

Inspection of The Meadows Primary School

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

Inspection dates: 6 and 7 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

The headteacher of the school is Emma Osei-Kuffour. This school is part of The Shaw Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Morgan, and overseen by a board of trustees, chaired by Andrew Meehan.

What is it like to attend this school?

The Meadows is an exceptional school where pupils flourish both in their learning and socially. Staff work together very successfully so that pupils reach their full potential. There is a rich and ambitious curriculum. It ensures that pupils develop detailed knowledge and understanding over time in all subjects.

Pupils develop into articulate, confident individuals who are remarkably well prepared for the challenges of the next stage of their education. The school nurtures the talents and interests pupils have. The school ensures that very well-planned visits and clubs meets the needs of pupils.

Pupils' behaviour and attitudes towards their learning and each other are excellent. They work hard, they are keen to learn, and they support each other well. Pupils are very well supported to understand and control their emotions. They are encouraged to reflect and learn from their behaviour. The school's motto of 'learning by caring and sharing' is lived and breathed.

This is a school very much at the heart of its community. One parent's comment was typical of many when they stated, 'My child has absolutely flourished at The Meadows with a team of teachers who obviously share a bond more akin to a family than simply colleagues.'

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

The school has designed an ambitious curriculum that carefully identifies what pupils need to know and remember over time. This begins from the moment they join in Nursery. As a result, pupils, including those with special educational needs and/or disabilities (SEND), develop a rich body of knowledge that enables them to make connections between different subjects and topics. For example, pupils were able to explain how learning about rivers in geography had helped them to understand the importance of the river Nile when studying ancient Egypt.

Teachers use assessment strategies successfully to check that pupils have firmly understood earlier concepts and ideas. When needed, teachers provide appropriate support for pupils to ensure that any gaps or misconceptions in earlier learning are addressed effectively. They are particularly effective in this when addressing the needs of pupils who have recently joined the school.

Reading sits at the heart of the curriculum. Pupils develop into competent readers who can discuss, with enthusiasm, the books that they have enjoyed. They read across the curriculum, often requesting books, to be read to them by adults, which will help them deepen their understanding of subjects. For example, older pupils have requested to hear a book which helps them understand further the impact of religious conflict in the world.

Well-trained staff deliver the phonics programme consistently well. Children learn about sounds in Nursery and in Reception quickly learn the sounds that letters represent. Staff provide additional support for those pupils who struggle with reading. This helps these pupils to catch up quickly. The books that pupils read closely match the sounds that they have learned. This supports them in becoming confident, fluent readers by the end of Year 2.

The school ensures that pupils with SEND, or those who have additional needs due to their emotional needs, benefit from high-quality support. Staff are skilled in identifying the needs of pupils with SEND. Pupils and their parents value the support that staff provide. Pupils throughout the school are helped to overcome any barriers that they face. They are justifiably proud of their achievements.

Pupils are completely absorbed in their learning. Disruption to lessons is extremely rare. This is because of the exciting curriculum which the school has developed as well as the school's promotion of its 'secrets to success'. These include 'work hard', 'concentrate' and 'imagine'. These attitudes are recognised and rewarded in class and around school. Pupils are polite and respectful. They behave well at all times.

The curriculum for pupils' personal development is strong. Pupils' learning is enriched by the wide range of high-calibre experiences that the school offers. Personal development is considered across the curriculum. As a result, pupils have a strong understanding of how to contribute to life in modern Britain. Pupils are encouraged to take up leadership responsibilities, such as being reading buddies or well-being champions. They are supported to thrive in these roles.

Staff know that leaders listen to their views and consider their workload. Staff appreciate this and value the extensive professional development they receive and the support they get from the trust.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145098
Local authority	Staffordshire
Inspection number	10256858
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	107
Appropriate authority	Board of trustees
Chair of trust	Andrew Meehan
Headteacher	Emma Osei-Kuffour
Website	www.meadowsprimary.co.uk
Date of previous inspection	20 January 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The school is part of The Shaw Education Trust, which consists of 30 schools.
- There has been a change of headteacher since the previous inspection.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher and director of primary education of the trust. He met two members of the academy council and the vice-chair of the trust. He also met the CEO of the trust.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in early reading, mathematics, science and geography. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work. An inspector also spoke to pupils about physical education, history and languages. He also looked at work in art, design and technology and computing.
- An inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.
- The inspectors spoke with members of staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses, including the free-text comments, to Ofsted Parent View. They also considered the responses to the staff and pupil surveys. An inspector spoke to parents at the end of the school day.
- Inspectors looked at a range of documentation provided by the school. This included the school's improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the trust board.

Inspection team

Barry Yeadsley, lead inspector

His Majesty's Inspector

Susan Ray

Ofsted Inspector

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