



Meadowfield Primary School

Inspection Report

Unique Reference Number 134516
LEA Leeds
Inspection number 282589
Inspection dates 13 February 2006 to 14 February 2006
Reporting inspector Mrs Brenda McIntosh CfBT Lead Inspector

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

Type of school	Primary	School address	Neville Road
School category	Community		Leeds
Age range of pupils	3 to 11		West Yorkshire LS15 0NW
Gender of pupils	Mixed	Telephone number	0113 336 8010
Number on roll	449	Fax number	0113 249 6781
Appropriate authority	The governing body	Chair of governors	Mr M Shaw
Date of previous inspection	Not applicable	Headteacher	Mr Richard Mellard

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is an amalgamation of two primary schools, which opened in September 2004. During the first 15 months of its life, it operated on two sites about half a mile apart and for most of this time as two separate schools. The new building opened in November 2005. The Foundation Stage recently amalgamated with a local Early Years Centre. It serves a very deprived community. Over 60% of the pupils are eligible for free school meals, a much higher proportion than usual. Most children are from white British backgrounds. A below average proportion is of a minority ethnic heritage. The proportion of pupils with learning difficulties and/or disabilities is above average. A very small number are in the care of the local authority. The number of pupils who start or leave the school other than at the normal time is higher than average. In September 2005, 50% of the teaching staff was new in Key Stage 2.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Meadowfield is a new school and is already showing strong signs of improvement. It offers a satisfactory quality of education and provides satisfactory value for money. These findings reflect the school's view of its overall effectiveness. The leadership and management are satisfactory overall with strengths in the leadership of the headteacher and deputy headteacher. The recent amalgamation brought many challenges but the school has come through it very successfully, despite still having to pursue 'snagging' issues relating to the new building. There is a 'buzz' of improvement about the school. The quality of teaching and learning is satisfactory with examples of good and outstanding practice. Pupils are making rapid gains in their learning in most classes in response to the improvements in the quality of teaching. The school has only recently entered a settled period and therefore initiatives aimed at raising achievement have not yet had time to impact fully on pupils' standards which still remain well below average. However, the school is on course to meet its challenging targets. The curriculum is satisfactory. Provision in the Foundation Stage is satisfactory, as is the care, guidance and support of children. Pupils' personal development is satisfactory. However, attendance levels are below average. The school works hard to tackle this issue but the once improving levels have fallen since its relocation to the new site. Systems for the monitoring and evaluation of performance are rigorous and result in the school knowing exactly where the strengths are within the school and the areas requiring development. This indicates the school has a good capacity to continue to improve.

What the school should do to improve further

Raise standards and achievement throughout the school by:

- improving the quality of teaching and learning to good or better and ensuring a consistency of practice throughout the school
- working with parents and carers to improve pupils' attendance
- developing pupils' confidence further and ensuring that they are actively involved in their learning
- pressing for speedy completion of 'snagging' issues relating to the new building and grounds to ensure full attention can now be given to raising achievement.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. The school's judgement that achievement is inadequate was based on its first year's results in the 2005 tests when pupils' performance was significantly lower than average. Since then, many initiatives have been put in place to speed up pupils' progress. The school's data show that pupils are now making rapid gains in their learning in most classes throughout the school, although there is still some 'catching up' to do. Pupils' progress is variable because of differences in the quality of teaching but it is at least satisfactory. Pupils enter the

nursery with skills that are well below those expected for their age. Throughout the Foundation Stage, progress is currently satisfactory. Many changes are still taking place as the unit becomes fully established. Standards are below expectations by the time pupils enter Year 1. Pupils with learning difficulties and/or disabilities make similar progress to others due to effective support from staff and outside agencies. Rigorous systems for improving pupils' progress are beginning to bear fruit and the current Year 6 are on track to meet challenging targets, although standards are still well below average. Standards are adversely affected by pupil mobility and poor attendance. It is clearly evident from the school's tracking data that this was the case in the 2005 results at the end of Year 2.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. Pupils have coped well with the upheaval of the amalgamation. They are settling in well, adapting quickly to routines and responding well to the school's expectations of how they should behave. Pupils from the two schools are forming positive relationships. Although pupils say some bullying takes place, they feel problems within school are soon sorted out. Pupils' spiritual, moral, social and cultural development is satisfactory. Their behaviour is satisfactory and, in lessons, they comply well with teachers' requests. However, they are often passive learners because they lack confidence to engage actively in their own learning. Attendance levels are too low and adversely affect pupils' progress and attainment. Pupils work and socialise around the school safely and they mostly enjoy being at school. They respond well to the school's promotion of healthy eating and healthy lifestyles, though some prefer more traditional food. Involvement in the local community is satisfactory. Older pupils visit a local university to help raise their aspirations and awareness of further education and career opportunities. Pupils fully exploit their good opportunities, for example, through the school council, to be involved in decision-making about school issues. For instance, placing sun blinds in some classrooms. Pupils like their new school building but would like to see the outdoor play areas developed.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with examples of good and outstanding practice. This matches the school's own view. Recent developments, mainly arising from the 'Intensifying Support Programme' (ISP), have seen a marked improvement in pupils' learning and a greater variety in teaching techniques, including the use of information and communication technology (ICT). Lessons are planned carefully and good organisation is a feature of most lessons. Teaching assistants provide effective support for those who find their work difficult or need a little extra explanation. This is beginning to make a contribution to pupils' self-esteem, motivation

and achievement. The teachers impart information clearly and accurately and manage behaviour well. Pupils' progress is tracked rigorously and assessment information is used effectively to target pupils who need extra support. It is clear from the school's data that pupils who have been given support are now making greater than expected progress. The quality of marking needs improvement. Whilst work is marked regularly, teachers do not always offer sufficient advice to pupils on how they can improve their work. Teaching is sound in the Foundation Stage where teachers provide work that is linked carefully to the six areas of learning.

Curriculum and other activities

Grade: 3

The school accurately judges the curriculum as satisfactory. It fulfils statutory requirements and rightly prioritises literacy and numeracy as key areas for development. Links between subjects are developing. For example, there are good links between history, literacy and ICT. Provision for pupils with learning difficulties and/or disabilities is good. Pupils are set realistic targets that are reviewed regularly and support assistants are deployed well. The organisation of 'the street' in the new building gives very good opportunities for pupils to access computers. For example, ICT is used effectively to help pupils develop their mathematical skills. 'Second Steps' provides a framework for personal, social, and emotional development and, even at this early stage, is making a valuable contribution to pupils' health and well-being. The curriculum is enriched by a suitable range of extra-curricular clubs, and educational and residential visits. Children in the nursery and Reception classes enjoy practical and imaginative activities that promote learning through play.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. In a short time, the school has created a stable, caring learning environment. Pupils' well-being is given a high priority and the school is establishing effective provision to ensure that all groups of pupils receive the support they need to overcome barriers to learning. For example, a few pupils are learning to control their anger and improve their behaviour through well-planned support strategies. The school works effectively with a range of outside agencies and is proactive in developing integrated services to meet the needs of children and families within the community. Pupils say they know who to turn to for help if they are unhappy. Health and safety arrangements are effective and child protection procedures are thorough. Pupils with learning difficulties and/or disabilities are guided well. Information about pupils' achievements is used effectively to provide additional support for their learning. The involvement of pupils in their own learning is at an early stage of development. The school works hard to promote regular attendance and pursues absences rigorously.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, with some good elements. The leadership of the headteacher and deputy headteacher is good. They form an effective partnership and give a focused direction to the development of the school. In a very short time, they have established a good learning environment, in a new school which they are moving forward at a rapid pace. The assistant headteachers are already improving the quality of teaching and learning. The chair of governors has a perceptive grasp of the school's strengths and weaknesses. Governance overall is satisfactory. Speedy resolution, through liaison with the local authority, to address quickly the building's 'snagging' problems and to develop outside play areas, will allow the school to give its full attention to raising standards. Systems for monitoring and evaluating performance and taking appropriate action to tackle identified weaknesses are rigorous and effective. The school's own evaluation of its performance is largely accurate. These key elements underpin improvements in the quality of teaching and pupils' accelerating progress. A range of initiatives and practices to improve the work of the school has been introduced. However, insufficient time has passed either to allow for the new measures to be consistently implemented or for them to impact fully on standards and achievement. The school welcomes and listens to the views of parents and pupils. The leadership knows precisely what needs to be done to continue the school's development. The capacity for further improvement is good. The school provides satisfactory value for money.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 for welcoming us to your school and for being so friendly and helpful. We enjoyed our visit very much. Now we want to share with you what we thought about your school.

What we liked most about your school

- Mr Mellard, governors and staff have worked very hard in ensuring the move to your new school was successful.
- The 'street' with all the computers is a really good place to learn.
- Your school council works very well and you have many sensible ideas as to how to improve your school.
- The way teachers are helping you to learn quicker now you have settled in your new building.
- The way in which you are settling into new routines and getting on with each other.

What we have asked your school to do now

- We want you to continue to work hard to improve your standards, especially in English and mathematics and for the teaching to be good or better throughout the school.
- We want those of you who do not attend school as regularly as you should to try harder so you do not miss out on your learning.
- We want you to take a more active part in your learning.
- We want the headteacher and governors to find ways of quickly sorting out any problems with the new building and developing your outside play areas.

With very best wishes to you all for the future.