

Meadow View Primary School

Inspection report

Unique Reference Number	106846
Local Authority	Rotherham
Inspection number	336752
Inspection dates	8–9 February 2010
Reporting inspector	Derek Pattinson

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 of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Mrs C Bowler
Headteacher	Mrs Karen Smith
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observed all teachers in school, spent approximately 60% of the inspection looking at teaching and learning across the school and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at: the school development plan; the latest reports to governors from the School Improvement Partner; the most recent national and school data on attainment and progress; the latest attendance figures; children's work from the Early Years Foundation Stage; and samples of pupils' work. In addition, 39 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well all pupils are learning
- whether there are weaknesses in teaching that are holding pupils back
- the pupils' knowledge of how well they are doing and how to improve
- how well the school is meeting the needs of the increasing numbers of pupils from minority ethnic groups
- the effectiveness of the new leaders and managers in driving forward improvement.

Information about the school

This is a slightly larger than average primary school, established in 2006 on the site of a former junior school. Most pupils live in the surrounding area. A little over two-thirds of them are White British with increasing numbers from Eastern Europe, Africa and Asia. Nevertheless, the number of pupils who speak English as an additional language is still below what is typical nationally. The proportion of pupils known to be eligible for free school meals is almost double the national average. An above average proportion of pupils have special educational needs and/or disabilities. The school holds a number of national awards including the Gold Arts Mark, Enterprise award and the Active Mark. A new headteacher and senior leadership team took up post in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Attainment is low particularly in English and mathematics and achievement is inadequate. As a result, most pupils leave Year 6 with skills and knowledge well below where they should be. New leaders, supported by the local authority, have begun to implement appropriate strategies to accelerate learning but this is too recent to have had any significant impact on improving attainment and achievement. The use of assessment information to improve progress is inadequate and pupils are not always clear about what they need to do to reach the next step in their learning. Teaching is inadequate. It is weakest in Key Stage 1, where pace, challenge and teachers' expectations are not good enough; some strengths exist in years 4, 5 and 6, because work is more often well matched to pupils' needs. Children in the Early Years Foundation Stage make satisfactory progress as a result of the satisfactory teaching they receive. There is a caring ethos in the school and procedures for safeguarding pupils meet requirements. Most pupils feel safe and know what to do to keep healthy. They make satisfactory contributions to school life through fund raising activities and the work of the school council. The curriculum makes insufficient contribution to pupils' achievement and lacks excitement to motivate learning. Visits and visitors are too few to help enrich pupils' learning. However, a visit to the National Railway museum for Key Stage 1 pupils to support their learning took place during the inspection and further visits for all classes each term are planned. Parents are largely supportive, although a small number hold negative views about the quality of education provided. Absence rates are high and attendance is unsatisfactory.

The effectiveness of aspects of leadership and management, including governance, is inadequate. Strategies for promoting community cohesion and for monitoring their impact on pupils' attitudes are inadequate. Most issues from the previous inspection, especially those that relate to raising standards and improving teaching, have not been resolved but are now being addressed as a matter of urgency by the new leadership team. However, they are not yet sufficiently embedded to see an impact on provision and outcomes which remain fragile. As a result, the school's capacity for sustained improvement is inadequate.

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What does the school need to do to improve further?

- Increase the rate of pupils' progress and raise attainment in English and mathematics by:
 - strengthening the quality and consistency of teaching to ensure there is sufficient pace and challenge for all pupils
 - developing assessment procedures and practices, including marking and the setting of personal targets
- making use of the information about pupils' performance to drive and secure improvement
- ensuring the curriculum engages pupils and motivates them to learn.
- Implement effective strategies to reduce absence and improve attendance.
- Improve the effectiveness of leadership, management and governance by:
 - ensuring that the governing body holds the school to account through challenge, support and setting a clear direction for its work
 - ensuring monitoring focuses sharply on pupils' learning, and that findings are translated into actions to bring about rapid improvement
 - establishing rigorous evaluation procedures in all areas of the school's work to help leaders ensure that identified priorities are achieved as quickly as possible.
- Develop strategies for promoting community cohesion and evaluate their impact on pupils' understanding of the cultures both in school and the wider world.

Outcomes for individuals and groups of pupils

4

Achievement for all groups of pupils is inadequate. Attainment is low and has been for a number of years and there are only very recent signs of recovery. Attainment fell in 2009 for Year 2 pupils to the lowest level since the school opened in 2006. Attainment has slowly declined since 2007 for Year 6 pupils. In 2009 it improved slightly in English, but fell significantly in mathematics. Work in pupils' books in Key Stage 1 provides clear evidence of inadequate progress. Despite early signs of improvement in the books of older pupils, the proportion of pupils making the expected progress is still too low. The progress of minority groups, including the increasing number who speak English as an additional language, is inadequate, especially in writing, because there is not enough support for them. Pupils are not prepared well enough for the next stage of their education.

Many pupils enjoy their lessons, although some find them boring. There are insufficient opportunities for pupils to take responsibility for their own learning or to understand the progress they are making. Pupils are enthusiastic when motivated. However, problem-solving, leadership and enterprise skills are underdeveloped. This limits initiative and independence, resulting in much passive learning. Pupils are sometimes supported by caring teaching assistants, although the quality of this support is variable.

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Where the support is effective pupils make better progress than their peers.

Pupils are aware of the benefits of regular exercise and healthy eating. They generally feel safe, although a significant number say that bullying does occur, but there are always adults to turn to. Pupils assume some responsibilities within school and the school council has been involved in planning playground improvements. They raise money for charities, such as for the Haiti earthquake appeal. Attendance levels are low. Overall pupils' behaviour is satisfactory and lessons are generally orderly and calm. However, low levels of restlessness occur when pupils are inactive for too long. Pupils' spiritual, moral, social and cultural development is satisfactory overall although opportunities for pupils to develop an understanding of a range of cultures and traditions are few.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is unacceptably varied and inadequate overall. However, it is stronger in Key Stage 2 than in Key Stage 1, where both the lesson observations and a detailed scrutiny of pupils' work show inadequate teaching and learning. In the best lessons in Key Stage

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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2 for older pupils, secure relationships, good use of 'talk partners' to promote learning, and regular praise and encouragement are positive features. Some teaching assistants are used well to support learning, although this is not always the case. Many weaknesses in teaching occur in Years 1 to 3. Teachers sometimes over-direct the pupils, talk for too long and do not engage learners well enough. The pace is too slow, restricting the time that pupils have to work on their own and so limiting progress. Assessment procedures, and the use of assessment to plan sufficiently challenging lessons and boost pupils' progress, are not effective enough. For example, the use of thumbs by pupils to show levels of understanding is not always clear to them, and not always appropriate. Sometimes the lesson objective is too complex for pupils to understand what they need to do to succeed. Marking does not always help children to improve as well as acknowledge what they have achieved.

The curriculum lacks excitement and does not inspire pupils to learn effectively enough. The school has not developed the planning of literacy, numeracy and information and communication technology (ICT) through other subjects, although some links were observed, such as in history, art and writing. Specialists ensure that art and music are well represented, with some art work using a wide range of media to a good standard. Aspects of pupils' personal development are given satisfactory emphasis. Enrichment opportunities through visits and visitors are few. After school clubs, such as wildlife, gymnastics and drama help pupils adopt healthy lifestyles and broaden their horizons. Most pupils say that if they have concerns or are troubled there is someone they can turn to and be reassured. Staff are vigilant and work hard to establish a caring ethos. Rewards and 'golden time' build self-esteem and are appreciated by pupils. Local authority support is helping to ensure that new pupils who speak English as an additional language are provided with translation and other guidance to help them settle into school routines, but support in school to help them make rapid progress is limited. Support for vulnerable pupils and those with special educational needs and/or disabilities is not fully effective. Sometimes the outcomes of actions taken to meet their needs have not been carefully considered or followed up sufficiently well to enable adults to support learning effectively. As a result, these pupils do not make the progress they should. New robust and rigorous systems have been put in place to promote regular attendance but it is too early to demonstrate any impact, consequently absence rates are high.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

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The quality and effectiveness of leadership, management and governance are inadequate. Self-evaluation procedures have been introduced but are not yet embedded in the school's culture. The monitoring of the school's work by key leaders, many of whom are new, is not effective because it is not regular or sharply focused enough on pupils' learning to contribute to improvement. As a result, pupils do not all have sufficient and appropriately focused opportunities to fulfil their potential. The governing body is not holding the school to account for what it achieves, neither is it leading its strategic direction or providing appropriate challenge. However, it is becoming increasingly aware of what is needed to improve its effectiveness and impact. Intensive support from the local authority has helped the school establish the right priorities to help raise attainment, accelerate progress and improve provision, but this work is in its early stages. The new senior leadership team, under the good guidance of the headteacher, has established a clear sense of purpose and direction among staff. It has introduced measures to raise standards. For example, it has begun to analyse performance data to help identify how well pupils are doing. Nevertheless, developing understanding among all staff of what is needed to secure improvement is in the early stages.

Safeguarding arrangements meet requirements and help ensure that most pupils feel safe. The single central record is thorough and contains all that it should. Recruiting and vetting procedures are firmly established and given priority. The school has links with other institutions and these have proved beneficial. For example, links with the high school help ensure a smooth transition for Year 6 pupils. The recent arrival of pupils from various minority ethnic groups and backgrounds has brought fresh challenges which the new leadership team is seeking to meet. However, at present these pupils do not have the support or staff expertise they need to enable them to make the best possible progress. The school's contribution to community cohesion is inadequate. Pupils joining the school from other countries are well received and integrated into the school community and most get on well with each other. However, no audit has been undertaken or actions implemented to help promote cultural understanding both within the school and beyond.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

When children enter the Early Years Foundation Stage, their understanding and skills are well below those typical for their age. Children's achievement is satisfactory, although by the end of the Reception year their skills and knowledge remain well below those expected nationally. Children receive satisfactory care and a lot of encouragement to help build their confidence and independence. As a result, they form secure relationships with adults, enjoy their learning and behave well. Parents are very supportive. However, there are missed opportunities to involve them more in their children's learning, such as through the recently introduced 'Learning Journeys'. Teaching, the curriculum and leadership are satisfactory. Whether led by the teacher or initiated by children, a variety of activities and tasks supported by a satisfactory range of resources, both inside and outside, engage children in learning. However, the classroom environment does not stimulate the development of language as much as it should: some opportunities to develop spoken language and assess progress both inside and outside are missed. Adults work well together to improve provision. Staff are beginning to use assessments to check on how well children are learning, but these are in the early stage of development. However, evidence shows that the gap between how well children are learning and what is expected nationally is beginning to narrow.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Many parents are positive about the way their children are educated and nurtured at school. Over 50% of parents who replied to the questionnaire responded positively to all questions. However, a significant minority hold negative views covering a range of issues. Recurring themes were the behaviour of some pupils and the lack of information

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about their children's learning. Inspectors agree that the behaviour of some pupils falls below the standards expected – a point also agreed by the school's leaders. However, inspectors judge behaviour overall to be satisfactory because most pupils behave well. Inspectors agree that the school could do more to involve parents in their children's learning and that communication is not yet as effective as it should be.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meadow View Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	41	20	51	3	8	0	0
The school keeps my child safe	13	33	26	67	0	0	0	0
The school informs me about my child's progress	10	26	26	67	2	5	1	3
My child is making enough progress at this school	11	28	24	62	3	8	1	3
The teaching is good at this school	13	33	24	62	1	3	0	0
The school helps me to support my child's learning	9	23	22	56	7	18	1	3
The school helps my child to have a healthy lifestyle	9	23	28	72	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	21	27	69	2	5	0	0
The school meets my child's particular needs	9	23	24	62	5	13	0	0
The school deals effectively with unacceptable behaviour	8	21	19	49	10	26	1	3
The school takes account of my suggestions and concerns	5	13	27	69	5	13	1	3
The school is led and managed effectively	8	21	29	74	2	5	0	0
Overall, I am happy with my child's experience at this school	13	33	25	64	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2010

Dear Pupils,

Inspection of Meadow View Primary School, Rotherham, S61 2JD

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting lessons, talking to your teachers and listening to what you have to say. I would like to share with you what we found out about your school.

- Most of you are friendly and polite to your teachers, other adults and each other.
- You know how important it is to stay healthy and take exercise.
- Most of you feel safe, although some of you rightly believe that a few children do not always behave well.

- Most children in the Early Years Foundation Stage make satisfactory progress because there are some interesting activities to help them learn.

- Your headteacher has made a good start and is making some improvements.

Your teachers, and other adults who work with you, want your school to be the best it can be. However, because you have not been doing as well as you could in lessons and tests, we judge that the school needs some extra help. We call this 'special measures' and it means that your school will be visited regularly by inspectors to check that things are improving. We have asked the school to do the following things to make sure that you get the best out of your time there:

- help you make much better progress and reach higher standards particularly in English and mathematics
- improve teaching so that more of it is good or better
- raise your levels of attendance
- make sure that the school leaders, managers and governors do all they can to raise standards and help you learn more quickly
- make sure you always know what you are learning and how to improve
- help you get a better understanding of the different cultures both in school and the wider world.

You can all help by working hard, doing your best and coming to school regularly.

Yours sincerely

Mr Derek Pattinson, Lead Inspector

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