

Inspection of The Meadows Primary School

Calder Road, Lincoln, Lincolnshire LN5 9BB

Inspection dates: 11 and 12 January 2023

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	Good

What is it like to attend this school?

The Meadows Primary School is a caring school where pupils are happy and safe. Relationships between staff and pupils are based on mutual respect. One pupil said: 'If it wasn't for the teachers, it just wouldn't be the same special place.'

Pupils describe their peers as kind and supportive. Pupils know how important it is to work and play together in a cooperative way. They congratulate each other when they do something well and have an opportunity to nominate each other for an award in the weekly celebration assembly.

Leaders and staff have high expectations of pupils' behaviour. Pupils understand the school's 'good to be green' behaviour system. Pupils behave well in lessons and at social times. They respond promptly if their teachers need to remind them about little things, for example sitting smartly. Pupils are confident that if bullying happens, it will be dealt with firmly. As a result, there is a calm atmosphere around the school.

Leaders support pupils to develop personally and become responsible members of their communities. There is a wealth of opportunities for pupils to take on responsibilities, for example mini police, litter pickers, road safety team and the 'smashing assembly squad'.

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

Leaders have developed a well-constructed curriculum. Curriculum plans identify the key knowledge that pupils need to learn and remember in each subject. Each curriculum unit is based on a big question. These big questions engage pupils in their learning and helps them to make links between different subjects. For example, in the Reception Year, children were learning about places linked to the story of Little Red Riding Hood. Children were shown an aerial map of their school. They were then asked to identify landmarks where they could hide Little Red Riding Hood's basket from the Big Bad Wolf. This approach was highly successful in communicating important geographical knowledge to children in an exciting and age-appropriate way. In every year group, each unit of work ends with an 'authentic outcome' where pupils have an opportunity to showcase their learning.

Curriculum leadership is strong. Subject leaders provide teachers with expert support. Teachers' subject knowledge is good. They deliver new ideas and content to pupils with clarity and confidence.

The curriculum is relatively new. Each curriculum unit has been taught once. Leaders are starting to review the impact of the curriculum and make changes where they are needed. For example, in science leaders are adjusting the sequence of the learning content. This is ensuring that pupils' new learning consistently builds on prior learning and is addressing gaps in their knowledge.

Leaders have placed an emphasis on developing pupils' vocabulary. Curriculum plans identify the subject-specific words pupils need to learn. Pupils use this vocabulary as they talk about, and record, what they have learned. In the early years, adults model new language well and engage children in high-quality discussions.

Children begin to learn to read as soon as they start at the school during the daily phonics lessons. These lessons enable pupils to acquire new sounds and apply them as they read and write. Books are matched to the sounds they know. This helps pupils to read accurately and fluently. Pupils who find it more difficult to remember the sounds they have been taught get extra help. Leaders prioritise story time. However, they have not yet strategically chosen the books that are read to pupils nor identified the key texts that all pupils should read.

Leaders are ambitious that pupils with special educational needs and/or disabilities (SEND) will be involved in all aspects of school life. Pupils' additional needs are identified promptly. Staff use a wide range of appropriate strategies to support pupils' learning. This is helping pupils with SEND to achieve well.

Pupils' personal development is a strength of the school. Pupils are taught about how to look after themselves, physically and mentally. Pastoral support is provided when pupils need additional time to talk. Pupils accept difference and say that everyone should be accepted for who they are. There is a vast array of after-school clubs that pupils can choose to attend, including sports, cookery, coding and dance. Pupils and parents appreciate the learning opportunities that the school provides beyond the typical school day.

Leaders, including governors, have identified the right school improvement priorities. They are taking appropriate action to improve outcomes for pupils in some subjects. They have established a positive working environment. Staff value the support they receive from leaders to develop the skills and attributes they need to deliver an effective education for all pupils. They say that their workload is thoughtfully managed.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being is prioritised. Staff are trained to keep a close eye on pupils. They know how to spot and report any concerns they have that a pupil may be at risk of harm. Leaders take swift and appropriate action when concerns are raised. They work closely with external agencies to make sure that pupils and their families get the right help, including when concerns arise as a result of mental health issues.

Pupils are taught about how to recognise potential risks. They know that they should tell a trusted adult when they have a problem or a worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is relatively new. It is not yet fully clear how successfully pupils are remembering the intended learning over time. Leaders should ensure that they closely monitor the impact of the curriculum and check that all pupils retain the key knowledge that is taught in the long term.
- Leaders have not identified the key texts that pupils should read in each year group. As a result, leaders cannot be sure that pupils are exposed to a wide range of high-quality texts that become increasingly more challenging as they move through the school. Leaders should strategically plan the books that pupils read, and have read to them, in each year group.

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.

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	132179
Local authority	Lincolnshire
Inspection number	10227809
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair of governing body	Peter Shephard
Headteacher	Jo Simmons
Website	www.themeadowsprimaryschool.co.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club that is managed by the governing body.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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, the assistant headteacher, the special educational needs team and the early years leader.
- The lead inspector met with four representatives of the governing body, including the chair and vice-chair of governors. She also held a telephone conversation with a representative of the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science, geography and history. For each deep dive, inspectors met with subject leaders, visited lessons, looked at pupils' work and met with teachers and pupils from the lessons visited. The lead inspector also listened to pupils reading to a member of staff.
- Inspectors checked the school's safeguarding arrangements, including the recruitment checks made on staff. Documentation and records relating to safeguarding were reviewed. Inspectors spoke to staff about their understanding of their safeguarding responsibilities and to pupils about how safe they felt in school.
- Inspectors observed pupils' behaviour in lessons, in assembly and around the school, including during playtime and lunchtime. Discussions were held with pupils and staff about their views on behaviour in the school.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the responses to the online survey for staff and pupils.

Inspection team

Caroline Poole, lead inspector	His Majesty's Inspector
Lynn Corner-Brown	Ofsted Inspector
Clive Worrall	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 2023