

Meadowbrook Primary School

Three Brooks Lane, Bradley Stoke, Bristol, South Gloucestershire BS32 8TA

Inspection dates

11–12 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders and governors have not taken enough action to improve the achievement of pupils across the school. As a result, several pupils are not making progress or achieving well.
- Until relatively recently, the school's assessment of pupils' progress was not precise. This meant that leaders' understanding of progress was not accurate.
- Despite some improvements in teaching, inconsistencies remain. As a result, too many pupils, particularly disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities, are not making enough progress.
- The curriculum does not enable pupils to practise and develop writing and mathematical skills in other subjects.
- Teaching is not consistently planned well. It does not provide sufficient support or challenge for pupils, including the most able. As a result, pupils complete work that is either too difficult or too easy.
- Teachers' explanations are not consistently effective. This means that some pupils are not clear about what is expected of them or what they need to do to improve their work.
- Teaching does not routinely clarify pupils' misconceptions. Teachers do not intervene in pupils' learning to move them forward. This hinders progress and limits pupils' ability to develop secure skills, knowledge and understanding.
- Subject leaders' monitoring is still developing. As a result, they have not been able to bring about improvements in the curriculum.

The school has the following strengths

- Leaders and governors have worked hard with the Olympus Academy Trust to create a stable staffing structure. They understand what needs to improve; they are taking the necessary action to bring this about.
- The school is clearly improving. Better teaching is leading to improved outcomes for pupils at the end of key stages 1 and 2.
- Leaders and teachers place pupils' welfare at the heart of their work. They form effective partnerships with parents. Pupils enjoy coming to school. They say that they are well looked after. They behave well and are polite and respectful.
- Good teaching in early years and effective phonics teaching lead to a high proportion of younger pupils achieving well.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - further developing the consistency and accuracy of assessment, so that leaders ensure that teachers intervene quickly when pupils' progress needs to improve
 - developing the curriculum so that it enables pupils to improve their reading, writing and mathematics across subjects
 - improving the quality of subject leaders' monitoring of pupils' progress, so pupils achieve well.
- Eliminate inconsistencies in teaching and raise standards of teaching, learning and assessment so that:
 - planned interventions help disadvantaged pupils and pupils who have SEN and/or disabilities to catch up and reach the standards of which they are capable
 - teachers plan learning that deepens pupils' skills and knowledge more precisely, including for the most able pupils
 - teachers help pupils to understand how to improve their work.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the school became an academy in 2015, the headteacher and other leaders and governors have worked hard to provide a stable staffing structure. However, some staff changes have meant that leaders have not been able to sustain consistent improvements to teaching over time. This has affected the progress that some pupils make adversely.
- Until recently, senior leaders' assessment of pupils' progress has lacked accuracy. Leaders have not taken swift action to help pupils make better progress. The school's new assessment system is strengthening leaders' awareness of how well pupils are doing. This allows them to take action earlier.
- Senior leaders do not use the additional funding for disadvantaged pupils consistently. As a result, too few disadvantaged pupils make strong progress or meet the standards expected of them.
- Senior leaders' use of additional funding to support pupils who have SEN and/or disabilities is too variable. Some striking examples exist of highly effective support for vulnerable pupils. The majority of parents are very appreciative of the support their children receive. They commented, 'the school has bent over backwards to help us', and, 'I cannot praise the school highly enough for what they do for my child'. Such effective support has led to considerable improvements in pupils' self-esteem and progress. However, in other instances, support is not as effective. Therefore, the achievement for several pupils who have SEN and/or disabilities is not consistently good. Leaders recognise that they need to provide more support to help pupils make better progress.
- Senior leaders make appropriate use of the physical education (PE) and sport premium funding to provide teachers with bespoke training to develop their skills and improve the teaching of PE. However, leaders' plans and monitoring activities are limited. This restricts their ability to check on the impact of funding.
- Senior leaders make regular checks on the quality of teaching. They work closely with staff to identify and support pupils who are falling behind. This helps leaders plan interventions for pupils' academic and pastoral development. However, these checks are not always timely or precise enough. As a result, teaching does not secure good progress for pupils across the school.
- The school does not identify the most able pupils until Year 3. Leaders do not intervene early enough to ensure that teaching is meeting learning needs. Consequently, teaching for the most able pupils does not routinely challenge them. This hinders their progress.
- Leaders help staff to understand the skills, knowledge and understanding that pupils need in different subjects. This helps teachers to plan more effectively. However, leaders' monitoring of pupils' achievement is at an early stage of development. Leaders are not clear how well teaching supports pupils. There are too few opportunities for pupils to practise reading, writing and mathematics in other subjects. This inhibits their ability to develop these skills fully.

- Performance management is used well to provide appropriate training and support for staff. It is linked closely to the priorities of the school development plan. Leaders work with teachers to help them understand their strengths and how to address any weaknesses. While some improvements in teaching are evident, the impact of professional development has not been strong enough.
- Pupils develop their understanding of British values and spiritual, moral, social and cultural aspects well. They understand how rules and laws work and write their own school rules. Pupils learn how to resolve conflicts and establish trust. They develop their knowledge of democracy by discussing elections and voting for school ambassadors. Pupils enjoy representing the school by taking on positions of responsibility, such as showing parents round the school on open mornings.
- The newly appointed executive headteacher and associate headteacher have a clear perspective of the strengths and weaknesses of the school. Along with other leaders and governors, they are ambitious for the school and are working closely together to bring about improvements in teaching and outcomes for pupils. However, this is not yet consistent across the school.
- Relationships between staff and leaders are positive. Staff appreciate the support they are given, and morale is high. There is a united and committed approach to improving the school.

Governance of the school

- Governors have a clear understanding of the school's priorities and are not afraid to challenge leaders. This assures them that the school is taking positive action to tackle school improvement. Governors recognise that outcomes are improving and they realise that the consistency of teaching across the school needs to improve. They are not content to rest on their laurels and are committed to supporting the school. They are continuing with their drive for improvement.
- Governors undertake relevant training to improve their skills. They share ideas with other governing bodies. This helps them understand the actions needed to secure further improvement.
- Governors possess a range of valuable skills; they use these to undertake a variety of monitoring tasks. For example, they routinely evaluate the effectiveness of safeguarding, additional funding expenditure and pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior staff and governors work closely together to ensure that there are clear procedures for keeping pupils safe. They undertake the necessary checks when recruiting staff and record the details on the school's single central record.
- Members of staff understand that they have a responsibility to keep pupils safe. They are well trained and understand the signs that indicate that a pupil might be at risk. Adults are aware of the procedures to follow if they have concerns about pupils. Leaders record details of any concerns consistently and follow these up in a timely

manner. They have taken relevant action to keep pupils safe. Leaders liaise effectively with outside agencies; this helps them secure specialist help for families who need it.

- School leaders are vigilant about identifying potential risks on the school site. They undertake regular checks and drills to ensure that the school is a safe and secure place. Staff assess the main risks when undertaking activities. This ensures that pupils' safety is paramount.
- Pupils say that they feel safe at school. The majority of parents who responded to the online survey, or spoke to inspectors, agreed that the school's work to keep their children safe is effective.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is improving, but is still too variable across the school. As a result, pupils' achievement is not good. This is the case for several disadvantaged pupils and pupils who have SEN and/or disabilities.
- The school is implementing a new assessment system, but this is not yet making an impact. Where teaching is less effective, teachers do not use assessment consistently well to plan activities that build on previous learning. Some teaching does not challenge or support pupils' learning effectively. Progress is limited because of this.
- Interventions for disadvantaged pupils and pupils who have SEN and/or disabilities are sometimes effective but not reliably so. As a result, teaching does not help some pupils to catch up or achieve the standards expected of them.
- Adults' expectations of what pupils can achieve vary. This limits the degree to which teaching helps pupils' concentration and completion of tasks. Teaching does not challenge pupils to achieve their best. Leaders do not identify the most able pupils until they have been in the school for several years.
- Teachers' subject knowledge and the clarity of their explanations are inconsistent. This means that pupils are not always clear on how to tackle tasks correctly. This impedes their progress.
- Teachers do not routinely intervene in pupils' learning to ask questions or clarify misconceptions. This inhibits pupils' ability to reflect on their learning, explain their understanding or correct mistakes.
- Teachers' explanations of how pupils can improve their work are not always clear. As a result, pupils do not understand precisely what to do to make their learning better.
- Homework to support pupils' reading, writing and mathematics is given regularly. Pupils enjoy continuing their learning at home.
- School leaders provide some well-targeted pastoral emotional and social support for disadvantaged pupils and pupils who have SEN and/or disabilities. This provision supports pupils well and helps them to engage positively in learning. A pupil commented, 'the school encourages us to challenge ourselves'.
- Stronger teaching in the school is characterised by high expectations, well-pitched learning activities and clear explanations. This helps pupils remain focused and enables them to practise and secure skills in different subjects. For example, pupils enjoy using

and applying their calculation skills to solve different problems in mathematics; they like to develop their descriptive vocabulary in writing.

- When adults use effective questioning, this draws out pupils' understanding. Teachers help pupils extend learning further. For instance, pupils enjoyed explaining the difference between evergreen and deciduous trees in science.
- Phonics teaching is well planned and allows pupils to practise and develop their reading skills. As a result, pupils achieve well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are well cared for because leaders place pupils' welfare at the centre of everything they do. Leaders recognise that they have a duty to speak up for pupils and families when they need help. The school family liaison leader and special educational needs coordinator work well together. Pupils who have SEN and/or disabilities, or other vulnerabilities, are well supported. Pupils are able to learn because their emotional well-being is supported well. Parents are very complimentary about the support their children receive.
- Most pupils are very keen to learn, and, when teaching is well focused, pupils listen carefully to adults; they engage well in their learning. Even when teaching is not so effective, pupils behave well. They wait patiently for learning to become more interesting so that they can become more involved.
- Pupils learn about people who are different from them. This develops pupils' awareness and respect for people.
- Lunchtime and playtimes are happy, sociable occasions. Pupils enjoy chatting and playing with their friends. Pupils are well supervised and follow well-established rules. Consequently, transitions between lessons and breaks are orderly and smooth. Pupils move around the school calmly and sensibly. This helps to ensure that they are prepared for learning when they go back into class.
- Staff look after pupils well in the before- and after-school clubs. Pupils are provided with a healthy breakfast; they enjoy socialising with their friends. Effective supervision and well-known routines mean that pupils behave well and are kept safe.
- Pupils are aware of different forms of bullying, including cyber bullying, fighting and name-calling. They understand what the school expects of them. The school encourages them to talk about their feelings. They know whom to go to if they have concerns. Pupils who find it hard to manage their behaviour can find a safe space or seek out a member of staff when they need help to remain calm.
- Leaders encourage pupils to take on various positions of responsibility. Pupils are very proud to represent the school.

Behaviour

- The behaviour of pupils is good.
- Leaders encourage pupils to attend regularly. They work closely with parents to explain the consequences of absence. As a result, overall attendance and the attendance of different pupil groups are above the national average. The school takes concerted action to improve the attendance of pupils with higher absence and this is improving. As a result, very few pupils are persistently absent. Pupils who spoke to inspectors said that they enjoy coming to school.
- Pupils behave well, both in and out of lessons. The majority of parents say that staff manage pupils' behaviour well.
- Incidents of poor behaviour and exclusions are rare. Pupils know what the school expects of them and they are helped to manage their behaviour.

Outcomes for pupils

Requires improvement

- The school's own assessment information and work scrutinised during the inspection show that progress in different classes across the school is variable. Assessment has not been rigorous enough. Learning is not pitched at the correct level for pupils. As a result, some of the school's most able pupils and younger pupils, particularly those who are disadvantaged or who have SEN and/or disabilities, make weak progress in reading, writing and mathematics. Progress for older pupils is better; there are some striking examples of improved progress.
- In 2016, too few pupils, including disadvantaged pupils and pupils who have SEN and/or disabilities, met the expected standards at the end of key stage 2. Progress was below the national average for writing and mathematics respectively.
- The proportion of pupils who met and exceeded expected standards in writing and mathematics at the end of key stage 1 in 2016 was below those of pupils nationally. Reading was broadly in line with the national average. Too few pupils who have SEN and/or disabilities met the expected standards.
- In 2017, standards improved. However, too few disadvantaged pupils and pupils who have SEN and/or disabilities reached the expected and higher standards. Fewer pupils achieved the expected and higher standards in reading and writing than pupils nationally. More pupils met the expected and higher standards in mathematics. Progress improved at the end of key stage 2.
- At the end of key stage 1, in 2017, a higher proportion of pupils achieved the expected and higher standards than the national average.
- Progress in phonics is good, with high proportions of pupils achieving the phonics screening check at the end of Year 1.

Early years provision

Good

- Children make a good start in Reception, developing their knowledge, understanding and skills well. Consequently, the proportion of children reaching a good level of

development by the end of Reception is high. Children are well prepared to move into Year 1.

- Leadership of early years is good. The leader has revised planning. Also, she has remodelled the environment to support children's needs better. She provides extra support to adults who work in early years. This has led to a consistent approach to teaching and assessment. There have been considerable improvements in children's achievement over time.
- Leaders routinely check how well children are achieving. This means that interventions are timely when children are not making enough progress. This helps them to catch up quickly.
- Children are kept safe. Adults who work in early years have been suitably trained in safeguarding and first aid. They have a clear understanding of children's medical needs. They know whom to speak to if they have concerns about a child's welfare.
- Adults and children form strong and respectful relationships with one another. Teachers and teaching assistants explain tasks well. They use good questions to check children's understanding. Adults work well to support all children, particularly those who have SEN and/or disabilities. The inclusive approach to supporting children ensures that children are fully immersed in their learning. They make good progress.
- The exciting and interesting indoor and outdoor environments invite children to engage in rich and varied activities. As a result, they develop a range of skills. For instance, the 'storytelling theatre', equipped with dressing-up clothes and masks, encourages children to practise speaking and listening. A range of musical instruments helps children to listen and identify different sounds. 'Stepping stone' number cards and objects help to develop children's counting skills and number recognition.
- Although children have only been full time in the school for three weeks, they understand the school routines. As a result, they behave well, listening intently to adults before confidently and happily embarking on their learning. They enjoy exploring the outdoor area to look for autumn leaves and twigs. Children sustain their interest for long periods because adults make learning fun.
- Early years leaders and other adults work closely with parents to share children's achievements. This helps parents understand how to support their children. Parents value the support the school provides for their children. They commented on how well their children have settled at school.

School details

Unique reference number	141618
Local authority	South Gloucestershire
Inspection number	10036955

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The board of trustees
Chair	Kate Sheldon and Cat Beaumont
Headteacher	Jon Barr
Telephone number	01454 868630
Website	www.meadowbrookprimary.co.uk
Email address	office@meadowbrookprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Meadowbrook is larger than the average-sized school. There are two classes in most year groups except for Year 3 and Year 4, which have three classes each. The school became part of the Olympus Academy Trust in 2015. The school has recently recruited an associate headteacher and an executive headteacher to support the school on a full-time basis.
- The proportion of pupils supported by the pupil premium is below the national average.
- The proportions of pupils from minority ethnic backgrounds or who speak English as an additional language are broadly similar to the national average.
- The proportion of pupils who have SEN and/or disabilities is similar to the national

average. So, too, is the proportion of pupils who have an education, health and care plan.

- The school met the government's floor standards in 2016 and 2017.
- The school provides before- and after-school childcare, which is managed by the Olympus Academy Trust.

Information about this inspection

- Inspectors observed teaching and learning in all classes across the school. Several lessons were observed jointly with school leaders, including the executive headteacher.
- Inspectors held several discussions with the headteacher and other senior leaders throughout the inspection. Inspectors held meetings with curriculum leaders, representatives of the governing body and the chief executive officer of the multi-academy trust.
- Inspectors reviewed a wide range of documentation provided by the school, including the school development plan, the school's evaluation of its work, attendance information and safeguarding records. Inspectors took account of the school's own assessment information and external reviews of the school's performance.
- Inspectors heard pupils read and held a meeting with a group of pupils to gain their views of the school.
- Inspectors took account of 246 responses to the online survey, Parent View, and several additional comments. Inspectors met with parents at the start of the school day and held a meeting with a group of parents and the family liaison officer. Inspectors reviewed pupil and staff responses to the online questionnaires.
- Current pupils' books, across a range of subjects and classes, were scrutinised.

Inspection team

Catherine Beeks, lead inspector	Ofsted Inspector
David Shears	Ofsted Inspector
Matthew Cottrell	Ofsted Inspector

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Manchester
M1 2WD

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