

Meadow View JMI School

Inspection report

Unique Reference Number	104217
Local Authority	Walsall
Inspection number	308544
Inspection date	12 March 2008
Reporting inspector	David Carrington

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	299
Appropriate authority	The governing body
Chair	Kevin Broome
Headteacher	Anji Richards
Date of previous school inspection	4 May 2004
School address	Frampton Way Great Barr Birmingham B43 7UJ
Telephone number	01213 666182
Fax number	01213 666184

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Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

standards and progress of pupils in Year 6

the tracking of pupils' progress

improvements to achievement in reading and writing in Years 1 and 2.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, the views of parents, scrutiny of pupils' work, and school documentation. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Meadow View is larger than most primary schools. The pupils come from the local area, which extends into neighbouring Birmingham and Sandwell. There are some pockets of social and economic disadvantage in the area. There are fewer pupils with learning difficulties and/or disabilities than is usually found in schools of this size. Similarly, the proportion of pupils from minority ethnic backgrounds is below average. Almost all the pupils speak English as their first language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Meadow View JMI is a good school. It has a number of outstanding features, such as pupils' personal development and well-being. Pupils hold high opinions of their school and can think of very few ways in which it can be improved. Parents also rate the school highly.

The pupils themselves are chief amongst the school's strengths. Behaviour is impeccable, relationships are very harmonious, pupils work hard and enjoy their learning. The observed Year 5 physical education lesson demonstrated these qualities very clearly. Pupils recognise that they are well taught. They say that what makes learning interesting is the sense of fun and the way teachers make sure they learn something new throughout the day. Their understanding of healthy and safe lifestyles is outstanding. Pupils speak fluently about how they learn to eat sensibly, keep fit and make sure they and their friends are safe. They are proud of their achievements in sporting events and recall the recent regional cross-country and soccer competitions that were won convincingly. Another marked success is pupils' appreciation of how they help others in their community. A group of pupils from Year 2 to 6 listed over 20 ways in which they help each other and then went on to give a lengthy list of ways they help their teachers. Pupils celebrate each other's achievements and are proud of their school.

The enjoyment of school means the pupils are rarely absent and leads to good learning habits. Pupils are enthusiastic learners who listen carefully to their teachers and to each other. They are given ample opportunities to talk to each other about what they are learning, which contributes strongly to their good achievement. Year 4 pupils, for example, gave examples of many less obvious uses of springs after their paired discussion about how springs work and where they are found. Progress is good through the school and was notable in Year 2 work studying two-dimensional symmetry and Year 1 pupils' study of different types of houses. Pupils achieve well during the time they are in school. The current Year 6 pupils are on track to reach above-average standards overall, which shows the good progress they have made since they started in Nursery. There is very little difference in the progress of different groups of pupils, although the proportion of pupils reaching the higher Levels 3 and 5 is not as high as it could be. This is because the challenge for the more able pupils is not always sharp enough in lessons.

The school's good curriculum shows up clearly as the visitor walks around the school. Displays celebrate pupils' achievements and show the richness of different subjects. Work continues to make improvements to the curriculum for reading and writing in the Nursery, Reception and Year 1 and 2 classes. In the past, achievement in English was less rapid than in mathematics in the first part of school but recent innovations in the way reading and writing are taught are leading to improved progress. The curriculum is well developed and contributes to pupils' outstanding personal, social and health education. There is also good focus on cultural development, such as the African drumming in Year 3. Because of the richness of the curriculum and the planned moments of reflection, pupils' spiritual development is well promoted. Pupils benefit immensely from the excellent programme of out-of-school activities, which extends from Reception to Year 6.

One reason for pupils' good preparation for the next stage in their education and life outside school is to be found in the good quality academic guidance and support. Pupils have a very pronounced knowledge of their individual learning targets and talk convincingly about how far

they have achieved them. This shows as much amongst Year 2 pupils as it does with the older ones. Marking of work contributes well to pupils' knowledge of their progress but is inconsistent in identifying the next steps that will lead to improved achievement. The care, guidance and support to enable pupils to develop well as people are first-rate. All staff know the pupils' needs thoroughly and make sure they are safeguarded completely. The pupils acknowledge that they feel safe and secure in school and that they can confide in the staff, convinced that follow-up action will be swift and fully supportive.

When asked why the school is as successful as it is, staff, governors, parents and pupils identify the sterling leadership of the headteacher as the key factor. There is warmth and respect in the relationship between pupils and the headteacher. Pupils work hard to meet her high expectations. Senior leaders are totally committed to making all the necessary improvements that will lead to greater achievement by the pupils. They use increasingly challenging targets as the cornerstone of their monitoring and evaluation work. Governors make an outstanding contribution to school self-evaluation, which is accurate. Governors have great expertise and their insight into school performance is noteworthy. They fully hold the school to account for its successes and areas for improvement. The leadership and management of the school is characterised by the team approach and well-developed quality assurance systems that underpin the good teaching and achievement.

School leaders are not complacent and identify that there are areas for improvement in the leadership of English and mathematics to ensure targets are even more challenging. The track record of improvement is good and prospects for future advance are assured.

Effectiveness of the Foundation Stage

Grade: 2

Children start school with skills and knowledge that are slightly less developed than is expected for their age. They enjoy their learning and are fascinated by the different experiences they meet. The children are taught well and have good opportunities to learn from individual investigations and adult-led work. Staff are expert at developing the children's vocabulary and experiences as they work and play together. Generally, good progress is made by the children. By the time they leave Reception, most have achieved their learning goals and about a third have exceeded them. Achievement in mathematics is not as rapid as it is, for example, in physical and personal, social and emotional development. However, achievement in reading and writing has improved. It is above the expected level when children join Year 1. The Foundation Stage is well led and managed and its leader is committed to making improvements in the use of the outdoor space, so the quality of learning is as good as it is inside.

What the school should do to improve further

- Increase the demand made of the more able pupils to ensure they reach the higher levels.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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	1
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

17 March 2008

Dear Pupils

Inspection of Meadow View JMI School, Great Barr B43 7UJ

How well I remember the warm welcome you gave me when I visited your school recently. I was lucky to be able to visit all of you as you worked and it was good that so many of you told me about your work and asked me questions about mine. I have written my report and want to share with you the many good things I found.

- You go to a good school where you are extremely well looked after.
- Standards are above average because you make good progress.
- Your learning is fun and you learn something new every lesson because you are well taught.
- You know how to help each other, make sure no one is upset or worried, and how to keep healthy and safe.
- Your behaviour is extremely good and you are very polite and friendly.
- You know your targets and how well you are reaching them.
- Miss Richards expects everyone in school to work hard and be successful.
- Children in Nursery and Reception enjoy their work as much as the older pupils do.

In my report I have said that there are a few things to improve. The main one is to:

- make sure your work is always challenging so that more of you reach the higher levels in your work.

I know you want to help your teachers make this improvement. You can do so by sharing your thoughts about how hard your work is and checking how you can improve it.

Thank you for helping me find out about your school. I am sure that you have bright futures. Good luck!

Yours sincerely

David Carrington Lead inspector

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Lead inspector