

Inspection of Meadowfield Primary School

Halton Moor Avenue, Leeds, West Yorkshire LS9 0JY

Inspection dates: 19 and 20 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school's values of self-worth, resilience, communication and ambition are at the centre of all it offers. Leaders and staff have high expectations for all pupils, both academically and personally. Pupils are proud of their school.

The curriculum has the needs of pupils at Meadowfield at the heart of its design. It has been carefully thought out to ensure that the multicultural community within the local area is valued and celebrated.

Pupils know how staff expect them to behave. This is seen in the positive, calm and purposeful behaviour shown by pupils in lessons and around school. Bullying and poor behaviour are rare. Pupils are confident that adults address these rare incidents immediately.

The school prepares pupils for life in modern Britain well. Pupils understand the values of tolerance, individual liberty and democracy. They are very proud of their role in voting for the school councillors. Pupils understand and appreciate each other's individual differences and know how to show respect. They have an age-appropriate understanding of healthy relationships.

The care that staff provide for pupils, parents and carers is highly evident. Parents welcome and appreciate this level of care. Parents speak to the pastoral team willingly and happily. The pastoral team helps families with food parcels, toiletries, bedding and furniture. Parents attend informal groups offered by the school. They include 'parent pod' and 'bingo and butty'. In the early years, parents appreciate the chance to 'come and play' with their children. Staff build strong relationships with parents from the start at this school.

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

Pupils benefit from a planned curriculum that starts in the early years. Leaders have set out clearly what pupils should learn and when in all areas of the curriculum. They have identified the key knowledge that they want pupils to remember. Leaders and staff have systems in place to check how well pupils develop their knowledge in different subjects. However, gaps in pupils' knowledge are not identified as well in subjects such as history and religious education (RE) as they are in reading. Pupils do not consistently learn and remember the knowledge that leaders have identified.

Resources are carefully selected to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Leaders ensure that these pupils, including those with more complex needs, receive the support they need. Adaptations in lessons support pupils with SEND to learn alongside their peers. There is a highly inclusive culture at Meadowfield.

Reading is of high priority throughout the school. The phonics programme lays strong foundations for the reading curriculum. Staff's assessment of reading is

regular and accurate. This ensures that pupils receive an offer that meets their needs. Pupils welcome and thrive on this. Pupils enjoy reading. Their reading supports their writing and work in other areas of the curriculum.

The early years curriculum has been exceptionally well thought out across both Nursery and Reception. The early years environment is calm, stimulating and well resourced. It enables children to be curious, independent learners. The established and knowledgeable staff team members are well trained and highly skilled in their interactions with children. They listen to children, explore their ideas and move their learning forward. This develops children's language skills. Children are well-motivated and engrossed in their learning. Well-established routines and staff's high expectations ensure that children demonstrate high levels of self-control and respect.

Leaders have carefully crafted the personal development programme. This is regularly adapted to meet pupils' needs. Leaders and staff give pupils a wide range of opportunities through the curriculum and through well-thought-out extra-curricular activities. There is a strong take-up of extra-curricular opportunities by pupils, with targeted action for disadvantaged pupils. The school's wider development offer is one that staff are proud of and that pupils gain much from. Pupils make informed choices. They try new activities to broaden their knowledge. Pupils become responsible citizens. The school supports the local community. Local businesses play an active role in the life of the school. For example, a local business owner raises money for pupils' residential visits.

Ensuring pupils' regular attendance is an ongoing priority for leaders at all levels. The school's attendance policies and procedures are applied consistently. Leaders check all pupils' attendance regularly. They provide an appropriate balance of support and challenge for families where poor attendance is an issue. Early indicators show that these actions are making a positive difference for some pupils. However, leaders know that there is more to do to improve pupils' attendance at school overall.

Staff are positive about all aspects of school life. They feel listened to by leaders at all levels. Staff welcome the opportunities for training provided by leaders. Governors and trustees know the school well and have a clear understanding of the school's strengths and next steps. They are confident about the quality of education provided.

Safeguarding

The arrangements for safeguarding are effective.

The well-trained pastoral team members oversee safeguarding and care for pupils and their families. They are relentless in their approach to supporting all pupils at this school to ensure that they are safe. Staff and pupils know when and how to report concerns. Their concerns are acted on quickly. All staff know families well. Relationships are strong. Families welcome the support they receive. Leaders and

staff are knowledgeable about the risks in the local area. Knowledge of these risks is built into the curriculum. Children who are at risk of exploitation are well supported. Planned visitors, such as an ex-probation officer and the local police community support officer, talk to pupils about the issues they may face in the local and wider community. Record-keeping, including employment checks, is managed vigilantly by leaders.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some groups of pupils do not consistently retain the key knowledge that leaders have identified as being important. As a result, pupils have gaps in their knowledge in some subjects, such as history and RE. Leaders should ensure that opportunities for checking what pupils have learned are more effective, so that pupils embed the knowledge from the planned curriculum.
- Some pupils do not attend school, and miss out on important learning. Leaders should ensure that parents understand the importance of school attendance and its impact on pupils' learning so that the number of pupils who are persistently absent reduces.

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	146215
Local authority	Leeds
Inspection number	10271261
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	Board of trustees
Chair of trust	Chris Tulley
Headteacher	Helen Stout
Website	www.meadowfieldprimary.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in November 2018. The school is part of Red Kite Learning Trust.
- The school does not use 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 headteachers, the early years leader and the special educational needs coordinator.
- The lead inspector met with representatives from the local governing body, trustees, the chief executive officer and a representative from the trust.

- Inspectors carried out deep dives into reading, mathematics, science, history and RE. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- During the inspection, safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and pupils, and pupils and adults. The lead inspector also met with the designated safeguarding leads.
- Inspectors considered responses to Ofsted's online questionnaires for staff and pupils, and Ofsted's online survey for parents, Ofsted Parent View. This included free-text comments. They also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector	His Majesty's Inspector
Adrian Fearn	Ofsted Inspector
Angela Harper	Ofsted Inspector

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