

Inspection of Meadowside Primary School

Park Road, Burton Latimer, Kettering, Northamptonshire NN15 5QY

Inspection dates: 22 and 23 March 2022

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?

Meadowside is a happy school. Pupils enjoy their learning. One pupil told inspectors: 'Our school is such a friendly place to be. I wake up and I want to come to school.' Pupils say they feel safe. They know that there is always a member of staff they can speak to if they are worried.

Leaders promote pupils' well-being well. They have high expectations of pupils. The school's four values of 'respect, responsibility, reflection and resilience' are a central part of this inclusive school. Pupils are proud of their school. They have positive attitudes towards their work and towards each other.

Pupils behave well. They are polite and respectful. Pupils know that bullying is not tolerated. They know that staff are quick to sort out any concerns for them. Pupils have a very clear understanding of equality and diversity. They are good at listening to the views of others.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said: 'My child's learning has come on leaps and bounds since starting at Meadowside. The children have access to great resources to help with their learning and the teachers are approachable and friendly.' Parents particularly appreciate the regular communication from school.

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

Leaders have reviewed their curriculum thinking. They have set out an ambitious, diverse curriculum that takes account of pupils' backgrounds. Leaders have arranged the curriculum to ensure that pupils build their learning gradually. However, in some subjects, leaders have not identified precisely the key knowledge that pupils need to learn. Leaders have not identified curriculum content with sufficient precision so that pupils remember the most important knowledge. This prevents pupils from building their understanding over time.

Reading is prioritised in the school. Staff are trained well. Leaders have ensured that pupils learn to read in a systematic way from the moment they start at the school. There is a consistent approach to the teaching of reading across classes. Phonics sessions are precise. Staff choose books which pupils can read. Pupils use their decoding skills well to sound out unfamiliar words. If pupils fall behind, staff are quick to provide support.

Pupils enjoy mathematics. Leaders have planned the curriculum in this subject well. Pupils build their understanding and skills progressively. They use and understand a wide range of mathematical vocabulary. For example, pupils use 'ratio' when describing proportion in an equation. Other pupils use the terms 'long, short and tall' when comparing the length and height of objects. Teachers provide regular opportunities for pupils to recap their learning. Pupils enjoy the 'flashback fours'. They told inspectors: 'We often get the chance to recap. We have questions, every

lesson, checking what we know from a while back. This helps us remember things.’ Teachers frequently check pupils’ learning. They are quick to provide support if pupils get stuck.

Relationships are very positive between children and adults in the Nursery and in early years. Leaders provide an engaging environment inside and outside the classroom. There is a sharp focus on children’s communication and language. Children are confident in explaining their learning. For example, in mathematics, children are quick to identify the numbers between zero and nine. However, on occasions, some children do not remember what they have been taught across the curriculum in the early years.

Teachers are quick to identify pupils with special educational needs and/or disabilities (SEND). They routinely assess pupils and check that these pupils receive the full curriculum. Leaders ensure that staff provide high-quality support and that resources are suited to pupils’ needs. Leaders communicate well with parents and external agencies.

Pupils are proud to take on different roles in school. They enjoy being school councillors and representatives of the junior leadership team. Pupils know how to eat healthily and keep fit. They have high aspirations. Pupils know that if they work hard, they can be successful. Leaders have organised the curriculum so that pupils are being prepared for life in modern Britain. However, some pupils’ understanding of British values and different faiths is fragile.

Governors and representatives of the local authority know the school very well. They understand the school’s strengths and know what needs to improve. Leaders engage well with staff. They provide regular training and consider staff’s well-being. Leaders consider staff’s workload. Staff are very positive about the school’s leaders and the professional support from the local authority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. They provide strong support to vulnerable pupils. Staff pass on concerns promptly. Record-keeping is comprehensive. Governors regularly check the school’s safeguarding procedures. Leaders ensure that they provide regular training for staff and governors. They check that staff know how to spot pupils at risk.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including online. They know whom to go to if they have a concern. They know that their concerns will be taken seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in some subjects is not sufficiently well planned and sequenced. Where this is the case, it is not yet fully clear what pupils should learn, and by when, to build their knowledge over time. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders should ensure that curriculum thinking for all subjects sets out the knowledge that all pupils, including those with SEND, from Nursery through to Year 6, should know and by when. For this reason, the transitional arrangements have been applied.
- Some pupils' knowledge of British values and different faiths is fragile. Although they know how to respect difference, some pupils are not as aware as they should be of what these differences may be. Leaders should ensure that pupils have the necessary knowledge and understanding of the British values and different faiths.

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	121901
Local authority	North Northamptonshire
Inspection number	10212259
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair of governing body	Angela Pratt
Headteacher	Josephine Garnham
Website	www.meadowsideprimary.org/
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- The chair of governors took up her post in September 2018.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, curriculum leaders, the leaders with responsibility for the provision for pupils with SEND and disadvantaged pupils, and a sample of teaching and support staff.
- Inspectors met with representatives of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics, physical education, computing and art. For each deep dive, inspectors discussed the curriculum with

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

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding leader. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

Kirsty Norbury

Her Majesty's Inspector

Shazia Lydon

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022