disabilities has improved.
- Children get off to a good start in the early years. They are happy, well supported and make good progress.
- Subject leaders are passionate about, and committed to, their respective roles. They provide senior leaders with effective support in improving the quality of teaching.
- Leaders provide pupils with a broad curriculum. In particular, the curriculum ensures that pupils' spiritual, moral, social and cultural development is strong.
- Safeguarding in the school has a high priority. Pupils are safe and cared for well.
- Behaviour is good. At times, however, pupils do not sustain concentration on their learning. The school's behaviour systems and procedures are not developed well enough to support teachers in rectifying this.
- Pupils do not attend school as often as they should. New leaders have taken effective action and pupils' attendance is now improving.
- Members of the governing body have supported the school well during a turbulent time for staffing. They have contributed effectively to improving the school.
- Parents and carers are positive about the school's work and the improvements made.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - developing systems and procedures that support pupils in sustaining positive attitudes to their learning.
- Improve the quality of teaching and accelerate pupils' progress by ensuring that teachers:
 - pay more attention to pupils' handwriting, especially that of the boys
 - refocus pupils on their learning when their attention slips.
- Improve pupils' attitudes to learning by:
 - developing more effective ways of working with parents to increase pupils' attendance and reduce the number of pupils who are persistently absent.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is determined and methodical in her quest for school improvement. She is inspirational for all pupils and has quickly established a culture of high expectation. Subject and phase leaders ably support her. All staff contribute to effective teamwork in the pursuit of achieving the school's improvement priorities. Teaching is typically good and almost all pupils make good progress.
- The headteacher's evaluation of the school's effectiveness is accurate. Improvement plans focus on the right priorities to make the school even better. Leaders meticulously check on the effectiveness of the actions they take to improve pupils' progress. They take decisive action to amend their plans when improvement is not as rapid as it should be.
- Subject and phase leaders have considerable expertise in, and enthusiasm for, the areas for which they are responsible. They are clear about the barriers pupils need to overcome to make good progress. Subject and senior leaders make regular checks on the quality of teaching. They provide teachers and teaching assistants with any support they need to enhance their skills. Leaders also provide newly qualified teachers, and those in training, with effective support.
- Leaders' checks on pupils' learning are regular and useful. Pupil assessments provide leaders with accurate and reliable information. Leaders check the assessments against pupils' written work and by comparing them with those of other schools. They use this information to provide any extra support or additional challenge that pupils may need.

- Since the last inspection in July 2015, leaders have improved pupils' progress in reading, writing and mathematics by the end of key stage 2. Pupils' progress during key stage 1, however, has been too slow. New leaders have taken urgent action to rectify this. More pupils currently in key stage 1 are achieving higher standards in reading, writing and mathematics than have done so in previous years.
- Leaders place a strong emphasis on supporting disadvantaged pupils to make good progress. They make effective use of the extra funding to help disadvantaged pupils catch up with their peers. Similarly, leaders use the funding for pupils who have SEN and/or disabilities well.
- Leaders provide pupils with a range of different learning experiences. Pupils told the inspectors how much they enjoy learning about the different subjects they study. Extra-curricular activities, residential visits and a homework programme extend pupils' knowledge, increase their understanding and improve their skills. Leaders have re-designed the curriculum but know that it has yet to be personalised to the school.
- Leaders provide pupils with opportunities to develop their spiritual, moral, social and cultural knowledge and understanding. Pupils are aware of different faiths and different cultures. They enjoy learning about new pupils when they join the school. Pupils are provided with opportunities to take on many leadership roles. They have a good understanding of British values.
- Teachers use the school's marking and feedback policy consistently. Pupils explained to the inspectors how much they appreciate this and how they feel it helps them to learn more.
- Leaders use the physical education (PE) and sports funding well. Pupils show a good understanding of how to be healthy. Specialist coaches provide staff with training to increase their confidence in the delivery of PE lessons. Pupils take part in a variety of competitive sporting activities.
- Representatives of the local authority have provided school leaders with a great deal of support during its period of instability. This has been highly effective and enabled improvement to continue. Leaders now make effective use of the local authority support at an appropriate level. Teaching networks and partnerships with other schools provide leaders with avenues to share good practice. Meadow Farm staff take a lead role in some of the learning partnerships.
- Relationships between staff, pupils and parents are positive. Parents are very positive about the improvements that have occurred since the last inspection. Leaders' engagement and communication with parents is effective. Systems to help parents improve their children's attendance, however, are still developing.

Governance of the school

- Governance is much more effective than at the time of the previous inspection. Temporary leadership, support from the local authority and seconded governors have provided the governing body with the skills and experience needed to fulfil its role. The governing body provides leaders with an appropriate level of support and challenge, using the recently established systems and structures.

- Members of the governing body know the school well and have an accurate understanding of its strengths and weaknesses. Senior leaders provide them with high-quality and relevant information on the school's effectiveness. Members of the governing body use this information well to measure the effectiveness of leaders' actions on improving pupils' progress.

Safeguarding

- The arrangements for safeguarding are effective. The leadership team has ensured that all safeguarding arrangements are fit for purpose. There is a strong culture of safeguarding throughout the school. All statutory requirements are met and policies cover all current guidance. Records are detailed and well maintained. The headteacher keeps staff up to date about safeguarding issues through training, memos and briefings.
- The curriculum contributes effectively to raising pupils' awareness of safe practices, including online safety. Pupils explained to the inspectors how to keep themselves safe in a range of different situations. All pupils who spoke with inspectors, or who completed school or Ofsted surveys, said that they feel safe.
- Parents who responded to Ofsted's online survey and the school's own survey, and those spoken with during the inspection, agreed that their children are safe and looked after well.

Quality of teaching, learning and assessment

Good

- The quality of teaching is now typically good. Teaching enables pupils to make good progress in their learning. Staff have high expectations of what pupils can achieve. Staff and pupil relationships are positive. Pupils work well on their own, with partners and in groups.
- Teachers use good subject knowledge to plan interesting learning. Pupils' knowledge is increased and their skills are well developed. Teachers plan work which matches the needs of different-ability pupils. Pupils select learning tasks which are at an appropriate level of challenge to accelerate their progress. This provides the most able pupils with opportunities to think harder.
- Teachers use questioning effectively to check pupils' understanding. They also ask questions that encourage pupils to deepen their understanding. For example, questioning was used highly effectively in Year 3 mathematics. Pupils were encouraged to think hard and deepen their understanding of monetary calculations.
- When teachers identify that pupils are at risk of falling behind, they make sure that the pupils have extra support. Teaching assistants are skilled and particularly effective in supporting small groups of pupils who need extra help.
- The teaching of reading is good. This begins with proficient phonics teaching. Teachers teach the skills of reading skilfully. For example, in Year 6 English, inspirational resources, guided learning and deep thinking supported pupils in developing their inference skills. Pupils who read to the inspectors did so with fluency and confidence.

- The teaching of mathematics is effective because teachers make sure that they provide pupils with opportunities to solve problems. They also expect pupils to show their reasoning by justifying their answers. Pupils enjoy learning mathematics.
- Writing has improved since the last inspection. Teachers provide many opportunities for pupils to write at length. Pupils' grammar, punctuation and spelling have all improved. Pupils' handwriting, however, has not developed as well as their other writing skills, especially that of the boys.
- Pupils are keen learners and mostly work with enthusiasm on the activities teachers set. Occasionally, however, pupils do not sustain concentration and lose focus on their learning. Sometimes teachers do not re-engage the pupils quickly enough.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. All staff help pupils to stay safe and keep healthy. Parents agree that their children are happy, safe and cared for well.
- The school's ethos of being confident, caring and accomplished is visible in pupils' attitudes and demeanour. Pupils take pride in being a part of their community. They also take pride in most of the work they do, with the exception for some being in the quality of their handwriting.
- Pupils benefit from a fulfilling spiritual, moral, social and cultural development programme. Trips, visiting speakers and a variety of different clubs all contribute to the development of key skills. Opportunities to take on positions of responsibility, such as play-leader, peer-mentor or class council representative, are numerous. Pupils take part in elections for the school council and learn about democracy. Pupils are well prepared for life in modern Britain.
- Pupils say that bullying is rare. They were confident that adults would listen to them and deal with any incidents quickly if it was necessary. Parents agree with this and leaders' behaviour records confirm it. Leaders provide pupils with opportunities to learn about bullying and racism. Pupils talked enthusiastically about their participation in 'showing racism the red card'.

Behaviour

- The behaviour of pupils is good. Pupils are polite, welcoming and friendly. Their conduct during playtime and around the school site is good. Pupils, parents and staff are all positive about pupils' behaviour.
- Adults typically have high expectations for good learning behaviour and pupils usually listen attentively, and concentrate well, during lessons. At times, however, some pupils lose concentration and do not focus well enough on their learning. A little low-level disruption hinders the learning of other pupils. Leaders have not yet developed effective systems or processes to pinpoint this type of behaviour. Teachers, therefore, do not routinely correct this when it occurs.

- Pupils' attendance is below average. New leaders have taken effective action to rectify this. Leaders are working hard to identify ways to improve attendance. Early signs are that attendance is rising. However, pupil absence and, in particular, persistent absence, remain above the national average. This is especially true for the increasing number of pupils who speak English as an additional language.

Outcomes for pupils

Good

- Pupils make good progress by the end of key stage 2 in reading, writing and mathematics. In 2017, pupils' progress in mathematics was above average. The vast majority of pupils currently in the school are making good progress. Many are making rapid progress and are catching up from less-effective teaching in previous years. Pupils are well prepared for their transition to secondary school.
- Historically, in key stage 1, pupils have made slow progress. Standards in reading, writing and mathematics have been below national averages. Pupils are now making faster progress in key stage 1. The school's assessment information indicates that more pupils are on track to reach standards similar to those seen nationally by the end of Year 2.
- In 2017, pupils reached similar standards in the phonics screening checks to other pupils nationally. This was a great improvement on what pupils had achieved in previous years. Leaders are sustaining this improvement. They expect pupils currently in Year 1 to achieve at least the national standard in the 2018 phonics screening checks.
- Pupils' progress during key stage 2 has improved since the last inspection. Pupils reach similar standards to other pupils nationally in reading and writing. In mathematics, pupils' attainment has risen sharply as their progress has accelerated. The school's assessment information for current pupils indicates that they continue to make good progress during key stage 2.
- Most disadvantaged pupils make good progress. By the end of key stage 2, they reach similar standards to those seen nationally in reading, writing and mathematics. Disadvantaged pupils' progress during key stage 1 is now improving.
- The school has a small number of pupils who have SEN and/or disabilities. Leaders provide these pupils with effective support. Their progress has improved and most pupils who have SEN and/or disabilities make good progress.
- The most able pupils make good progress and attain high standards in their reading, writing and mathematics.
- Leaders check pupils' progress across all subjects. Pupils' attainment in science is typically good across the school. Their grammar and punctuation skills have improved.

Early years provision

Good

- Children enter the early years with skills and abilities below those typical for their age. They make good progress and many catch up to other children nationally. Leaders are effective in ensuring that most children are ready for Year 1.
- The early years leader is passionate, skilled and competent. She has a thorough understanding of what needs to improve and is not complacent about the successes already achieved in the early years.
- The quality of teaching in both the Nursery and the Reception Year is good. Leaders provide valuable training for staff to improve their practice.
- The indoor and outdoor learning areas provide children with well-chosen activities to support their development. Adults encourage children to engage in, and interact with, the activities they provide. They use questioning with great skill to check on children's learning and to make them think harder.
- The teaching of phonics is strong. Children are highly engaged and challenged when learning new vocabulary and sounds. Adults use stimulating resources to support children's development of reading, writing and mathematics. For example, children enthusiastically created and wrote their own stories using role-play.
- Adults check children's progress meticulously. They carry out high-quality assessments of children's achievements and learning needs. Leaders skilfully use these assessments to plan activities and target support for individual children.
- Children's behaviour is often exemplary in the early years. Children play and work together with consideration. Adults set out activities carefully so children have space to play. Relationships between adults and children are strong. Adults keep children safe in the early years.
- Adults provide effective support for disadvantaged children and those who have SEN and/or disabilities. These groups of children make good progress. Adults are finding ways to support the growing number of children who join the early years with English as an additional language. Currently these children do not catch up to their peers.
- Leaders engage parents well in their children's learning. For example, inspectors observed parents successfully taking part in a weekly 'stay and play' session. The school calls on the support of other agencies to provide children, and their families, with any extra support they need.

School details

Unique reference number	112752
Local authority	Derby
Inspection number	10041554

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Jacqui Webb
Headteacher	Samantha Eyre
Telephone number	01332662631
Website	www.meadowfarmschool.co.uk
Email address	admin@meadowfarm.derby.sch.uk
Date of previous inspection	9–10 July 2015

Information about this school

- Meadow Farm is smaller than the average-sized primary school. There have been a considerable number of staff changes since the last inspection. The headteacher and five new class teachers were appointed in September 2017.
- The proportion of disadvantaged pupils is average. The number of pupils who have SEN and/or disabilities is below average and the number of pupils who have a statement of SEN or an education, health and care plan is above average.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below average, but is increasing.
- The school met the government's 2017 floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club for its pupils.

Information about this inspection

- Inspectors observed pupils' learning in 17 lessons. Most of this learning was observed jointly with the headteacher. Discussions took place with school staff, members of the governing body and a representative of the local authority.
- The inspectors met with two groups of pupils. They considered four pupils' responses to Ofsted's online survey and the school's own pupil survey. They also talked with pupils informally and observed assembly and playtime. Inspectors listened to pupils reading.
- Inspectors observed the work of the school and looked at a broad range of evidence, including the school's analysis of its strengths and weaknesses, planning and monitoring documentation, the work in pupils' books, records relating to attendance and behaviour and the school's information on pupils' current attainment and progress in reading, writing, English, mathematics and a range of other subjects.
- The school's child protection and safeguarding procedures were scrutinised. Inspectors reviewed the school's website to confirm whether it met the requirements on the publication of specified information.
- Inspectors took into account 10 responses from parents to Ofsted's online survey Parent View, including seven free-text comments. They considered the school's own parental survey and spoke with parents informally. The 10 staff responses to Ofsted's online surveys were also reviewed.

Inspection team

Vondra Mays, lead inspector

Ofsted Inspector

Ged Philbin

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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