



Meadow Farm Community Primary School

Inspection Report

Unique Reference Number 112752
LEA City of Derby LEA
Inspection number 279007
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Mrs. Joyce Cox LI

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

Type of school	Primary	School address	Foyle Avenue
School category	Community		DE21 6TZ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01332662631
Number on roll	273	Fax number	
Appropriate authority	The governing body	Chair of governors	Mrs.Carran Stevenson
Date of previous inspection	15 January 2001	Headteacher	Mrs. Clare Morgan

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Meadow Farm is a slightly larger than average primary school with 273 pupils. It is situated in a residential suburb of Derby in an area of mixed private and social housing. Most pupils are of White British heritage, with a very low percentage of pupils who have English as an additional language. The proportion of pupils entitled to free schools meals is above average. The proportion of pupils with learning difficulties is below average as is the number of pupils with a statement of special educational need. Children's attainment on entry to the Nursery is below average particularly in terms of their speaking and listening and personal and social skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Meadow Farm is a good school with some outstanding features. It provides good value for money. The headteacher is an excellent leader and there is a strong commitment to continuous improvement at all levels in the school, leaving it extremely well placed to make further progress. The school has made good improvement since its last inspection and has successfully tackled the areas identified for development. Parents and pupils think the school is great. One parent writes: 'My children love their school, which has wonderful, committed, caring, enthusiastic staff who are led by a fantastic head teacher.' The inspection findings support the school's positive assessment of its overall effectiveness. Pupils' personal development is outstanding. Children in Nursery and Reception classes get off to a good start in their education. Foundation Stage staff are currently working at ways to simplify how Nursery and Reception children's progress is measured and recorded. The school runs smoothly and pupils are well prepared for the next stage in their education. Pupils reach above-average standards by the time they leave. They make good progress in their learning because the quality of teaching is of such a high calibre in junior classes. Teachers provide a wide and varied range of activities to bring pupils' learning to life which ensures that they really enjoy their lessons. The headteacher has created an atmosphere in which everyone feels very well cared for and valued and fully involved in school life. Senior leaders are very good at taking account of staff, children and parent' views and acting upon them.

What the school should do to improve further

- Continue to devise ways to measure and record children's progress in the Nursery and Reception classes.

Achievement and standards

Grade: 2

Children start in the Nursery with below-average levels of knowledge and skill, especially their speaking and listening, and personal and social skills. They make especially good progress in the Nursery and Reception classes in terms of their personal and social skills. However, children's attainment is below the expected level on entry to Year 1, particularly in their language and literacy skills. The achievement of Year 2 pupils in national tests is good; they reach average levels from a lower-than-average starting point in the Nursery. By the age of eleven, standards are above average in mathematics and science and average in English. The school sets challenging targets for Year 6 pupils to attain. In the 2005 national tests Year 6 pupils exceeded these expectations, particularly in the proportion of pupils attaining the higher Level 5. Assessment data show that junior pupils have made good and, in the case of many less-able pupils, very good progress between Years 3 and 6. This impressive achievement is due to high calibre teaching and skilful planning to meet pupils' different needs. Pupils with learning difficulties and disabilities make good progress because they are quickly

identified and receive high quality support from the special needs co-ordinator, the learning mentor, teachers and support staff.

Personal development and well-being

Grade: 1

The school fully meets its mission statement of developing 'confident, caring and accomplished' children. Pupils have very good attitudes to their learning. Older pupils in particular are mature and sensible and very good at recognising and celebrating each other's personal and academic strengths. Teaching captures pupils' interest very effectively so that they love coming to school, want to succeed and take pride in their work and their school. They enjoy their lessons; they work very hard and are enthusiastic, confident learners. They work very well, either individually or with others, forming excellent relationships with each other and with members of staff.

Above-average attendance is a strong indication that pupils enjoy coming to school. Behaviour in lessons is excellent. Pupils respect one another's views and contributions and are very supportive each other. Around the school behaviour is very good, with pupils playing well together. The school makes an excellent contribution to pupils' social and moral development and a good contribution to pupils' spiritual development. The contribution made to cultural development has improved since the previous inspection and is now very good, with an effective contribution being made to pupils' multi-cultural education. The school is a very safe environment and pupils are encouraged to adopt healthy lifestyles. The 'huff and puff' sessions, together with a range of other exciting sports initiatives, make a strong contribution to this aspect of the school's work. Pupils make a very good contribution to the local and wider community, including organising fund-raising events. School and class councils work very effectively and are highly valued by pupils. The school makes sure that pupils' views are known and acted upon. Currently, the councils are considering the possibility of the school becoming an eco-school and this consideration is, in turn, enabling pupils to give thought to how they can make a positive contribution to the environment. Learners make good progress in acquiring the numeracy and literacy skills that will help in later life and they get a very good start to learning about the world of work.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with some outstanding features. It is one of the key reasons for pupils achieving so well. Teachers conscientiously and successfully consider which are the best ways to make sure that all pupils learn effectively. Pupils talk enthusiastically about their teachers who 'make lessons fun and help us when we don't understand something.' The Foundation Stage leader, who is an outstanding teacher, makes learning relevant, interesting and exciting. Children in her class achieve very well as they are completely absorbed in a range of very skilfully planned and enticing activities. Throughout the school excellent relationships, superb classroom

management skills, very detailed planning, together with the fact that staff know pupils so well, help all pupils to succeed. In a very successful gymnastics lesson the teacher captured the pupils' full attention because of her tremendous enthusiasm and excellent subject knowledge. The pupils were highly motivated and showed that they could plan and execute a series of carefully controlled movements. Teaching assistants are capable, competent and highly valued members of the team. They happily and confidently provide good support in lessons to all pupils, and in particular to those with learning difficulties and disabilities. The school's accurate information about standards and the progress the pupils make is used effectively in most classes. Teachers in Years 3 to 6 plan activities very carefully to ensure that pupils build rapidly on their knowledge and understanding. Pupils know their targets in English and mathematics, which show them what they need to do next. Teachers mark pupils' work very carefully and clearly tell pupils how well they are doing or what they should do to improve. Homework is set regularly and pupils say they enjoy completing the varied range of interesting and often practical activities.

Curriculum and other activities

Grade: 2

The curriculum is broad and successfully meets the interests and abilities of all pupils. Drama, visits and visitors make lessons fun and bring subjects alive so that pupils enjoy learning. Residential visits develop pupils' social and emotional skills well and help them learn about famous people and places. The wide range of extra-curricular clubs meets many interests and enriches the curriculum well. Pupils are proud of the school allotment and talk excitedly about the vegetables they grew during the previous summer. Pupils enjoy the many regular opportunities for physical education and sporting activities, which encourage them to be active. The school plans special curriculum days and other additional activities to interest all pupils and to make sure the needs of pupils with a particular gift or talent are met. An extremely effective programme for pupils' personal, social and health education ensures they have good knowledge about social relationships and drugs awareness. A good range of well planned topics makes sure that pupils successfully develop good literacy, numeracy and computer skills. The school is effectively working on using a wider range of information and communication technology (ICT) equipment to support learning. Good opportunities are planned for children in Nursery and Reception classes to explore, investigate and use their imagination. Particular emphasis is given to extending the children's experiences, language development and personal skills because many start school with poorer skills in these aspects.

Care, guidance and support

Grade: 2

The school has very good arrangements in place for ensuring pupils' safety and health. Child protection and health and safety procedures are clear and well known by staff. The school provides excellent day-to-day care for the children and follows the rules and requirements for checking staff, visitors and safety conscientiously. The school

give excellent support and guidance to pupils' personal development. Consequently, the school's ethos is one in which everyone gets along well together and pupils are keen to take responsibility and make a positive contribution to the school. School council representatives say that they like doing the job because it 'helps to make the school a better place for everyone'. The school has a great deal of information about pupils' academic progress but some assessment systems are fairly new. Systems in the Nursery and Reception classes are currently being developed to make sure they continue to support improvements in teaching and learning. Most teachers write very focused comments when marking pupils' work and, along with individual targets, ensure that most pupils know how to improve. Planned work usually includes challenge for the more able and always identifies support for those who need special help. This enables all pupils to make good, and sometimes exceptional, progress during their time in school.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides outstanding leadership which has led to significant improvements in standards, progress, learning and teaching in the last three years. A very clear focus on celebrating success and tackling weaknesses is ensuring that everyone is committed to providing the very best for all pupils. This is enabling the vision that 'children will be confident, caring and accomplished' come to life. The strong commitment to developing pupils' personal and social skills is ensuring high quality relationships and an excellent ethos of respect, friendship and trust. The school has an excellent capacity to improve. Governance is good; governors provide good support and challenge to the school. They are fully involved in making decisions that affect the school's development. The school evaluates how well it is doing extremely effectively and accurately and so has a clear picture of what it needs to improve. Subject leaders are fully involved in the evaluation of standards and so are clear about progress. The deputy head 's excellent leadership of learning and teaching is resulting in high levels of outstanding practice in junior classes. The Foundation Stage leader is new to this role. She is sharing her expertise effectively to put the necessary improvements into place in the Nursery and Reception classes. The total involvement of pupils and parents in making decisions about the work of the school is making sure everyone is very clear about what is expected of them. Resources are deployed very effectively to give good value for money and to make sure all pupils achieve well.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us to your school when we visited. It was a real pleasure to talk to some of you and to watch you working. This letter is to tell you about some of the important things we saw. We think that you are really lucky to go to such a good school. Your headteacher is an excellent leader and your school has brilliant teachers who are dedicated to helping you to learn as much as you can. They make sure that you reach good standards in your work and that you are happy and very safe at school. They encourage you to be healthy and they make sure you have very good opportunities to learn exciting new things. Many of you told us how much you liked your headteacher and all the other staff and how well you thought they helped you to learn. You also really like being responsible and helping the staff through the school council and all the many other ways to you help around the school. Your behaviour is excellent and this makes it easier for the teachers to teach and for you to learn. Because you go to such a good school there is very little that we could find that the school should be doing better. We think that your headteacher and Nursery and Reception teachers should keep on working out the best ways to record what the youngest children learn. It was so good to find that all of you are very happy at school and doing so well and that your parents appreciate and value your school so highly. Keep working hard and enjoying life at Meadow Farm.