

Meadowpark School

Old School House, High Street, Cricklade, Wiltshire SN6 6DD

Inspection dates 4–6 March 2014

Overall effectiveness	Outstanding	1
Pupils' achievement	Outstanding	1
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Outstanding	1
Quality of curriculum	Outstanding	1
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings

This school is outstanding because

- Pupils make outstanding progress and achieve very well owing to outstanding teaching. They have an excellent range of literacy and numeracy skills.
- Staff encourage high standards of behaviour and, as a consequence, the pupils' behaviour is outstanding.
- The outstanding curriculum gives the pupils a very wide range of investigative and practical experiences.
- The very close attention given to the pupils' safety, welfare and personal development helps them to feel safe, make friends and develop into confident individuals who are well prepared for the next stage of their education.
- The leadership and management of the school are outstanding. They have ensured that pupils' achievement and the quality of teaching are outstanding.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent school Standards)(England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with one day's notice.
- The inspector observed 13 lessons, some accompanied by the headteacher.
- Meetings were held with the school's leaders, teaching staff and pupils. A range of documentation was examined, including policies, assessment records, curriculum and teachers' plans and risk assessments. The inspector heard pupils read.
- Parents and carers made 42 responses to the online Parent View questionnaire. The views expressed by nine members of staff in the inspection questionnaires were considered.
- During the inspection, the school requested a material change to increase the registered number of pupils from 48 to 85. The Department for Education agreed that this material change request should be considered during the inspection.

Inspection team

Jill Bainton, Lead inspector

Additional Inspector

Full report

Information about this school

- Meadowpark School, (formerly known as Meadowpark School and Nursery), is an independent coeducational day school located in the town's old school buildings and extensive grounds, in the centre of Cricklade, Wiltshire.
- The school was first registered in 1994 in alternative premises in the locality. During 2009 to 2010 the school had to relocate at short notice and was unable to accommodate older pupils until it moved into the current premises.
- The school is registered to admit up to 48 pupils aged from four to 11 years. Currently there are 37 pupils on roll, aged from four to 10 years of age. Of these, six children are in receipt of early years government funding. No pupil has a statement of special educational needs.
- The school uses local swimming facilities.
- The school aims to encourage a, 'life-long enthusiasm for learning, setting a firm foundation for the future'.
- The school was previously inspected in October 2010.

What does the school need to do to improve further?

- Sustain pupils' outstanding achievement by:
 - continuing to build on the school's system for tracking pupils' progress in order to better inform teachers' planning and work in lessons
 - making arrangements for further external checks to be made of teachers' assessments, to ensure their consistency and accuracy.

Inspection judgements

Pupils' achievement

Outstanding

Pupils' achievement is outstanding, especially in numeracy and literacy. This is due to consistently high-quality teaching and a well-developed curriculum which very effectively meets their needs. Pupils enjoy coming to school and have lots of 'fun' learning. The children in the Early Years Foundation Stage are making very good progress towards the early learning goals; some of the older children have exceeded them. The most able children can read, using good phonic skills to sound out their letters, and show that they understand their meaning. Their understanding of number is developing very well, they can count, order their numbers and recognise shapes. Most children can communicate very well.

Due to difficulties of relocation in 2009 to 2010 only two year groups in Key Stage 1 could be accommodated at the school. The school has collected progress data for these pupils and this shows that most of them are making outstanding progress, especially in literacy and numeracy. Some of the older pupils have only joined the school relatively recently and have made good progress in a short time taking into account their starting points. Pupils become increasingly confident as they progress through the school, they ask questions about their learning and are eager and enthusiastic to give their answers. The majority are making excellent progress in literacy over time; most acquire competent reading skills and can write at length using well-formed handwriting.

Their understanding of numeracy is equally strong; the older pupils can use number processes very well and exhibit a high level of understanding. There are frequent opportunities for the pupils to gain a very good understanding of the world around them through the effective use of the school grounds, which are very well equipped for both physical activities and investigating the natural world and scientific study. Creative and imaginative awareness is effectively promoted through music and art and design. All pupils have the opportunity to take part in public speaking and drama and take nationally recognised examinations with considerable success. The older pupils are well prepared for the next stage of their education and the school has had success in the past with pupils gaining places in local grammar schools.

Pupils' behaviour and personal development

Outstanding

Pupils' behaviour and personal development are outstanding. There is a very friendly, welcoming atmosphere at the school and the pupils are very happy and enjoy their school life. Their behaviour is outstanding and attendance is excellent. All pupils regardless of ability, background or heritage are successfully included in many planned activities which enrich their school day making it great fun, with pancake-making and pancake-tossing races a highlight during the inspection. Lunchtimes are civilised occasions with staff eating with pupils who learn the importance of good table manners.

Provision for the pupils' spiritual, moral, social and cultural development is outstanding. The very simple school rules are respected and the school is a very harmonious community. In 'Golden Assemblies' pupils' individual achievements are celebrated by the whole school with awards for both attitude and progress in class, which helps to raise pupils' self-esteem and self-confidence.

Older pupils are given posts of responsibility and take their duties very seriously. Pupils show that they are proud of their achievements and of their school and made many comments about how happy they are at school and how the staff always try and help them to understand well in lessons. In religious education they learn about different world religions and celebrate festivals. They learn about public institutions and services through lessons in personal, social and health education (PSHE). For example, in one lesson they discussed, 'Why it was good to be me', concluding that

they all had individual talents, a subject which was then followed up in an assembly. They exercise democracy by expressing their views in regular school council meetings, which they help to lead and record the minutes. Through these activities pupils feel that they have a voice in the running of the school and their suggestions are taken seriously. They develop a very positive awareness of the local community through using the facilities and by participating in many activities. Pupils gain very rich cultural and social experiences by supporting local and national charities. The school has no political affiliation and leaders ensure that when controversial and political issues are considered, that steps have been taken to offer a balanced presentation of opposing views.

Quality of teaching

Outstanding

Teaching is consistently at least good and much of it is outstanding, enabling the pupils to make first-rate and sustained progress according to their varying starting points. Teachers are well qualified and experienced and enable young pupils to learn effectively through play and exploration and older pupils to succeed, for example, with investigative activities when they learn in working by themselves. Teachers and teaching assistants establish very positive working relationships based on mutual respect and there is a very purposeful atmosphere in lessons. Teachers have consistently high expectations of all pupils and meet their differing needs by asking questions and providing activities which successfully challenge all pupils, including those who need additional help. As a result, pupils eagerly engage in lessons and make continual progress in their understanding of the subject matter. Classrooms have very good resources, including those for information and communication technology (ICT) and these resources are used well to support effective learning.

Pupils are given appropriate opportunities to apply their learning, for example, in talking with a partner which helps to increase both their confidence and understanding. Pupils very much enjoy speaking and the specialist speech and drama lessons help them increase their confidence. Pupils are expected to produce high-quality work which is well presented. The very strong emphasis on acquiring basic skills results in very high standards of reading and written work, especially creative and extended writing, which is always marked very well with clear guidance for pupils on how to improve their work. In numeracy, pupils are adept at applying their practical skills to problems and show a high level of understanding. Pupils are aware of their targets in literacy and numeracy and the older ones make their own contributions, identifying how they can improve their work. Assessment is thorough and used well by staff to inform their planning and teaching. Teachers' assessments are moderated internally and some external checking is used to ensure consistency and accuracy; the school has plans to extend this practice.

Quality of curriculum

Outstanding

The quality of the curriculum is outstanding and helps all pupils to learn and make sustained progress over time. It has a strong impact on the pupils' learning and achievement. The curriculum is underpinned by detailed medium-term and daily plans based on the National Curriculum which demonstrate that all the required areas of learning are covered well. The curriculum is very closely matched to the pupils' interests and needs and staff are very good at using it creatively to engage the pupils in their learning. Pupils learn well when, for example, work is practical with hands-on experimentation. This was demonstrated when pupils designed and built rafts from construction bricks and then had fun checking if they floated or sank. The curriculum helps pupils to develop their basic skills very well; they read with enjoyment and most are confident in expressing their views. World Book Day took place during the inspection and both pupils and staff enjoyed dressing as their favourite character.

The children in the Reception class learn effectively using the Early Years Foundation Stage framework. German is taught to older pupils and French throughout the school. A significant strength of the curriculum is the very effective use made of the school's extensive grounds to develop pupils' science investigation skills, encourage physical exercise and to extend outdoor

learning for the children in the Early Years Foundation Stage. This provision gives them extensive opportunities for high-quality learning, such as when pupils spent time outside in the woodland area looking for invertebrates and vertebrates as part of their science work and found a wealth of creatures. They were also able to see and discuss the effects of the recent flooding on the local area. The acquisition of a mini bus has further increased the use of the locality for curriculum-related visits. Provision for information and communication technology has increased since the last inspection with the introduction of additional technology in the classrooms and interactive whiteboards which are used effectively to extend pupils' learning. Music is a strength of the school with pupils having the opportunity for both class and individual lessons. Education for PSHE, which permeates the whole school, helps the pupils to develop into well-rounded, polite individuals who enjoy learning. Pupils have weekly physical education, games and swimming sessions. Opportunities for enrichment are very good; pupils attend a wide range of after-school clubs in, for example, various sports, Spanish and chess. Visits outside school take place regularly and have recently included Bristol Aquarium, Trowbridge Museum and local theatres. Visitors are a regular feature of school life and help to give the pupils an understanding of wider society.

Pupils' welfare, health and safety

Outstanding

Provision for the pupils' welfare, health and safety is outstanding owing to the school's rigorous procedures and strong commitment to keeping the pupils safe. All the independent school regulations are met, together with the welfare requirements for the Early Years Foundation Stage. There are clear and detailed school policies and procedures, which are implemented effectively and consistently by staff; they are reviewed and updated annually. Senior staff have undertaken the required training for child protection and all other staff have been trained to a high standard. The policies relating to the pupils' welfare are clear and up to date and include child protection, anti-bullying, behaviour and health and safety; these are implemented consistently.

All the required checks are made on staff to ensure their suitability to work with children and the information is recorded on the required single central register of staff appointments. Several members of staff are trained in safer recruitment and all the necessary checks are made prior to appointment. Staff have received training at the appropriate level in fire safety and first aid and any accidents are methodically recorded. Routine fire safety checks are completed and recorded appropriately. Excellent attention is given to the health and safety and security of the pupils. Detailed risk assessments are undertaken for activities both on and off site. The admission and attendance registers meet the regulations. Pupils are encouraged to take regular exercise through the planned physical education programme, regular outdoor play and to eat healthily.

Leadership and management

Outstanding

The leadership and management are outstanding and enable the pupils to learn and achieve very well. The proprietors have ensured that all the statutory regulations for independent schools are met. The year during which the school was unable to operate fully has contributed to a renewed commitment by the proprietors who are highly ambitious for the pupils and what they can achieve. This strong drive helps to promote the school's success. There are robust policies and procedures in place to safeguard the pupils' welfare, health and safety. The excellent quality of the curriculum and teaching enables the pupils to make sustained progress. Leaders know the school extremely well and through detailed self-evaluation have identified how they wish to move the school forward. The comprehensive school development plan focuses on maintaining and continually improving the provision and gives a clear direction to the school. Staff questionnaires show morale is very high.

The premises and accommodation are suitable and safe for learning and have been upgraded to a high standard. Parents and carers receive all the required information and are kept very well informed through regular reports and newsletters. A parent commented most favourably during a visit to the school, confirming how well her children had settled at the school, the considerable

progress they had made in a short time and how the staff really understood and supported them. All parents and carers who responded to the online questionnaire were extremely positive in their response and would strongly recommend the school to others. There is an appropriate complaints procedure.

The school's application to change the permitted number of pupils on the roll of the school from 48 to 85 was approved by the Department for Education (DfE) during the inspection. The accommodation, staffing and curriculum are suitable for the proposed extension to the number of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of education has serious weaknesses.

School details

Unique reference number	130321
Inspection number	422717
DfE registration number	865/6027

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Primary day school
School status	Independent school
Age range of pupils	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	37
Number of part time pupils	0
Proprietor	Education Plus Ltd.
Headteacher	Rajvinder Kular
Date of previous school inspection	6–7 October 2010
Annual fees (day pupils)	£5,985–£8,250
Telephone number	01793 752600
Email address	mpschoffice@aol.com

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