

Inspection of Meadowbrook Primary School

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

Inspection dates: 12 and 13 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this welcoming and inclusive school. Pupils feel happy, safe and well looked after. They say that if they have any worries or concerns, there is always someone to help them. Pupils are adamant that bullying does not happen.

Adults have high expectations and relationships between staff and pupils are positive. Staff expect all pupils to live up to the principle 'ready, respectful, safe', in line with the behaviour policy. As a result, the school is calm and orderly. Pupils work hard and learning is rarely disrupted.

Pupils appreciate the many opportunities to get involved in school life and to develop in leadership roles, including through the 'Trust Council' and 'Art Council.' This helps them become confident and responsible.

Pupils receive a good-quality education. Pupils spoke enthusiastically about a wide range of subjects. They enjoy learning and are keen to do well.

Most parents and carers speak positively about the school. They talk about the 'family feel' and 'Team Meadowbrook'.

What does the school do well and what does it need to do better?

Leaders have a clear vision for the school. The headteacher is outward looking and welcomes the challenge and guidance she receives from the Trust. Decisions made by trust leaders and governors have brought about much improvement in the school's work.

There is a strong reading culture. Pupils in key stage 2 enjoy reading a wide range of books and talk enthusiastically about their favourite authors. Teachers make sure the youngest pupils develop a love of books. Staff follow a carefully structured phonics programme. This means children get off to a positive start. Most pupils quickly gain a love of learning and the confidence and knowledge they need to thrive. Most pupils at the early stage of reading master basic sounds quickly. However, a small number of pupils do not read books that are precisely matched to the sounds they know, and this hinders their fluency.

Leaders are ambitious for all pupils. Trust and school leaders know the school's strengths and weaknesses well. Leaders have created a purposeful environment where pupils and staff are keen to learn. Staff, including early career teachers, say that leaders support their development and well-being.

Leaders provide a well-organised and challenging curriculum and recognise the importance of widening pupils' vocabulary. The curriculum is carefully planned and based on what pupils need to learn, including in the early years. For example, staff use their strong subject knowledge in mathematics to ensure pupils learn what they need to know. As a result, pupils are able to complete more demanding work, solve

problems and explain their answers. Pupils enjoy learning about geography and music. However, there are a few gaps in their knowledge, and they cannot always confidently remember what they have learned previously.

Teachers use assessment information well to adapt the learning for pupils, including in the early years. Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. These pupils are fully involved in lessons and make good progress towards their individual targets.

Leaders ensure the curriculum supports pupils' understanding of what it is to be a good citizen. Pupils understand the importance of equality and diversity. They believe that everyone has a voice and 'their opinions would be heard'. Pupils' learning about UNICEF's 'Rights of the Child' helps them to understand the rule of law. Leaders ensure that there is a wide range of clubs for all pupils, including cheerleading and football club.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Staff and governors understand their safeguarding responsibilities. Clear processes for recording and sharing safeguarding concerns are in place. Records are detailed and well kept. Leaders are tenacious in their interactions with other agencies. They ensure that families receive the support they need.

The school's curriculum helps pupils to know how to keep themselves safe in their everyday lives. Pupils understand how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject plans are not as well implemented as others. This means that there are a few gaps in pupils' knowledge and understanding. Leaders need to ensure that the planned curriculum is embedded across the school, in all subjects, so that pupils know more and remember more.
- A small minority of pupils who have previously fallen behind do not read books that are precisely matched to the sounds they know. Pupils are not catching up as quickly as they might. Leaders need to ensure that these pupils' books are well matched to their phonics knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted

Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141618
Local authority	South Gloucestershire
Inspection number	10200941
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	339
Appropriate authority	Board of trustees
Chair of trust	Sarah Williams
Headteacher	Nicola Bailey
Website	www.meadowbrookprimary.co.uk
Date of previous inspection	11 to 12 October 2017, under section 5 of the Education Act 2005.

Information about this school

- There have been significant changes in staff since the last inspection, including changes in headteacher.
- The school runs a breakfast and after-school club.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and other senior leaders, including the deputy headteacher, early years leader and the special educational needs coordinator. They met with members of the governing body, trust members and the chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, music and art. For each deep dive, inspectors met with

subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed leaders' checks on the suitability of staff to work with children. They looked at attendance information, behaviour and exclusion logs and safeguarding records. They held discussions with the headteacher and deputy designated safeguarding lead.
- Inspectors spoke informally with pupils and observed their behaviour at various times during the day, including breaktime and lunchtime and in the breakfast club.
- Inspectors met with parents and carers before and after school. They reviewed 60 responses to the online questionnaire, Ofsted Parent View, and the additional 52 free-text comments. They also took into account 27 responses to Ofsted's online staff questionnaire.

Inspection team

Wendy D'Arcy, lead inspector	Ofsted Inspector
Linda Rowley	Ofsted Inspector
Lisa Dadds	Ofsted Inspector

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