

# Meadows Primary School and Nursery

Inspection report

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<b>Unique Reference Number</b>	134999
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	294246
<b>Inspection dates</b>	27–28 June 2007
<b>Reporting inspector</b>	Marian Harker

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Whitehouse
<b>Headteacher</b>	Anna Sydenham
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Riddings Close Telford TF1 5HF
<b>Telephone number</b>	01952 386230
<b>Fax number</b>	01952 386236

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school serves a well established community in North Telford and draws children from the surrounding area and beyond. The number of pupils eligible for free school meals is average. The proportion of pupils with learning difficulties and disabilities is slightly above average. The majority of pupils are of White British origin. The school was opened in 2005 following the amalgamation of an infant and junior school. Significant staff changes have taken place in the last two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Meadows Primary School and Nursery is a good school which is distinguished by a caring ethos where everyone works well together. After a period of some instability in staffing and disruption by building work associated with a new school, the leadership team is driving forward improvements. The majority of parents have a positive view of the school. One parent said, typically, 'My children are very happy here and their progress has been amazing.'

Achievement and standards are good. Children enter Nursery with skills below the level expected for this age. Good progress is made in the Foundation Stage and most children achieve their learning goals by the time they enter Key Stage 1. Pupils continue to make good progress in Key Stage 1 in reading and mathematics. However, progress in writing is satisfactory. Standards at the end of Year 2 are average, though the proportion of pupils reaching the higher Level 3 in writing is lower than average. Progress slows a little in Years 3 and 4 because the work pupils are given is not consistently challenging enough, particularly for the higher attaining pupils. Progress picks up significantly in Years 5 and 6 and this ensures that by the time the pupils leave the school in Year 6 standards are broadly in line with national averages, except standards in writing which are below.

Pupils' personal development and well-being are good. This is a strength of the school. Pupils speak confidently about their achievements and enjoy their work. Relationships are harmonious. Although a small minority of parents said they were concerned about behaviour the inspection team found it to be good. The pupils are polite and mature young people who respect the adults they work with. Pupils have a good awareness of how to keep healthy and safe. The school council is very proud of its school and ensures pupils' views are heard and action is taken to bring improvements. Members of the school council are good ambassadors for the school. Attendance is satisfactory.

The curriculum is good and meets the needs of the pupils. It is suitably adapted for pupils with learning difficulties and disabilities who are fully included and able to achieve well. Teaching assistants make a positive contribution to these pupils' achievement and progress. The quality of teaching is good and this enables successful learning to take place. In the majority of lessons, learning is interesting, productive and good fun. The school works well with outside agencies and parents are largely positive and supportive. The quality of care, pastoral guidance and support is good. However, teachers do not always provide enough feedback to pupils on how they can improve their work.

The school's leadership and management are good. The headteacher has formulated a clear direction for the school which is shared by the senior leadership team. The school has a secure understanding of the main areas for development and its self-evaluation is accurate. The school has a good capacity to improve based on the progress made since its amalgamation.

### What the school should do to improve further

- Raise standards and achievement in writing across the school and increase the rate of pupils' progress in Years 3 and 4, particularly for the more able pupils.
- Ensure that pupils are given clearer feedback on their work so that they know what they are doing and what they need to do to improve the quality of their work.

## Achievement and standards

### Grade: 2

Pupils achieve well and reach average standards. When children enter the school their attainment is below the expected levels, most noticeably in reading and writing. Children's good progress in the Foundation Stage is because of good teaching and well planned activities. Standards are average when they enter Year 1. The good progress continues in Key Stage 1 although the school has accurately identified writing as an area where progress needs to be a little higher, particularly for the more able pupils who could reach higher standards if more was expected of them. In Key Stage 2, progress varies between satisfactory and good. It is particularly strong in Years 5 and 6 where assessment information is used effectively by teachers to support pupils' learning. Progress in Years 3 and 4 is satisfactory. By the time the pupils leave the school in Year 6, standards are average but remain better in reading and mathematics than in writing. Pupils with learning difficulties and disabilities benefit from the support they receive and make good progress. The small group of pupils from minority ethnic groups are also well supported and helped to make good progress.

## Personal development and well-being

### Grade: 2

Pupils enjoy coming to school, they show good attitudes to their work and are keen to learn. Behaviour is good and reflects the commitment and caring ethos of the school. Pupils feel secure in the school environment. Pupils' spiritual, moral, social and cultural education is good. They have a clear understanding of healthy lifestyles as illustrated by the group of pupils involved in monitoring the quality of food at lunchtimes. Pupils have a good knowledge of how to stay safe both in school and in the wider community. Members of the school council take on a range of responsibilities including the setting of rules for the playground and organising 'Jumping Jacks' to support younger pupils. However, opportunities for younger pupils to contribute to their community are too limited. Pupils contribute well to the wider community through fund raising for charities, inviting older citizens to events, and involvement in local conferences. More could be done to ensure that pupils arrive on time and start lessons punctually. Workplace skills are developed well, reflecting the good attainment in literacy, mathematics and information and communication technology (ICT).

## Quality of provision

### Teaching and learning

#### Grade: 2

The good quality of teaching is having a positive impact on the pupils' learning; this is reflected in the good progress made by most pupils. The relationships between staff and pupils are good. In most lessons pupils have good opportunities to work in pairs or groups and take part in interesting and enjoyable tasks. In a minority of lessons, particularly in Years 3 and 4, pupils' progress slows because the work is not as well matched to their different learning needs, and the level of challenge for more able pupils is not high enough. Marking is sound although the quality is variable. It is informative in Year 6 where the use of 'closing the gap' marking is helping pupils know what they have to do to improve their work but this practice is not widespread.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced and meets statutory requirements. It provides good opportunities and experiences and helps pupils to become confident, caring and respectful individuals. The use of ICT across the curriculum is a strength. Pupils say that they particularly enjoy art, making things in design and technology and ICT. This is reflected in the good quality work displayed around the school. Most pupils are positive about their enjoyment of literacy and mathematics. However, occasionally in lessons in Years 3 and 4, work is not always challenging enough for the higher attainers. A stimulating range of visits and visitors has enriched the curriculum well and supported pupils' learning effectively, for instance the use of the 'walking cowboy' to reinforce pupils' awareness of safety. The good range of extra-curricular activities, including the choir, dance and sports, encourages pupils to contribute to their community and lead healthy and happy lives.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well looked after and receive a good level of pastoral care and support which enables them to enjoy school. One parent spoke for many when she said, 'I know my child is well looked after by some very caring staff'. Although a small number of parents raised concerns about behaviour it is evident that robust procedures are in place and behaviour in and around school is good. Procedures for ensuring pupils' health and safety and safeguarding their welfare are securely established. Arrangements for supporting children when they first join the school are good, enabling them to feel secure and to quickly settle into routines. Targets for achievement in literacy and mathematics are set and displayed in classrooms; in addition some pupils have personal targets. Older pupils have a good understanding of their targets and how to achieve them, but this is not consistent across the school and so the impact of the targets is not as great as it could be.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior leaders provide clear and purposeful leadership and have had a positive influence in moving this new school forward. They have high aspirations and are determined to continue developing and improving the quality of education provided by the school. The school improvement plan, self-evaluation and arrangements for teachers' performance management are good. However, although there are regular checks on teaching, this is not always leading to improvements because weaknesses are not always followed up as rigorously as they could be. The governing body fulfils its statutory responsibilities and effectively holds the school to account for the standards achieved by the pupils. It monitors the headteacher's performance management robustly and is involved in setting academic targets for whole-school improvement.

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## Annex A

## Inspection judgements

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

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

29 June 2007

Dear Pupils

Inspection of Meadows Primary School and Nursery, Telford, TF1 5HF

Thank you for welcoming us to your school. We learned a lot about it through talking to you, seeing how you were getting on in your lessons, looking at your work and sharing your assemblies. We could see that you enjoy coming to school and try hard to do your best and help each other. We think your school council does a good job and works hard to improve things for you. Your school is providing you with a good education.

You told us how much you appreciate your school, particularly the opportunities to join after school clubs and take part in interesting activities.

We have asked the school to improve even further by:

- making sure you achieve higher standards in writing and by some children making faster progress, particularly those who find their work a little too easy
- ensuring that you have opportunities in your lessons to check your progress and identify what you need to do to improve your work.

We shall take away lots of good memories about your school. Thank you again for being so helpful and friendly.

Yours faithfully

Marian Harker Lead inspector