

# Meadowside Community Primary School

Halfpenny Lane, Knaresborough, North Yorkshire, HG5 0SL

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- All pupils make outstanding progress. They learn well in all subjects and reach standards in reading, writing and mathematics that are well above average by the end of Year 6.
- Children in the Reception class make accelerated progress from their starting points, especially in developing their language and communication skills.
- Disabled pupils and those with special educational needs receive expert support, particularly from the conscientious, caring and highly competent learning support assistants.
- Pupils' behaviour in lessons and around the school is outstanding. They are polite and highly respectful to staff. Pupils feel very safe and their gentle care for one another helps to create a calm atmosphere across the school.
- Teaching is outstanding because the highly skilled teachers plan exciting lessons which allow pupils of all ages and abilities to be creative, work things out for themselves and produce a high standard of work. There are, however, occasions when adults do not give pupils enough time to check the thorough comments teachers leave for pupils when they mark their work.
- School leaders, managers and governors have successfully and quickly tackled previous weaknesses. Their determination to provide the best possible education for pupils has led to exceptionally rapid improvement in the quality of teaching and learning, and in pupils' achievement.
- All staff and parents work together as a high-quality team and are involved in identifying the strengths of the school and what could be improved further, especially for pupils whose circumstances might put them at risk.
- Pupils thoroughly enjoy learning and are given excellent opportunities to be involved in a wide variety of clubs and activities. Pupils are extremely proud of their school where, they say, 'it's cool to be clever!'

## Information about this inspection

- The inspectors observed 12 lessons, three of which were joint observations with the headteacher and the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and learning areas.
- Discussions were held with two groups of pupils, the Chair of the Governing Body, two other governors, the three phase managers, the coordinator of support for disabled pupils and those who have special educational needs, and a professional adviser for North Yorkshire schools.
- The inspectors took account of the 53 responses to the online questionnaire (Parent View).
- The information from 27 staff questionnaires was taken into consideration.
- Inspectors looked at pupils' books and at a number of documents including the school's own data and monitoring of how well pupils progress, planning documentation and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

## Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- There is a gender imbalance as around 60% of pupils are boys.
- Most pupils are of White British heritage. Few pupils have minority ethnic heritages and no pupils speak English as an additional language.
- The proportion of pupils supported through school action is lower than average. The proportion supported at school action plus or with a statement of special educational needs is also lower than average.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school suffered major disruption at the start of this school year due to problems encountered by the current major building project.
- Since the last inspection changes in staffing have been considerable.
- The school operates its own breakfast club.

### What does the school need to do to improve further?

- Ensure that pupils are given time to respond to teachers' helpful marking and comments in order to further improve their work.

## Inspection judgements

### The achievement of pupils is outstanding

- The attainment of children on entry to Reception is below the level expected for their age. Outstanding teaching and a systematic approach to the accurate tracking, assessment and evaluation of children's achievement ensure that they all make outstanding progress, especially in communication, language and literacy, preparing them exceptionally well for Key Stage 1.
- Over the last three years pupils have continued to make progress which is significantly above the national average and the proportion of pupils achieving above the expected rate of progress is well above that seen nationally. This consistently high level of achievement continues to be seen in lessons.
- In 2012 all pupils achieved or exceeded the standards expected of them in English and mathematics by the end of Year 6. This is exceptional progress given their skills when they joined the school. The work of pupils currently in Year 6 and the school's excellent monitoring system show that, this year, pupils are once again reaching high levels of attainment in reading, writing and mathematics. Progress for current pupils in Key Stages 1 and 2 continues to be outstanding.
- Disabled pupils and those who have special educational needs benefit from the excellent specialist support provided by teachers, their key workers and caring learning support assistants. Small groups and one-to-one interventions very effectively ensure that their individual learning needs are met and they make outstanding progress.
- From an early age pupils are encouraged to work independently and this enables them to develop exceptional problem-solving skills. These prepare them extremely well for their next stage of education. By Year 6 pupils are highly competent at evaluating the quality of their own work and that of others.
- Pupils who are falling behind are quickly identified and given one-to-one tuition to ensure that they achieve their targets. Gifted and talented pupils are identified early and they receive expert tuition to enable them to exploit and further develop their high-level skills in English and mathematics. The very small number of pupils who benefit from pupil premium funding do exceptionally well at this school, attaining above the national average by the time they leave.
- Reading is given a high priority across the school, including regular reading challenges for pupils. The teaching of phonics (the sounds that letters make) is particularly effective so that, by the end of Key Stage 1, pupils are very confident readers. They talk with great enthusiasm about the range of books they have read.

### The quality of teaching is outstanding

- The outstanding teaching is characterised by teachers' consistency in implementing the improvement initiatives led by the deputy headteacher. These include the use of learning journeys for literacy, 'Key Instant Recall Fact' (KIRF) in mathematics and high-level questioning techniques which provoke evaluative and thoughtful responses from pupils.
- All staff make excellent use of the school's extensive pupil progress data. Lesson planning is firmly based on the regular and detailed assessments of pupils' prior learning to ensure that tasks are appropriately designed to exactly meet the needs of all pupils.
- Pupils benefit greatly from the high-quality and innovative resources prepared by teachers to stimulate learning. For example, the children in Reception were captivated by the teacher's use of puppets to promote their understanding of how to build words. A recent visit to Skipton Castle stimulated the creativity of Year 2 pupils who demonstrated excellent teamwork, determination and perseverance to overcome problems when designing their own castle.
- Teachers actively encourage constant communication with and between pupils and they use praise effectively to build pupils' confidence and self-esteem. Teachers' marking is thorough but pupils are not always given time to respond to teachers' comments about how they can improve

their work. Challenging homework is set regularly and supported well by parents.

- Pupils say that learning is fun and that staff always listen to their ideas. Teachers' skilful questioning consistently encourages pupils to influence their own learning. For example, in Year 4 pupils enjoy suggesting their own rhymes and acronyms to help them to remember difficult aspects of mathematics.

### **The behaviour and safety of pupils are outstanding**

- Behaviour at the breakfast club, in lessons and around school is exemplary and is a key factor in the school's continuing success. Pupils are extremely eager to learn, which promotes excellent engagement, confidence and independence. They behave impeccably in all group situations, in intervention groups and in their whole-school assemblies.
- High expectations, consistent approaches and very effective use of rewards and sanctions help pupils to develop high levels of self-discipline, confidence and self-esteem. Consequently, there are few recorded incidents.
- No disruptive behaviour was observed during lessons and school records show that this is typical in all classes. Pupils listen attentively, work conscientiously and clearly respect one another's views and opinions.
- Pupils feel very safe in school. They have a clear understanding of different types of bullying behaviour, particularly in relation to the use of new technology. They say that 'we don't allow any bullying in our school.' Pupils make good use of their 'circle time' to ensure that teachers can react quickly to their concerns.
- Pupils are extremely proud of their school. They show the utmost respect for their teachers and other adults. Their manners and courtesy are exemplary. Pupils thoroughly enjoy their celebration assemblies where they gather to congratulate one another on receiving awards for their outstanding behaviour and achievement.
- Attendance rates are now at the national average and pupils are always punctual to school.

### **The leadership and management are outstanding**

- Since the previous inspection the headteacher and staff, with the support of the governing body, have led a rapid and determined drive towards improving all aspects of the school's performance. The leadership is highly effective at all levels. Every member of staff feels personally responsible for continuing to improve the quality of teaching, learning and the achievement of all pupils. The search for perfection is a constant focus for everyone.
- Members of the senior leadership team lead by example. They ensure that all staff clearly understand their roles, responsibilities and lines of accountability. They provide many opportunities for staff to be autonomous and creative and they, in turn, ensure that their pupils do too.
- Parents who responded to Parent View overwhelmingly agree that the school is well led and managed and all would recommend the school to others.
- The continuous improvements to the curriculum ensure that all pupils are provided with interesting and exciting residential visits and a wide variety of inspiring and successful clubs, often led by talented learning support assistants.
- The highly effective promotion of pupils' spiritual, moral, social and cultural development contributes enormously to pupils' positive attitudes and high achievement. Through innovative activities, such as the 'Exploring Asia' week and the 'Ourspace' project, pupils have a good understanding of cultures and religions other than their own.
- Self-evaluation and online data tracking are accurate. Well-organised action plans are used effectively to challenge the school to constantly improve.
- The online performance management system is used highly effectively as a tool to bring about further improvement. Regular and rigorous checking on the quality of lessons promotes

outstanding teaching and professional development. As a result, the quality of teaching has improved significantly since the last inspection and continues to develop.

- The school has an effective policy for ensuring all pupils are treated equally. It is a truly inclusive school in which there is no evidence of discrimination and all pupils have their individual needs met exceptionally well.
- Pupil premium funding is effectively used to provide emotional support for pupils and to enhance their learning and social opportunities.
- All safeguarding policies, procedures and safety checks are frequent, rigorous and reviewed regularly, particularly given the current building project.
- The local authority provides very light-touch support for this outstanding school. Together, staff and the governing body ensure that the school has an excellent capacity to improve further.
- **The governance of the school:**
  - The governing body is committed and dedicated and has been strengthened to include a practising headteacher who, with the Chair of the Governing Body and the vice-chair, ensures that the school's leadership is appropriately challenged and held to account. Governors receive regular reports on the effective use of pupil premium funding. They are aware that pupils receiving this grant make better progress than their peers in Key Stage 1 and nationally overall. Governors are actively involved in appraising the work of teachers, attending training and playing a central role in improving the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121443
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	402022

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandy Moody
<b>Headteacher</b>	Nigel Ashley
<b>Date of previous school inspection</b>	1 March 2010
<b>Telephone number</b>	01423 866207
<b>Fax number</b>	01423 860867
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