

## INSPECTION REPORT

**MEANWOOD COMMUNITY NURSERY AND  
PRIMARY SCHOOL**

Rochdale

LEA area: Rochdale

Unique reference number: 105773

Headteacher: Mr W A Welch

Reporting inspector: Steve Bywater  
18463

Dates of inspection: 28<sup>th</sup> and 29<sup>th</sup> March 2000

Inspection number: 190707

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Churchill Street Rochdale Lancashire
Postcode:	OL12 7DJ
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Appropriate authority:	The governing body
Name of chair of governors:	Peter Brassington
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Meanwood Nursery and Primary school is much bigger than most primary schools and serves an area which includes two large local authority housing estates as well as privately owned and long established terraced and semi-detached housing. There are currently 435 pupils aged between three and 11 years on roll (230 boys and 205 girls), which is very nearly the same size as it was during the last inspection. Three hundred and forty-five pupils are of statutory school age and the rest are under-fives in a 60-place part-time nursery and full-time reception classes. Nine per cent of pupils are from ethnic minority groups and although a small number of these pupils speak English as an additional language, English is the first language of most of them. The general attainment of pupils on entry to the school is below average although the full range of ability from well below to well above is represented. The number of pupils entitled to free school meals is 150 (35.5 per cent) which is above the national average and about the same as it was at the time of the previous inspection. Seventy-three pupils are on the register of special educational needs (broadly in line with the national average) and two pupils have statements of special need.

### **HOW GOOD THE SCHOOL IS**

Providing very good value for money, this very good and effective school has much to celebrate. In comparison with similar schools, standards in all subjects at the end of both key stages are well above average. The teaching is effectively supported by very good leadership and is good overall. Clearly, the strengths of the school greatly outweigh its weaknesses.

#### **What the school does well**

- Teaching is consistently good.
- The management of the school by the senior management team and the governors is very good. The headteacher's leadership is excellent.
- The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos. This has a significant impact on pupils' learning.
- Pupils have very good attitudes to school, very good relationships with adults and fellow pupils and they behave well.
- An exciting, broad, balanced and relevant curriculum promotes pupils' personal, spiritual, moral, social and cultural development very well.

#### **What could be improved**

- Standards in some aspects of information technology are not high enough.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected in October 1996, the school was found to be a very good and effective school. Since then the school has continued to develop and improvement is judged to be good. The extent to which the school has improved is as much as could reasonably be expected given the already high standards.

Unusually, there were no significant weaknesses identified in the previous report and no key issues for action. Despite this, the school analysed the report very carefully and acted on minor weaknesses identified to develop the school further. As a result, standards are higher than they were during the last inspection, the percentage of good and very good teaching has increased and the high quality of education and care has been maintained. The school is well placed to continue improvements

The school's process of self-evaluation has been very effective. For example, provision for information technology has been identified by the school as a priority for development, and resources and staff training have been increased significantly to support pupils' progress in this subject.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	C	A
mathematics	B	B	B	A
science	A	A	A	A*

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average    E

NB Grade A\* shows the school's performance is in the highest five per cent nationally.

The table shows that in the most recent national tests for 11 year olds, pupils' performance in English was close to the national average, in mathematics it was above the national average and in science it was well above the national average. In comparison with similar schools, standards were well above average in English and mathematics and very high in science. Results over the past four years have been broadly in line with the national trend.

The full range of inspection evidence shows that overall children are below average on entry to the nursery class. They make good progress in nursery and reception and are mostly at the levels expected by the age of five, although they are still below average in their reading and writing. By the age of seven, standards are average in English, mathematics and science. By the age of 11, standards are average in English and mathematics and above average in science. This year is unusual in that the five year olds are attaining higher than previous cohorts and the seven year olds are also an above average group for the school. However, 35 per cent of the current Year 6 are on the special educational needs register and their attainment is likely to be lower than the Year 6 group of last year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school. They are eager learners and try hard to do their best. They have very good attitudes at all times.
Behaviour, in and out of classrooms	Behaviour is good in lessons and at breaktimes. Pupils are sensible and value the feelings of others.
Personal development and relationships	Throughout the school, pupils' personal development is very good. From the youngest to the oldest, pupils welcome responsibility and respond very well to the opportunities given to them. Relationships are very good throughout the school,
Attendance	Satisfactory. Attendance is in line with the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was at least satisfactory in all lessons. It was good in 61 per cent of lessons and very good in 21 per cent.

The quality of teaching of children under five in nursery and reception classes is good. The teachers and support staff have high expectations and plan interesting and challenging tasks although in reception there are too few opportunities for pupils to write independently.

Teaching in Key Stages 1 and 2 is good overall and particularly impressive in Years 2 and 6. The teaching of English and mathematics is good and the grouping of pupils by ability ensures they are all challenged well – this is particularly true of the higher attaining children.

Teachers' subject knowledge is good in many subjects and the specialist teaching of music is very good. The teaching of pupils with special educational needs is good and the teaching of those who speak English as an additional language is satisfactory. Teachers' marking is satisfactory overall, although some do not offer sufficient constructive remarks to help pupils improve the standard of their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum for all pupils is well planned at all levels and effectively matched to the needs and interests of pupils. The curriculum is broad, balanced and relevant and enhanced by a very good range of extra-curricular activities and educational visits which motivate and encourage pupils.
Provision for pupils with special educational needs	Pupils' special educational needs are well catered for both by teachers and a good number of hard working support assistants. There is early identification of special educational need. Good quality individual education plans are regularly updated with clear targets and precise time scales.
Provision for pupils with English as an additional language	Satisfactory. Additional language needs are assessed and work is well planned to meet individual needs.
Provision for pupils' personal and social education, including spiritual, moral, social and cultural development	Very good in all aspects. Staff provide very good role models and have high expectations of pupils' behaviour. Through carefully planned activities the school encourages pupils to show consideration to others. Very good provision is made for pupils' cultural development through their work in art, music, history and religious education.
How well the school cares for its pupils	Very good. There is a strong commitment to the well-being of pupils, which is very obvious in the day-to-day work of the staff.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective leadership over a good number of years has resulted in high standards in many areas of its work. The school ethos strongly supports learning. The headteacher is an excellent leader who provides very clear educational direction to the work of the school. Very good delegation and high commitment by all staff lead to a very strong sense of teamwork. Key staff are thoroughly aware of their roles and responsibilities and fully active in them.
How well the governors fulfil their responsibilities	Very good. The business of the governing body is very efficiently conducted and all statutory requirements are met. Governors help to shape the direction of the school through their involvement in development planning and the approval of key policies. They support the school very well and have a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good. The headteacher's systems for monitoring and evaluating teaching and curricular effectiveness are extensive and rigorous. Governors systematically review standards and progress and their findings are routinely fed into the policy making process.
The strategic use of resources	Very good. The school's spending and plans for the use of a high carry over reflects the priorities expressed in its aims and very detailed school development plan. Governors are conversant with the principles of best value and apply them effectively to ensure that very good use is made of all resources including staff.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and they make good progress.</li> <li>• The teaching is good and the school expects children to work hard and achieve their best.</li> <li>• The school works closely with parents and parents are kept well informed about how their child is getting on. They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• The school is helping my child become mature and responsible.</li> <li>• The amount of work pupils do at home.</li> </ul>	

This table also takes account of the views of nine parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 101 returned questionnaires. The inspection team agrees with the positive views of parents. Of 12 questions on the questionnaire, over 90 per cent of parents either agreed with or strongly agreed with the school's provision in 10 of the questions. In the other two questions over 85 per cent of parents agreed or strongly agreed. Seven per cent of parents in the questionnaire felt that homework provision could be improved and this was the most significant, though not serious, disagreement.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Teaching is consistently good.**

1. Overall, the teaching is good. Teaching seen was never less than satisfactory, was good in 61 per cent of lessons and very good in 21 per cent. Teaching was particularly good in Years 2 and 6. The high quality of teaching, which was recognised at the time of the last inspection, has been at least maintained.
2. The quality of teaching of children under five is good. The teachers and support staff work well together, effectively monitoring children's development and planning challenging tasks founded upon a clear understanding of their needs and on good assessment systems. The teachers use a wide range of resources and planned activities, closely matched to the children's abilities, to ensure an interesting environment. Language and literacy work develops well as the teacher makes effective use of direct teaching to enable children to learn letter sounds and words and to make sentences. In reception classes however, there are too few opportunities for pupils to write independently. Opportunities for role-play, provided by the teachers and adult helpers, ensure the successful development of children's speaking and social skills. This facilitates the development of very good relationships. Games and songs are used by the teachers to enhance children's concentration and to reinforce learning.
3. In both key stages, teachers' subject knowledge is good in most subjects. Specialist teaching, for example in music, is very effective and lessons taught by the science and information technology co-ordinators in their specialist subjects were particularly impressive. Whilst many teachers are effectively developing their confidence and expertise in teaching information technology, some still need to improve their skills in this area.
4. The teaching of literacy and numeracy skills is good. Teachers have a good understanding of the National Literacy and Numeracy Strategies. Challenging, well chosen, whole class texts are used in literacy lessons to ensure pupils' interest and involvement. For example, in a good Year 6 literacy lesson, the teacher effectively used the nonsense poem 'The Pobble who has no toes' and skilfully asked probing questions to enable pupils to identify significant features of the verse. Resources are used well in numeracy lessons and pupils show high levels of interest and are keen to achieve at speed during fast moving mental mathematics sessions. In the well-managed plenary sessions, teachers effectively reinforce the learning objectives and evaluate pupils' progress. The grouping of pupils by ability in English and mathematics is effective and helps teachers to match work more carefully for pupils of similar ability.
5. A good feature of teachers' planning is the way that they help pupils to make connections between different subjects. Opportunities are given for pupils to apply their knowledge, skills and understanding and to realise that learning can be fun and does not have to be seen as an isolated experience. Literacy has a very high profile throughout the school, with writing skills being promoted very well through subjects such as history and religious education. For example, pupils in Key Stage 2 write impressive creative pieces about a portrait of Henry VIII that comes to life. On another occasion they write their own account of the Creation.
6. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. The high expectations held by teachers and their use of praise and encouragement enthuse and motivate pupils. All

teachers manage and control pupils well. Most teachers give thorough explanations of the tasks pupils are expected to do and they use open-ended and probing questions very well in order to challenge pupils' thinking. Pupils respond enthusiastically, expand on their answers fluently and know that their contributions are valued.

7. Teachers set realistic and challenging targets for pupils and learning objectives are clearly described in the short-term planning. Most teachers discuss these objectives with the pupils at the beginning of a lesson to ensure a clear learning focus. They work conscientiously to provide interesting starting points, for example, visits and visitors, to motivate and engage pupils in their learning. Teachers achieve a successful balance between whole class teaching, opportunities for enquiry and the chance for pupils to work independently and co-operatively. Varied strategies for the organisation of groups and classes enable the pupils to demonstrate their progress and both refine and enhance their work. Opportunities are given for pupils to problem solve, handle materials, use their skills and knowledge and enhance them. This was seen to very good effect in a science lesson in Year 5 and is helping to maintain the high standards seen in science. Classrooms are well organised, with good quality displays in all classes and around the school reflecting the diversity and richness of the curriculum. Teachers and educational support staff are enthusiastic and highly committed to the school, its work and its pupils. They all work well together, sharing values and a common sense of purpose and thus making significant contributions to the achievements of pupils.
8. Teaching of pupils with special educational needs is good; this is achieved by the use of in-class support and support through withdrawal of groups. Teachers work hard to meet individual pupils' needs by matching work accordingly to ensure the best possible progress is made.
9. Homework is always appropriate and supports pupils' learning. Eighty-nine per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils and a 'Homework Club' and booster classes are helping to raise standards.

**The management of the school by the senior management team and the governors is very good. The headteacher's leadership is excellent. The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos. This has a significant impact on pupils' learning.**

10. The management of the school is very efficient and effective. Excellent leadership is displayed by the headteacher. Very effective monitoring and support has led to the good quality of teaching and a very good ethos has been created which has led to the very good attitudes and behaviours of pupils and the standards which are well above average when compared with similar schools. The teachers and governors are committed to achieving high standards and have a clear, practical vision of what constitutes high standards in attainment and teaching. The headteacher communicates this very effectively through school policies and his day-to-day involvement with pupils, staff, parents and governors. He knows all the pupils very well and is highly respected by staff, parents, governors and pupils. Communication within school is very good, with everyone sharing the sense of common purpose. This has been achieved through the regular consultations with staff, governors, parents and pupils, and through the headteacher's good knowledge of the strengths and weaknesses of the school.
11. The school development plan effectively balances national priorities, such as the National Literacy and Numeracy Strategies, with those identified by the school, for example information and communication technology. Objectives within the plan are precise, action

planning is suitably detailed, individual responsibilities and timescales are clear and resource implications have been evaluated.

12. A clear commitment to raising standards, the necessary strategies, routines and supporting documentation all ensure consistent improvement. The school development plan is well developed and is an effective management tool. It is carefully devised by the headteacher in consultation with the deputy headteacher and staff. Priority areas for development are identified and then presented to the governing body for discussion. Progress towards the meeting of the targets is reviewed formally at termly meetings. Whilst the governors are very supportive of the school, other than the literacy and numeracy governors they are not fully involved in the quality monitoring of teaching and learning across the school. However, the rigorous monitoring by the headteacher and staff clearly identifies areas for development. Governors meet their statutory requirements and there is a strong commitment to the care of pupils which is illustrated by the very good relationships between adults and pupils.
13. There are effective financial procedures and spending priorities identified in the school development plan and linked accurately to the school budget. The governing body works well with the headteacher, both in the setting of the initial budget and in its review. There are efficient procedures for monitoring and evaluating the efficacy of financial decisions, particularly when related to staffing and the curriculum. A larger than average carry over in the budget is appropriately explained and used to maintain the current numbers of support staff and smaller class sizes. Overall, the school makes very good use of the resources available and is well aware of the principles of best value. The school makes a detailed analysis of assessment results, including comparisons with other schools and has continually checked to ensure that pupils' individual targets are being met. Targets (for school and individual pupils) are realistic, relevant and suitably challenging and the effective assessment systems enable monitoring to bring about improvements.
14. The duties of teaching staff beyond the classroom are clear and all teachers have subjects which they co-ordinate, often taking the opportunity to work alongside and advise colleagues. For example, teachers have taught demonstration lessons and supported colleagues in numeracy, literacy and information technology. This support makes a significant contribution to the quality of the school's work. The headteacher, deputy headteacher, co-ordinators and local education authority adviser undertake monitoring of teaching, giving oral and written feedback on relative strengths and areas for development. A good deal of effective, informal support is given by teachers and support staff to each other and much of the school's success is due to this.
15. Issues relating to special educational needs are managed well by the special educational needs co-ordinator. He maintains records meticulously, oversees early identification and he ensures regular communication with staff and governors. In addition, he monitors pupils' records, communicates with parents, organises review meetings when required, and maintains and updates the special educational needs register.

**Pupils have very good attitudes to school, very good relationships with adults and fellow pupils and they behave well.**

16. Pupils' behaviour is good and their attitude to learning is very good. Relationships are also very good and are a key strength of the school. In the nursery and reception classes, children's personal development is good; they are happy on arrival and readily participate in the activities. They quickly learn the routines of the classes and are able to make a useful contribution to the success of the day. They develop in confidence and demonstrate growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are

positive and have significant effects upon their learning. In Key Stages 1 and 2 pupils' behaviour is good in lessons and around school and their attitude to learning is very good. Pupils enjoy coming to school and are very mature in their approach to school. They have developed very good work habits, they settle down to work quickly and maintain concentration from an early age with good application to the tasks set during the school day. For example, in a reception class design and technology lesson, pupils work sensibly on their own and in collaboration with others. Pupils of all ages handle resources sensibly, demonstrating appropriate respect for them. Pupils with special educational needs have positive attitudes to their work and they concentrate and work hard, with the result that good progress is made towards personal targets and lesson outcomes.

17. Most pupils are very courteous and well mannered towards their teachers and to visitors. Many entered into conversation with inspectors (lunchtime was especially chatty), and held doors open for adults as they moved around school. Relationships in school amongst pupils and between adults and pupils are generally very good. Very little anti-social behaviour and no bullying were observed during the inspection. Some very good opportunities exist for pupils to take responsibility for activities in and around the school, whilst the school council offers an effective forum for pupils to share their views and know their opinions are valued. Pupils in Years 5 and 6 take on more responsibility; they staff the school office at lunchtimes and organise charity events. Their personal development is enhanced further when they enjoy a residential visit to Winmarleigh Hall. A very good link with the severely handicapped unit of Innes School helps pupils to show the attributes of patience, tolerance, respect, kindness and care. Such opportunities have a very positive impact on the personal development of pupils.

**An exciting, broad, balanced and relevant curriculum promotes pupils' personal, spiritual, moral, social and cultural development very well.**

18. The quality and the range of opportunities for learning provided by the school for all of its pupils are good. The curriculum is broad and balanced and relevant to the ages and interests of its pupils. The curriculum meets the statutory requirements of the National Curriculum in all subjects including religious education. Curriculum planning ensures that some subjects such as art, history, literature, music and geography are meaningfully linked and spark the pupils' interest. Information technology is used satisfactorily to support other subjects, for example through using CD-ROM programs to improve spellings and numeracy skills and through using an art program to create pictures in the Pop Art style of Andy Warhol. However, there are weaknesses in using spreadsheets and control technology in Key Stage 2.
19. The school has implemented both the National Literacy and Numeracy Strategies successfully and plans for them well, with an effective staff training programme offering sound support for the English and mathematics curriculum. Schemes of work in many subjects have been recently reviewed and the school is moving towards the use of current guidance from the government's Qualifications and Curriculum Authority for most of them.
20. The school makes very good provision for pupils' personal, social and health education. This is supported by a thorough health education policy with planned key themes for each year group appropriate to their age and development. The school has a policy for the teaching of sex education and pupils are informed of the dangers of drug misuse. An impressive feature of the school's curriculum is the special effort to develop a sense of citizenship. This can be seen through the work on the environment produced following visits to Heaton Park and Healey Dell and pupils' sensitivity when discussing a variety of topics including the floods in Mozambique.

21. All pupils, including those with special educational needs and statements of special educational needs, have full access to the curriculum. The provision for pupils with special educational needs is very good. Pupils with special educational needs are identified early and they receive very good support in their learning. Individual education plans for pupils on Stages 2 to 5 of the Code of Practice<sup>1</sup> are well prepared with a good level of detail. Timescales are always clearly stated to ensure that targets are met in the shortest time possible and they are updated frequently. The school has strong links with the outside agencies which provide good support for pupils with special educational needs throughout the school. Parents of pupils with special educational needs are kept well informed of their child's progress.
22. Regular additional literacy support is given to a significant number of pupils in Year 4 to boost their learning. Effective additional teaching is provided for pupils in a Year 6 'Homework Club' and booster classes which are held after school and are raising pupils' attainment in literacy and numeracy.
23. Provision for the spiritual, moral, social and cultural development of pupils is very good and maintains the positive features which were reported at the time of the last inspection. Teachers successfully create an environment where pupils' contributions are valued. Within the daily act of collective worship pupils are given opportunities to listen quietly to music at the start and have moments for prayer, stillness and reflection. Year 5 pupils produced some stunning pastel and ink pictures to express their own ideas following a musical appraisal of Stravinsky's 'Rite of Spring'. Such opportunities contribute well to the very good provision for spiritual development. In religious education pupils learn about a greater being and in studies of the world's major religions pupils in Key Stage 2 learn about prayer and its importance. In Year 6 pupils write very moving accounts in history such as 'The Miracle of Dunkirk'. In some classes the pupils are given opportunities to write their own prayers.
24. Pupils' moral development is very good; they are taught to know right from wrong and to behave well. The school's moral code is consistently promoted by staff and is recognised and respected by the pupils. The school lays an emphasis on developing self-discipline. Pupils are given opportunities to be involved in making rules for their classrooms. Staff and pupils are aware of the importance of kindness and good behaviour, with pupils being effectively rewarded for good behaviour. Unacceptable behaviour is dealt with sensitively and promptly. Pupils are encouraged to develop an understanding of their moral responsibilities and the consequences of the actions that they take.
25. Provision for pupils' social development is very good. Older pupils have appropriate opportunities to exercise responsibility. For example, they assist with collective worship arrangements and carry out a variety of administrative tasks. Staff act as positive role models for pupils through their good example and pupils are expected to be polite and courteous. Participation in a wide range of extra-curricular activities such as folk club, science club, art club, computer club, and a wide range of sporting clubs plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work as a team, and to mix with other children and adults from within the school. Parents and pupils alike express their appreciation for the extra-curricular activities and especially enjoy competition with other schools. A very supportive Parent

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

Teacher Association organises a number of events which are well attended by adults and children. The school actively encourages pupils to support and take care of others both personally and through supporting charities. A wonderful link with the staff and pupils of the severely handicapped unit of Innes School enables pupils of Meanwood School to develop an understanding of the world of a severely handicapped child. Pupils are also encouraged to appreciate and take care of the environment by considering how they can reduce waste. A good range of trips outside school further promotes pupils' social development.

26. Overall, provision for pupils' cultural development is good, with many opportunities for pupils to explore their cultural heritage. Pupils' awareness of their own cultural traditions is very good and they have a satisfactory appreciation of the diversity and richness of other cultures. In religious education lessons, pupils demonstrate a secure awareness of other faiths and cultures. For example, they learn about customs, festivals and celebrations such as Shabbat, Hanukkah and Eid. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Greece, Rome and Egypt. Cultural experiences include pupils experiencing the music and art work of famous artists such as Lowry, Van Gogh and Monet. There are also limited opportunities for pupils to experience the artwork and music of other cultures. Visits and visitors play a substantial part in promoting pupils' cultural development. For example, musicians and theatre groups have visited the school and pupils have visited Bramall Hall, where they dress and act as Tudor children for the day.

## **WHAT COULD BE IMPROVED**

### **Standards in some aspects of information technology are not high enough at Key Stage 2.**

27. Attainment in information technology at the end of Key Stage 2 is below the national expectation. Progress overall is now satisfactory although there are examples of very good progress in one or two classes. Significant improvements have been implemented since the last inspection and the school is making rapid progress in developing the subject further. For example, a computer suite with sufficient good quality computers has been built and whole-class lessons can be taught. A new scheme of work is being followed and this is providing good guidance to teachers in systematically developing pupils' skills. In-service training has improved the skills of all teachers. However, it is recognised that some teachers require more help and all teachers are willing to learn.
28. Pupils make satisfactory progress in their skills, knowledge and understanding of how to communicate and handle information through information technology and by the end of Key Stage 2 pupils' attainment is in line with national expectations. Most pupils in Years 5 and 6 are now competent at using the internet and can send and receive e-mail. Although pupils' progress is unsatisfactory in many classes, by the end of Key Stage 2 many pupils are also meeting the national expectations in using information technology based models and simulations to explore patterns and relationships. The weakness in the information technology curriculum is controlling and measuring. In this aspect of information technology pupils are below national expectations. Although pupils in Year 5 are able to use information technology to sense physical data such as temperature, light and sound, pupils in Key Stage 2 do not have sufficient opportunity and guidance to write a set of commands, for example, to draw a shape on screen. Few pupils in Year 6 have developed an appropriate technical vocabulary and they are uncertain of the terms such as 'field', 'record' and 'file'. They do not make the expected progress by framing questions carefully to retrieve specific information by using more than one field. Progress is directly related to the teachers' subject knowledge and confidence.

29. Another positive development is the Computer Club for Year 6 pupils, which is currently being used to build a school web-site and involves producing a multi-media presentation.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

30. The school has already identified a need to improve the standards in information technology and plans are already in place to address this area of development. To achieve this the governors, headteacher and staff should continue to:
- develop teachers' planning in information technology to ensure that pupils build steadily upon their skills and understanding;
  - increase the amount of time pupils spend working at computers;
  - make better use of existing resources and improving them coherently;
  - improve teachers' subject knowledge;
  - ensure that information technology skills are used more across the curriculum.

(paragraphs 3, 11, 27, 28)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	21	61	18	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	405
Number of full-time pupils eligible for free school meals	N/A	150

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		73

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	30	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	18	19	22
	Girls	22	27	26
	Total	40	46	48
Percentage of pupils at NC Level 2 or above	School	75 (71)	87 (71)	91 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	22	22
	Girls	26	27	26
	Total	44	49	48
Percentage of pupils at NC Level 2 or above	School	83 (73)	92 (88)	91 (75)
	National	82 (85)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	1999	31	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	22	26
	Girls	24	27	29
	Total	42	49	55
Percentage of pupils at NC Level 4 or above	School	67 (58)	78 (65)	87 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	22	26
	Girls	23	28	29
	Total	41	50	55
Percentage of pupils at NC Level 4 or above	School	66 (64)	79 (65)	87 (82)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	25
Bangladeshi	
Chinese	2
White	311
Any other minority ethnic group	7

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	28.9
Average class size	28.9

#### **Education support staff: YR – Y6**

Total number of education support staff	5.5
Total aggregate hours worked per week	114.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.4
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	28.9
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999
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	£
Total income	598,079
Total expenditure	598,717
Expenditure per pupil	1,358
Balance brought forward from previous year	51,665
Balance carried forward to next year	51,027

## Results of the survey of parents and carers

Questionnaire return rate 21.7%

Number of questionnaires sent out	465
Number of questionnaires returned	101

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	1	1	2
My child is making good progress in school.	71	26	2	0	1
Behaviour in the school is good.	53	40	1	1	5
My child gets the right amount of work to do at home.	50	39	7	0	4
The teaching is good.	82	15	1	1	1
I am kept well informed about how my child is getting on.	75	22	1	1	1
I would feel comfortable about approaching the school with questions or a problem.	75	19	2	1	3
The school expects my child to work hard and achieve his or her best	76	20	0	0	4
The school works closely with parents.	69	23	5	0	3
The school is well led and managed.	78	19	2	1	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	53	32	4	0	11