

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



26 February 2021

Josephine Garnham  
Headteacher  
Meadowside Primary School  
Park Road  
Burton Lattimer  
Kettering  
Northamptonshire  
NN15 5QY

Dear Mrs Garnham

### **Additional, remote monitoring inspection of Meadowside Primary School**

Following my remote inspection with Shaheen Hussain, seconded inspector of schools, of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in June 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- Since the last inspection, three governors have left the school. There is a new special educational needs coordinator (SENCo). A deputy SENCo joined the school in March 2020. Two new teachers have been appointed this academic year.
- In the autumn term 2020, a small proportion of pupils received education remotely for a short period of time. These were pupils in Year 1 and Year 3.
- Currently about 70% of all pupils are being educated at home. Approximately one third of the pupils with special educational needs and/or disabilities (SEND) and one third of the vulnerable pupils are attending school.
- A small proportion of staff are absent due to COVID-19.

## Main findings

- Before the pandemic started, leaders had begun to develop a new curriculum. COVID-19 has delayed the timescale leaders had set for the curriculum to be reviewed. Over recent months, leaders have prioritised the need to provide the curriculum remotely as well as in school. All pupils continue to receive education in the current circumstances.
- Leaders have provided schemes of work to support teachers in planning their lessons. Some subject leaders have created new curriculum plans for their subject areas. These plans do not yet have enough detail to help teachers to identify what knowledge pupils need to learn. They do not show how teachers will check what knowledge pupils have remembered.
- Leaders have adapted the education pupils currently receive. Teachers teach English and mathematics daily. They teach one other subject daily. Pupils working remotely and in school receive a blend of live and recorded lessons. They have daily opportunities to socialise remotely and listen to stories read by their teachers. Activities to support pupils' physical and emotional well-being take place frequently.
- Children in the Reception Year and pupils in Year 1 and Year 2 receive daily phonics sessions. Some of the plans for the teaching of phonics have had to change due to COVID-19. At the time of the inspection, teachers did not know which sounds pupils who were working remotely had remembered. Leaders plan to check pupils' progress in the coming weeks. Some pupils are receiving extra books to help them with their reading at home.
- The school's inclusion team ensures that pupils with SEND continue to receive their education. Pupils receive guidance to support their learning. Staff provide extra learning support for pupils and parents. Where necessary, pupils have personalised learning to meet their individual needs.

- Leaders have made education for vulnerable pupils a priority. They make sure these pupils receive support. Vulnerable pupils who are working remotely have the equipment and resources they need for their learning. Staff telephone parents frequently to check on the well-being of families and to offer support.
- Governors support the school to provide education for all pupils. They meet with senior leaders frequently to check the work of the school during the current circumstances. They work with senior leaders, parents and staff to support the development and implementation of remote learning for all pupils.
- A school improvement manager for the local authority provides assurance in relation to school policies and procedures. An external school improvement partner is helping to develop the quality of teaching and the role of subject leaders.

## **Evidence**

This inspection was conducted remotely. Inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher, SENCo, pastoral support manager, school business manager, several members of staff, the chair of the governing body, the vice-chair of the governing body, the governor responsible for safeguarding, an external school improvement partner and two representatives of the local authority, to discuss leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also examined some of the school's curriculum plans and viewed some samples of learning that is provided remotely. They listened to some pupils reading to an adult.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Northamptonshire. This letter will be published on the Ofsted website.

Yours sincerely

Stephanie Innes-Taylor  
**Her Majesty's Inspector**