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Mrs J Appleton
Headteacher
Meadowbank Primary School
Councillor Lane
Stockport
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Dear Mrs Appleton

Ofsted monitoring of Grade 3 schools

Thank you for the help you and your staff gave when I inspected your school on 25 February 2010, for the time you gave to our phone discussions and for the information you provided before and during my visit. Please pass on my thanks to the Chair of Governors, the representative of the local authority, and to the pupils, and parents and carers, with whom I spoke during the inspection, all of whom gave their time at short notice.

Since the last full inspection in February 2008 there have been several changes in staff, particularly in Key Stage 1. The Cheadle and Gatley Sure Start Children's Centre has opened on the school site and the school has opened an after-school club to extend the childcare it provides for the community.

As a result of the inspection on 27 February 2008, the school was asked to:

- improve the progress of boys in Key Stage 2
- improve the curriculum by making it more stimulating and providing pupils with more opportunities to apply their knowledge and understanding
- improve pupils' attitudes to learning, including their motivation to write at length
- improve the effectiveness of the school's development planning and monitoring so all staff are clearer about the school's priorities and action plans.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Over the past two years national tests and assessments suggest that children make good progress in the Early Years Foundation Stage and satisfactory progress thereafter, attaining broadly average standards by the end of Key Stage 1 and of



Key Stage 2. The school has a well above average number of pupils with a statement of special educational needs, most of who attend the school as part of the school's provision for pupils of primary age with moderate and more complex learning difficulties. The school's records indicate that they make good progress relative to their starting points and capabilities, although the majority of pupils are working within or below the early levels of the National Curriculum. Published national test results include all pupils. Recalculation of the school's overall performance to include only those pupils for whom the national tests are appropriate suggests that the school's performance is just above average at the end of Year 6. The school believes attainment should be higher. Its tracking records show a year-on-year improvement in the proportion of pupils reaching challenging targets by the end of Key Stage 2. Current Year 6 pupils are in line to attain above average standards.

Pupils are making better progress in their learning. Children in the Early Years Foundation Stage were settled, happy and engaged in purposeful activity indoors and outside. All pupils enjoyed lessons. The more able were challenged to extend their thinking and pupils with special educational needs and/or disabilities received good-quality support to achieve their best. Pupils were keen to point out the recent improvements and the part they played in helping them come about. They had very good relationships with their teachers and the support staff. Most of the lessons observed were of good quality with some that were outstanding. Teachers ensured that work was well matched to pupils' learning needs and they made good use of information and communication technology, especially of their interactive whiteboards. Teachers' feedback to pupils in their exercise books was good; some marking of the highest quality was seen.

The school has successfully motivated boys through changes in the curriculum and by adapting teaching to suit better the more active learning styles favoured by boys. The quality of boys' writing has improved significantly through the involvement of drama and role play in English lessons and through introducing writing tasks for a wide range of purposes. Boys were appreciative of the way the school now seeks their views and values their opinions, for example in the development of the school grounds. Older boys said they were sad to be leaving the school at the end of the year. The development of a more creative curriculum, through well-planned themes with a strong emphasis on pupils learning the skills they need, is motivating all pupils, girls as well as boys. This was seen well in Key Stage 1 and for pupils with significant special educational needs and/or disabilities in the unit provision, where a more active curriculum is improving enjoyment and learning.

The school has broadened the number of staff actively involved in leadership and management. In doing so it is improving the strength and depth of leadership, thus securing a better capacity for sustained improvement. Teamwork and morale among staff is much improved. The school has created a number of leadership teams to oversee improvements in different aspects of provision, for example in inclusion and in each phase. Each team takes ownership and responsibility for audit, plans and



actions in its remit, within the overall school plan. Governors are more active in challenging and supporting the school, and the local authority, which has sustained its support for the school since amalgamation, is preparing to reduce its involvement because of increased confidence in the school's performance and capacity to improve.

Parents and carers interviewed during the inspection believe the school has improved substantially. They felt their faith in the school's future has been vindicated. In addition to the improvements for pupils, they appreciate the efforts the school makes to keep them well informed and to support families by providing childcare before and after school, and through the appointment of a dedicated parent support assistant.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Brian Padgett
Her Majesty's Inspector