

# Inspection of a good school: The Meadows Primary School

Newcastle Road, Madeley Heath, Crewe, Cheshire CW3 9JX

---

Inspection date:

20 January 2022

## **Outcome**

The Meadows Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspectors were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## **What is it like to attend this school?**

The school is a caring and nurturing community. Staff have high expectations of pupils' behaviour. Pupils respond by behaving extremely well. Leaders have very high expectations of pupils, and because of this, pupils achieve high academic standards. In lessons, pupils listen attentively and support one another. Pupils of all ages are enthusiastic to share what they know.

Pupils told inspectors they feel safe. Records show that bullying is rare, but when it does occur it is quickly resolved. Pupils understand the importance of tolerance and respect and discuss such topics with great maturity.

Pupils enjoy the wealth of activities that are available. Pupils take part in clubs, including science, photography and sewing. They visit museums and places of interest, including Quarry Bank Mill when studying the Victorians.

The school is well led and managed. Parents and carers are overwhelmingly positive about the school. They appreciate the school's nurturing and inclusive approach that enables their child to be successful.

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

Leaders and academy councillors are ambitious for all pupils. They want them to develop a wide range of skills and talents. Pupils achieve exceptionally well. Year 6 pupils are very well prepared for their learning in secondary school.

Pupils benefit from a broad and balanced curriculum. Pupils learn about fundamental British values, including democracy. They enjoy taking on responsibilities such as playground ambassadors. One pupil said that this school is 'the second-best place to be',

with home being the first. This comment reflects the positive attitudes many pupils have towards their education.

Since the previous inspection, leaders have developed the curriculum in all subjects. This work is detailed and thorough. The curriculum helps teachers devise lessons that build on what pupils have learned before. Teachers adapt teaching effectively to ensure that all pupils achieve well in their learning. The school's curriculum is consistently and securely embedded, from Year 1 to Year 6. Teachers share a common understanding of what is intended to be achieved through the curriculum. They deliver it with a high level of expertise, ensuring pupils attain the highest possible standards. However, leaders have not had time to fully measure and evaluate the impact of their actions within the early years provision, as it is so new.

Children in Reception quickly become confident readers. A systematic approach to the teaching of phonics and early reading begins in Nursery. Leaders have carefully considered the books and resources they use to engage pupils in reading. The library is attractive and well stocked. This motivates pupils to select books of interest to them. Reading is positively promoted throughout the school. As a result, pupils develop a real love of reading and a deep understanding of the texts they read. Most pupils enter key stage 2 able to read well.

The school has recently constructed a new, purpose-built early years provision at its local secondary school. A new curriculum is in place and is supported by some new staff. Some children have only just joined the classes. However, it is clear staff are already working to ensure the curriculum prepares children for Year 1 effectively.

Pupils demonstrate confidence in their learning across a range of subjects. This is because there are planned opportunities in the curriculum to recall and practise what they have learned. Pupils understand how their previous learning helps them with their current work. Teachers regularly check what pupils know and remember through a range of assessments. They use this information promptly to address gaps in pupils' understanding.

Staff undertake a range of courses provided by the Shaw Education Trust. Staff appreciate the investment that has been made in their development. As a result of this investment, staff have strong subject knowledge. Staff know how to extend pupils' learning effectively. For example, when learning about Viking homes, pupils made comparisons with Anglo-Saxon homes. Pupils were encouraged to select which home they would prefer to live in and explain why. This enabled pupils to recall their prior learning and successfully apply it to a different context.

Leaders adapt teaching and provide resources that enable pupils with special educational needs and/or disabilities (SEND) to access the same learning as their peers. They identify pupils who need additional support effectively. Pupils with SEND achieve exceptionally well.

Leaders, academy councillors and trustees work well together. They take account of staff's workload and the well-being of staff and pupils. Staff and parents say their ideas are listened to and valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that appropriate systems are in place to make sure that adults working in school are suitable to work with pupils. Staff are vigilant about the potential risks that pupils may face. Staff receive appropriate safeguarding training. They know what actions to take if they have concerns about a pupil's safety. Leaders work closely with external agencies to make sure pupils get the help they need. Pupils learn first aid, road safety, including through 'Bikeability', and the importance of respectful relationships. The culture of safeguarding is very strong.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders do not have a clear understanding about the impact of some aspects of the new early years curriculum on children's learning. This is because the provision is new. Leaders need to check which aspects are effective and adapt the curriculum as needed. This will ensure children in the early years acquire the knowledge and skills needed for their next stage of learning.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Meadows Primary School, to be good in June 2014.

## 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

<b>Unique reference number</b>	145098
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10212181
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Meehan
<b>Headteacher</b>	Helen Bebbington
<b>Website</b>	<a href="http://www.meadowsprimary.co.uk">www.meadowsprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The Meadows Primary School converted to become an academy school in October 2017. When its predecessor school was last inspected by Ofsted, it was judged to be good overall.
- The school is currently led and managed by an interim headteacher and overseen by an interim executive headteacher who is currently based at another school within the Shaw Education Trust (SET).
- The school has recently set up an early years provision for Nursery and Reception pupils on the site of its local secondary school, Madeley High School. The high school is also part of the trust. Years 1 to 6 operate on the main school site.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the interim headteacher, the interim executive headteacher, the special educational needs and disabilities coordinator, the English, mathematics and history leaders and class teachers. The lead inspector also met with representatives from the academy council and the SET.
- Deep dives were carried out into reading, mathematics and history. For each deep dive, inspectors looked at the curriculum and spoke to leaders about their subjects. The inspectors conducted joint lesson visits with leaders, spoke to pupils about their work and wider school experiences and looked at a range of pupils' work.
- The inspectors scrutinised a wide range of safeguarding information, including the school's policy. They spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The inspector spoke to the safeguarding leader about the recording and reporting of any safeguarding incidents.
- Inspectors checked the school's website.
- The team considered the responses to Ofsted Parent View, and the views of staff in Ofsted's online survey.

### **Inspection team**

Heather Phillips, lead inspector

Her Majesty's Inspector

Amanda Clugston

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022