

Inspection of Meynell Community Primary School

Meynell Road, Sheffield, South Yorkshire S5 8GN

Inspection dates: 3 and 4 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a school in which pupils develop a sense of emotional and physical safety. They are surrounded by adults who care about them and want them to achieve and succeed. Pupils develop an interest and engagement in their learning across the curriculum. They enjoy, value, and love coming to school. Leaders have made significant improvements to the quality of the educational offer available to all pupils. This is beginning to be reflected in the work that pupils produce, as well as their enthusiasm for learning.

There has been a huge shift in the approach to managing behaviour. Pupils know that they will be listened to, understood, and cared for. Staff and pupils consistently talk about how behaviour has transformed over the recent past. Staff and leaders are ambitious for pupils, academically and socially.

When bullying occurs, it is dealt with quickly by staff. Pupils develop a clear moral understanding around right and wrong. Pupils' attendance is improving. Leaders have introduced clearer and more effective systems for identifying families that need support with improving attendance for their children. Leaders have established systems to continue to work with their school community on ensuring that pupils' high attendance is a priority.

What does the school do well and what does it need to do better?

Leaders have made significant changes to the curriculum. They have created a highly ambitious curriculum, which is designed to give pupils deep knowledge over time. Pupils are responding in a highly positive way, and they are beginning to produce work and show understanding of the impact of this curriculum. In some subjects, the curriculum design is not implemented as consistently as it could be to give all pupils the best chance of building on their knowledge over time. Leaders have the same ambition for pupils with special educational needs and/or disabilities (SEND). Leaders have introduced robust systems for quickly identifying and supporting pupils with SEND. Pupils with SEND are skilfully supported throughout school.

There is a clear and well-taught phonics curriculum. Leaders understand the crucial nature and importance of developing fluent readers as quickly as possible. Staff quickly identify pupils who need more support with reading. The books pupils are given to read are closely matched to the sounds they have been taught. Staff skilfully support pupils to read by using consistent strategies and language. Staff receive regular training to help them become experts in how to teach phonics. Pupils develop a love of reading. They see reading as important. Leaders are currently working on the range of books that pupils have the opportunity to read so that more of these books promote an understanding of diversity and wider society.

There are leadership opportunities available to pupils. For example, some pupils take part in roles such as playground leaders or as members of the school council. Pupils are taught through the personal, social, health and economic education curriculum to have an understanding and respect for different groups within society. Leaders have focused on developing pupils' self-esteem and helping them to feel valued and part of a caring school community. Pupils experience some educational visits that enrich their learning across the curriculum. However, the range of experiences and activities that pupils are offered beyond the classroom is not carefully aligned to the overarching curriculum design. Some aspects of these extra-curricular activities across the school are 'standalone' and are not woven fully into the curriculum for personal development.

Children in the early years get a strong start to their education. The curriculum they are taught is carefully planned from their Nursery Year to the end of Reception. Staff skilfully interact with children and support them to develop independence, confidence and resilience. Staff are alert to spotting any children with SEND. Children are taught a curriculum that gives them the chance to build solid foundations for what they will learn in other year groups. For example, the early years leader has worked closely with subject leaders in mathematics and geography to make sure that children are using high-quality, subject-specific vocabulary during their time in Nursery and Reception. Staff work closely with parents to include them as a part of their child's educational journey.

Leaders, including trustees and the newly formed local governing body, have a clear picture of the strengths and areas of development for the school. Leaders have put in place clear and robust systems that give them detailed and accurate information about how well the school is performing. Alongside the primary director, governors and trustees provide high-quality challenge and support for school leaders. There is a shared sense of mission from leaders at all levels in the school. Members of the local governing body have a clear understanding of their roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff at all levels are aware of local safeguarding risks and receive regular training. Staff share information to help leaders identify pupils and families that need support. There are clear systems for reporting concerns. These concerns are followed up promptly. Leaders work closely with other agencies, such as social care agencies, to form a team of support and care around families. Leaders analyse safeguarding incidents and the pattern of these. Pupils are taught important information about how to keep themselves safe online, and they learn to understand healthy and unhealthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in the implementation of some curriculum subjects. As a result, activity choices and resources sometimes do not give all pupils the opportunities to build on what they know and have previously learned. Leaders should ensure that teachers continue to be supported to deliver consistent pedagogical strategies across the curriculum.
- Some extra-curricular activities across the school are 'standalone' and are not woven fully into the curriculum for pupils' personal development. The activities and experiences on offer to pupils are not as carefully mapped out as they could be. Leaders should ensure that they sharpen the rationale for the range of experiences and opportunities pupils are offered from their earliest time in school, to align with the crucial knowledge and experiences identified in the overarching curriculum design.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	139336
Local authority	Sheffield
Inspection number	10268320
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	Board of trustees
Chair of trust	Sarah Draper
Headteacher	Vikki Garratt
Website	www.meynell.sheffield.sch.uk
Date of previous inspection	29 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of Tapton School Academy Trust.
- The school uses alternative provision for a small number of pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the primary director, members of the local governing body and trustees, including the chair of trustees.
- Inspectors spoke to a representative from the local authority.
- Inspectors carried out deep dives in mathematics, early reading, English, art, geography and science. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the designated safeguarding lead and reviewed a range of safeguarding documents, including the school's single central register.
- Inspectors considered the responses to Ofsted's pupil and staff surveys, as well as parents' responses to Ofsted's online survey for parents, Ofsted Parent View.

Inspection team

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