

# Meadow Primary School

**Address:** Dolphin Crescent, CH66 4SZ

**Unique reference number (URN):** 151417

## Inspection report: 11 November 2025

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Pupils enjoy coming to school. The school carefully tracks absence and responds quickly when absence is a concern. It works successfully with pupils and their families to overcome any barriers to attendance. This means that pupils attend regularly. Their attendance is above average and has returned to pre-COVID pandemic levels.

The school is calm and orderly. Pupils understand the school rules and relish the praise and rewards that they receive for working hard and trying their best. Pupils are polite and kind to one another. Staff step in quickly when pupils need guidance. This ensures that any unwanted behaviour is addressed effectively. Pupils are respectful and listen attentively to their teachers. They are quick to follow instructions and take pride in their work. The school is a positive and harmonious place in which to learn and play.

Children in the early years develop strong learning behaviours. Pupils across the school build on this positive start. The school understands the individual needs of pupils. Staff ably use a variety of approaches to support pupils' understanding of rules and daily routines, including by using symbols and real-life objects. This means that pupils behave well. They work well together in lessons and can learn without any disruptions.

### Early years

Strong standard ●

Children in the Reception classes are supported to settle quickly into routines. The school places a high priority on developing children's independence skills. Children rapidly become proficient at using cutlery, hanging their coats up and tidying toys away. This helps children to grow in confidence.

The school partners with parents and carers to consider each child's experiences, interests and starting points. When necessary, the curriculum is adapted to reflect these. Staff have high expectations of what children can achieve. Children achieve very well and are ready for the next stage of learning.

Children's early communication and language skills are given the highest priority. Children are immersed in carefully chosen stories, songs, rhymes and books that have ambitious and rich vocabulary. Staff are skilled at engaging children in talk. Staff know that the repetition of key words supports children to learn and remember more.

Children in the Reception classes benefit from a well-ordered phonics programme. Staff make sure that children read books that include the sounds that they already know. This helps children develop into fluent, accurate readers. Staff act swiftly to help children who find reading difficult. This helps these children to catch up quickly with their peers.

## **Inclusion**

**Strong standard** ●

The school is highly inclusive. It makes sure all pupils can take part in learning and school life, including those who are disadvantaged or have special educational needs and/or disabilities (SEND). For instance, every pupil is supported and encouraged to join the wide range of clubs and activities on offer.

Staff act quickly when they notice a pupil may need extra help. They carry out detailed checks to understand what support is needed. The school's well-considered support for disadvantaged pupils and those with SEND ensures that these pupils learn the curriculum successfully alongside their peers. The school regularly evaluates the impact of additional funding and the support that these pupils receive, to check that it is making a positive difference. Pupils grow in confidence and independence because they get the help that they need at the right time. This helps them to thrive in all aspects of their development.

Staff have a secure understanding of the school's effective approach to inclusion. They receive high-quality training to support pupils successfully. They work closely with parents, carers and other professionals to help pupils learn and plan their next steps. The school values these strong partnerships and knows they help pupils succeed.

## **Leadership and governance**

**Strong standard** ●

School leaders, governors and trustees work closely together to improve the school. They understand what the school does well and what needs to get better. They take clear and effective action to solve problems quickly, helping the school to keep moving forward. Leaders make decisions that are in the best interests of pupils. This is especially true for those who may need extra help, such as pupils with special educational needs and/or disabilities, those who are disadvantaged or those known to social care. Leaders make sure these pupils get the support that they need to succeed.

Governors and trustees understand their responsibilities and carry them out well. They use their skills to support and challenge leaders, helping the school improve. They check how resources are used and make sure decisions benefit pupils. Staff and governors feel involved in important decisions and know their role in keeping standards high.

The trust provides high-quality training for all staff. This training is based on research and gives staff time to practise new skills. It helps staff, at all stages of their careers, to grow in confidence and skill. Staff value the guidance and understand how their training links to the school's aims.

Staff speak very positively about working at the school. They feel well supported by leaders, who consider workload and wellbeing when making decisions. Staff say the school provides effective support for their wellbeing and ensures that their workload is manageable. They are proud to be a part of the school community.

The school provides a vast range of opportunities to nurture pupils' personal development and wellbeing. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, have a broad and rich set of experiences. Pupils value the opportunities on offer beyond the academic curriculum. They speak excitedly about school trips, sporting events and the array of clubs on offer. These experiences enable pupils to develop exciting new interests and find undiscovered talents.

Children in the early years, and pupils across the rest of the school, learn about different people and families. They are respectful towards others who may have different beliefs, cultures or backgrounds. Pupils understand the concepts of democracy, respect and tolerance. They understand that rules are there to keep them safe. Many pupils are able to talk about how they feel. This is because they learn the words to use to express their emotions. Pupils know how to keep themselves safe online and how to keep themselves physically and mentally healthy. This means that they gain the age-appropriate knowledge that they need to stay healthy, safe and prepared for life in modern Britain.

Pupils excel in their various roles and responsibilities. These include leading assemblies and becoming school councillors. Pupils are eager to support their local and wider communities. They learn that they can make a positive difference by litter picking, raising money for charities and organising special events at residential homes for older people. No matter what their responsibility, pupils make a tangible contribution to all aspects of school life. Over time, pupils develop a strong sense of responsibility and understand what it means to be a positive citizen.

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## **Expected standard**

### **Achievement**

**Expected standard** 

The school has high aspirations for pupils' achievement, including for pupils with special educational needs and/or disabilities or pupils who are disadvantaged. Typically, pupils achieve well from their differing starting points. This is reflected in their outcomes in national tests. The school provides effective support for pupils who struggle to catch up and keep up with their peers. By the end of Year 6, many pupils have the knowledge that they need to move on successfully to secondary school.

In the early years and key stage 1, the school makes sure that pupils secure important foundational knowledge to access the wider curriculum successfully at key stage 2 and beyond. By the end of the Reception Year, children have a secure grasp of reading, writing and mathematics ready for key stage 1. Typically, as pupils move through school, they build on prior knowledge across the wider curriculum.

The school has carefully considered the needs and interests of all pupils in its curriculum design. It has developed an ambitious curriculum that builds logically from the early years to the end of key stage 2. Staff are provided with helpful guidance so that they know what knowledge pupils need to learn and when they should learn it. Staff benefit from regular training. This ensures that they have the subject knowledge and skills to deliver the curriculum well. They generally choose appropriate resources, activities and questions that build on pupils' prior learning.

Leaders regularly check how well the curriculum is helping pupils learn. Staff check often to see how well pupils are learning and remembering important knowledge. When needed, they quickly make changes to the delivery of the curriculum. For instance, leaders recently strengthened the focus on pupils' foundational knowledge in key stage 1.

The school focuses on providing pupils with a secure foundation in reading, writing, speaking and mathematics. Staff typically identify any gaps in pupil knowledge and pick up misconceptions quickly. However, at times, pupils are not supported effectively to write with accuracy in some subject areas.

Staff know pupils well and make carefully thought-out adaptations to lesson activities to make sure that pupils with additional needs can be successful.

# What it's like to be a pupil at this school

Pupils are happy at this inclusive and welcoming school and attend well. They benefit from positive relationships with warm and caring staff. Pupils know there are trusted adults who they can speak to about any worries or concerns. This fosters a deep sense of safety and belonging.

Pupils enjoy learning new information and appreciate the many worthwhile learning opportunities that the school provides. The school identifies any barriers to learning quickly and puts in place effective support. This ensures that pupils across the school, including pupils with special educational needs and/or disabilities and those who are disadvantaged, achieve well. Children in the early years are well prepared for key stage 1, and pupils in Year 6 are typically ready for their secondary education.

Pupils are kind and considerate. They are supportive of one another and know what it means to be a good friend. Pupils play cooperatively with each other at breaktimes. They move around the school sensibly, demonstrating high levels of courtesy towards staff and visitors.

The school encourages pupils to develop hobbies and interests alongside their academic learning. Pupils value the vast range of opportunities on offer beyond the academic curriculum. For instance, pupils speak positively about sporting events and judo lessons. The school provides many opportunities for pupils to take on positions of responsibility, for example acting as members of the school council and play leaders. This helps pupils to develop communication skills and empathy.

Pupils benefit from plentiful opportunities to learn how to stay safe and to protect their wellbeing. For example, they know how to keep safe online and how to maintain their physical health. Pupils learn about the differences between people, including religion and the make-up of different families. They learn the importance of treating everyone with respect. These experiences prepare pupils well for life in modern Britain.

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## Next steps

- Leaders should ensure that pupils are consistently well supported to develop greater accuracy and expertise in their writing, so they are able to apply this knowledge effectively across different subjects.
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## About this inspection

This school is part of The People's Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steven Baker, and overseen by a board of trustees, chaired by Kathryn Alison Haynes.

The school joined The People's Learning Trust in January 2025.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders. This included executive leaders from the trust. The lead inspector met with two trustees and some representatives of the local governing body.

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### Lead inspector:

Victoria Burnside, His Majesty's Inspector

### Team inspectors:

Jane Dennis, His Majesty's Inspector

Stuart Perkins, His Majesty's Inspector

David Robinson, His Majesty's Inspector

Sheena Clark, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 11 November 2025

## School and pupil context

### Total pupils

**425**

Above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**420**

Above average

### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**4.94%**

Well below average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**4.47%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with Special Educational Needs (SEN) support**

**5.88%**

Well below average



**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Well below average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**Absence**

**Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (1 term) | 3.9%        | 5.1%             | Below                          |

**Persistent absence**

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (1 term) | 9.9%        | 14.3%            | Below                          |

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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