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14 May 2024

Ms Pippa Robinson  
Executive Principal  
Meadstead Primary Academy  
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Dear Ms Robinson

### **Requires improvement monitoring inspection of Meadstead Primary Academy**

This letter sets out the findings from the monitoring inspection that took place on 11 April 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders working within the school and the trust the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also spoke with pupils about their learning and visited a range of phonics, geography and science lessons. In addition, I held discussions with the subject leaders for phonics and geography and met with the curriculum leader. I met with the special educational needs coordinator to discuss the school's approach to supporting pupils with special educational needs and/or disabilities (SEND). I also visited the school's specialist resource provision for communication needs. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but more work is necessary for the school to become good.**

## **Main findings**

As part of the recently established leadership team at Meadstead Primary Academy, you have begun to strengthen the curriculum for pupils. The curriculum, which is ambitious in nature, is now being taught with increasing consistency. Leaders have made sure that staff are supported to help pupils to learn and remember the most important knowledge that pupils need. Since the last inspection, leaders have brought the staff together with a common purpose. Everyone is working to provide pupils a better quality of education than they have previously experienced. There is more work to do, but significant progress has been made. There remains some variation in how the intended curriculum is taught. Where this is the case, the strategies that staff use to help pupils to secure their learning are less effective. However, you are taking the right action to continue to improve this aspect of the school's work.

You and your team have high expectations for everyone in the school. Staff and pupils rise to these expectations. Staff regularly check that pupils understand key concepts before moving on. The school's work to help pupils to widen their vocabulary is carefully structured. In early years, staff have highlighted the important language that they want children to develop. Staff help children to use this language in their play. For example, children explained the life cycle of a butterfly using specific language such as chrysalis. Across the school, pupils use vocabulary increasingly accurately to explain their learning. Older pupils are beginning to use accurate scientific language to describe how greenhouse gasses warm the planet. You have also ensured that reading remains a priority for the school. Recent training and support are helping staff to develop their expertise in teaching pupils to read. Most pupils are becoming confident readers. Leaders are addressing inconsistencies so that all pupils are taught to read more effectively.

The support offered for pupils with SEND has improved markedly since the last inspection and is now of a high quality. In the resource unit for communication needs, pupils experience a curriculum that is academically ambitious. Staff have established embedded routines and high expectations. These pupils are starting to develop the skills and the knowledge that they need. Throughout school, pupils with SEND are supported with purposeful adaptations to their learning. These adaptations allow pupils to access the same ambitious curriculum as their peers.

Trust leaders, alongside school leaders, are providing effective support for the school. Where improvements are identified, the support provided is having a significant, positive impact. Staff are routinely given coaching and guidance to help them to implement the curriculum effectively. This is helping staff to feel confident in their own knowledge and practice. You have an accurate picture of the quality of education that pupils receive. New leaders have worked quickly to establish a highly cohesive staff team. Staff describe the very positive impact of the support that they receive from leaders. This is impacting positively on the quality of education that pupils receive.

I am copying this letter to the chair of the board of trustees, and the CEO of the Academies Enterprise Trust, the Department for Education's regional director and the

director of children's services for Barnsley. This letter will be published on the Ofsted reports website.

Yours sincerely

Jen Sloan  
**His Majesty's Inspector**