

Knaresborough, Meadowside Community Primary School

Inspection report

Unique Reference Number	121443
Local Authority	North Yorkshire
Inspection number	339937
Inspection dates	1–2 March 2010
Reporting inspector	David Matthews

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Mr Nick Hewitt
Headteacher	Mr Nigel Ashley
Date of previous school inspection	5 December 2006
School address	Halfpenny Lane Knarsborough North Yorkshire HG5 0SL
Telephone number	01423 866207
Fax number	01423 860867
Email address	head@meadowside.n-yorks.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, observed eight teachers, and spent approximately half of the inspection time looking at learning. They held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at documents relating to safeguarding, the tracking of pupils' progress, and the monitoring of teaching. They scrutinised pupils' writing and analysed 69 questionnaires received from parents and carers.

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

- pupils' progress in writing
- the impact of middle managers
- the features of teaching that most need to improve
- aspects of the curriculum most in need of development.

Information about the school

Almost all pupils attending this average-sized primary school are from White British backgrounds. Very few come from minority ethnic backgrounds. No pupil is at the early stages of learning to speak English as an additional language. The proportion of pupils entitled to free school meals and the proportion with special educational needs and/or disabilities are below average. The school has achieved nationally recognised awards for its work on promoting healthy lifestyles, art, sport and international links. There have been significant recent changes in the school's leadership and in teaching staff. The headteacher joined the school in September 2009 and the deputy headteacher one month later.

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?

3

The school's capacity for sustained improvement

2

Main findings

Although the overall effectiveness of Meadowside Primary School is satisfactory there has been real improvement since the last inspection. In a relatively short period, the new headteacher and deputy headteacher, with welcomed support from the local authority, have introduced a wide range of measures to improve provision. Many of these initiatives are having an impact on what the school provides, and senior leaders are rightly determined to continue their concerted efforts, especially to further improve teaching and the curriculum, which are currently satisfactory, with a balance of strengths and relative weaknesses. The school does not give pupils a sufficiently clear understanding of their place in multicultural Britain.

The learning environment has been improved, the ethos of the school is increasingly welcoming and pupils' behaviour continues to improve. Teaching has been improved through well coordinated staff development including the effectiveness with which teachers use assessment information. Teachers are held to account for pupil progress, and action is swiftly taken where there are any shortfalls. Improvements to teaching have resulted in better rates of pupil progress in recent months. However, inconsistencies remain, linked to the variable quality of teaching. Measures are in place to sustain this improvement by making teaching more effective. There is an increasing sense of team spirit and ambition among staff, including teaching assistants, who praise senior leaders for their purposeful leadership. Links with parents are strong.

Senior leaders have accurately evaluated the school's strengths and weaknesses, and have a clear vision of what remains to be done, specifically with teaching and the curriculum, to ensure that improvements continue. They are strongly enabling governors to access the information that they need to become central to evaluating the work of the school. Parents' and governors' faith is well placed in the senior leaders who enable the school to have good capacity to sustain improvement through their ability to embed ambition and drive improvement.

Provision in the Early Years Foundation Stage is good, and children do well in the Reception class as a result. Attendance rates are good throughout the school.

What does the school need to do to improve further?

- Increase the amount of good teaching and learning in Key Stages 1 and 2 by ensuring that:
 - all teaching assistants are consistently well deployed to accelerate learning
 - pupils are enthused through an involvement in their own learning and ample

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opportunities to make their own choices and decisions

- pupils are set work that always closely matches their differing abilities.

■ Improve the curriculum by:

- developing links between subjects to make learning more exciting and meaningful
- providing more opportunities for pupils' cultural development to enable them to better understand their place in multicultural Britain.

■ About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' learning in lessons is satisfactory. Where teaching is good, pupils are enthusiastic because the teaching is lively and engaging and learning is fun, and they enjoy and achieve well as a result. Where teaching is less engaging, pupils lack enthusiasm and their achievement and enjoyment tend to be satisfactory. As a result, progress, though improving, is satisfactory overall for all groups, including those with special educational needs and/or disabilities. Progress in writing is satisfactory. Where teachers provide ample opportunities for pupils to learn and practice writing skills, progress is good. In classes where time for extended writing is more limited, learning tends to be satisfactory. In the best lessons pupils show they are able to work cooperatively, as when sharing ideas with a partner, and that they can reflect on how successful their learning has been. Behaviour has recently improved. While pupils generally behave well in lessons and around school, some say that a few pupils do not behave as well as they might.

Pupils say that they feel safe at school and they appreciate the steps taken to help them to feel secure, such as the new fence. They enjoy residential visits and the new out-of-school clubs. Pupils have a satisfactory understanding of how to foster their own health and take appropriate advantage of lunchtime resources to be active. The school council contributes to school decisions such as in the allocation of funding for play equipment. Links with the church are developing, and pupils take part in local events such as the Knaresborough Bed Race. Pupils develop satisfactory numeracy and literacy skills that will contribute to their future economic well-being. Good attendance is a stronger element of pupils' satisfactory preparation for their future. Pupils know the difference between right and wrong and make satisfactory progress in their spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers form good relationships with pupils. They use interactive whiteboards effectively to communicate ideas and inform pupils of what they will learn. Lessons are generally well planned, teaching is purposeful and explanations are methodical. In the best lessons, teaching assistants are effectively deployed to support learning when pupils work on group tasks and importantly, during teachers' introductions to lessons. This approach helps to keep pupils' attention and make learning fun. Where teaching does not fully involve learning assistants, learning is not always as rapid as it could be. When teachers show pupils that they are enjoying their role and when they enable pupils to think creatively, learning is good. Where teachers talk for too long or limit the time for pupils to use their own ideas, learning tends to be satisfactory rather than good. Teachers have a heightened awareness of the need to use assessment information to set work to match pupils' differing abilities. Lessons are planned with this important consideration in mind. However, the work set, though generally appropriate, is not always accurately matched to pupils' different levels of ability.

The curriculum meets the needs of all pupils soundly. It places appropriate emphasis on the development of basic skills, including numeracy and literacy. Curriculum strengths include an emphasis on ecology and effective provision for developing pupils' art skills, which, in turn, are used to create an attractive, welcoming learning environment. Pupils enjoy the satisfactory range of extra-curricular clubs, some of which have been recently introduced. Links between subjects to make learning more stimulating and meaningful are developing features and remain to be fully exploited. Provision for developing pupils' understanding of multicultural Britain is developing but not yet reflected in pupils'

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growing appreciation of other cultures.

Support for pupils with special educational needs and/or disabilities has improved and is satisfactory, though it is not always well targeted in lessons to fully support their learning. Arrangements for their transition to secondary school are similarly satisfactory and improving. Provision for autistic pupils is developing, with additional appropriate sensory support imminent. There are good levels of care for potentially vulnerable pupils, and the school sensitively involves the parents and carers of these pupils. Support for pupils with challenging behaviour is effective and staff have improved the extent to which most pupils feel welcome and confident in school. The quality of out-of-school care provided by the governing body is satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders communicate high expectations to staff about securing improvement, and have successfully regenerated a desire among them to strive to provide the best that they can for the pupils. Working increasingly effectively as a team, they are held to account for the progress of the pupils in their class. At the same time, staff receive the training necessary to improve their teaching. Visits to a local school, for example, have been useful to observe how assessment information can be effectively used to plan more accurately to meet pupils' needs. Middle managers, including the coordinator for special educational needs and/or disabilities, have developed and continue to develop their now satisfactory roles. They know what to do to improve further. Senior leaders provide the governors with the necessary information about the school to enable them to have a good platform for building on their satisfactory role. The positive engagement with parents is now a strong feature of the school's ethos.

The school satisfactorily promotes equality of opportunity. There is no evidence of discrimination. Leaders have identified where improvements can be made in the participation and performance of different groups including those who may have become disenchanted. Although action to support these pupils has been concerted, it is too early to secure a judgement of sustained and significant improvement.

Safeguarding arrangements meet requirements and are improving. Senior leaders have identified, and continue to identify dangers and to address them, and they foster a realistic understanding of risk. There are imaginative arrangements to support pupils' own awareness of risks and how to deal with them. Year 6 pupils benefit from attending

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a 'Crucial Crew' day when they actively engage in decision making about risks.

The school has recently analysed its religious, ethnic and socio-economic context and has evaluated its impact on community cohesion. While there is satisfactory engagement with a range of groups in the local community and strong links internationally, the school has appropriately identified a need to increase its impact on community cohesion. Plans are in place, therefore, to promote pupils' engagement with wider religious and cultural communities represented in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start the Reception class with skills below those expected for their age. Because of the good provision, they enjoy their time in the Early Years Foundation Stage and make good progress. By the time they start Year 1 most have reached the goals set for children of their age. Well-planned, engaging activities are based on regular assessments. Children are encouraged to make choices and become increasingly independent. Turn-taking and cooperation are achieved because staff set clear boundaries in a warm and supportive environment where children feel safe. Children can easily access the opportunities for outdoor learning where provision across the areas of learning matches that indoors. Leadership of the Early Years Foundation Stage is good and welfare and safety requirements are met. Staff work well together and there is a good team spirit, with consistent high expectations of the children. Effective induction arrangements ensure a smooth start when children join the Reception class. Parents are kept informed about progress through regular formal and informal meetings, and through the 'Partnership book', which is also used to record children's learning

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'journeys'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school in their questionnaire responses. Numerous comments referred to the headteacher as being approachable and a 'good listener'. 'I believe the school is moving from strength to strength', wrote one parent/carer. Inspectors agree with these positive views. A few parents and carers expressed doubts about whether or not their child was sufficiently challenged in their learning. Inspectors agree that there are some inconsistencies in the match of work to pupils' abilities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knaresborough, Meadowside Community 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	54	30	43	2	3	0	0
The school keeps my child safe	38	55	30	43	1	1	0	0
The school informs me about my child's progress	22	32	39	57	7	10	1	1
My child is making enough progress at this school	21	30	37	54	5	7	3	4
The teaching is good at this school	26	38	37	54	3	4	1	1
The school helps me to support my child's learning	26	38	38	55	1	1	1	1
The school helps my child to have a healthy lifestyle	28	41	38	55	1	1	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)	15	22	35	51	5	7	0	0
The school meets my child's particular needs	21	30	38	55	6	9	0	0
The school deals effectively with unacceptable behaviour	17	25	42	61	4	6	1	1
The school takes account of my suggestions and concerns	21	30	38	55	6	9	0	0
The school is led and managed effectively	40	58	26	38	1	1	0	0
Overall, I am happy with my child's experience at this school	30	43	34	49	2	3	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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 pupils' 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.



3 March 2010

Dear Pupils

Inspection of Knaresborough, Meadowside Community Primary School, Knaresborough
HG5 0SL

Thank you for welcoming the inspectors to your school. We enjoyed talking to you and watching you learn in your lessons. I am writing to tell you what we found out. Many of you told us positive things about your headteacher. You said that the new fences and locks on the doors help you to feel safe. Some of you said that behaviour has improved, but a few of you said that it is not always good. The inspectors found that Meadowside is a satisfactory and improving school. Your headteacher and deputy headteacher are helping the school to improve and they are being helped by your parents and carers and the governors. Most of you are helping, too, by attending school regularly and wanting to do the best for your school. The inspectors have suggested ways to help the school to improve further. These are to:

- make sure all the grown ups spend as much time as they can helping you with your learning
- make learning more exciting by giving you more chances to use your own ideas and by linking subjects
- always set work for each of you that is not too easy or too hard but just right
- helping you to understand more about the different cultures and religions in the United Kingdom.

The inspectors wish you well.

Yours sincerely

D Matthews

Lead inspector

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