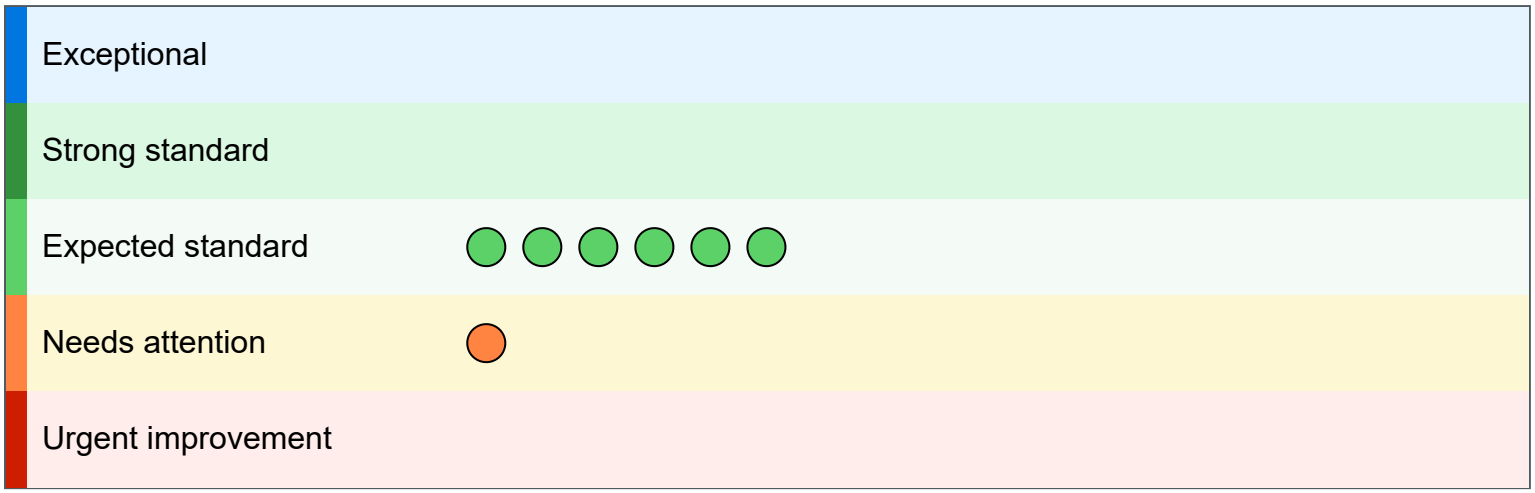
The Meadow Community Primary School

Address: Meadow Way, Wigston Magna, Wigston, Wigston, Leicestershire, LE18 3QZ

Unique reference number (URN): 138173

Inspection report: 20 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Overall, pupils achieve well and are well prepared for the next stage of their education. Pupils' attainment in national tests for reading, writing and mathematics broadly matches the national averages, including for disadvantaged pupils. Effective support helps close any gaps in pupils' knowledge quickly.

In 2025, the Year 1 phonics screening check results rose above the national average. This is because leaders now ensure that the school's phonics programme is taught consistently and as intended.

Pupils mostly develop suitable knowledge and skills across all subjects. Their written work and recall show that they learn and remember important ideas. Overall, pupils with special educational needs and/or disabilities work well from their individual starting points. However, their progress and independence are less secure because staff do not adapt the curriculum well enough to meet their individual needs effectively.

Curriculum and teaching

Expected standard

Leaders have designed a broad, engaging curriculum that identifies the most important knowledge pupils need to learn. It is thoughtfully arranged so that pupils build their knowledge coherently over time, and staff generally deliver it well.

Since the last inspection, leaders have strengthened the way they check the impact of teaching and the curriculum. They ensure that pupils develop secure foundations in reading, writing and mathematics. Leaders have worked well to improve the teaching of phonics. This means that staff consistently check and make sure that pupils practise their early reading skills and knowledge. Leaders are refining the writing curriculum to ensure that pupils have meaningful opportunities to write more independently and with greater fluency.

Staff generally make effective checks on pupils' understanding across subjects. However, sometimes these checks do not pick up misconceptions accurately. When this happens, staff do not adapt their teaching well enough to address these gaps. Staff usually draw on their knowledge of pupils' needs and starting points to make adaptations for pupils with special educational needs and/or disabilities so they can access a broad curriculum. However, these adaptations often rely on adult support, which limits pupils' opportunities to develop independence in their learning.

Early years

Expected standard

The early years is a purposeful environment where children play and learn with confidence. Children benefit greatly from helpful routines and the kind and caring interactions with staff. The thoughtful, ambitious curriculum provides successfully for all aspects of children's development. Leaders enrich it with engaging activities and experiences, such as trips to the library, supermarket and farm. Developing children's language is a core thread, and leaders identify important vocabulary children should encounter at their different stages. Staff

emphasise these words in stories and interactions that support children's understanding well. Where most effective, staff actively encourage children to use important vocabulary in their conversations and activities.

Children enjoy stories and get off to a great start with learning to read. Through daily phonics teaching, Reception children learn to read and write sounds successfully. Staff ensure children hold their pens and form letters correctly. Children apply this knowledge with some confidence when they are making cards for their friends.

Staff work in close partnership with parents and carers, sharing important information so parents can support their child's learning. This partnership supports successful transitions when children start school and move from pre-school to Reception, then on to Year 1.

Inclusion

Expected standard

Leaders identify barriers to learning as soon as pupils arrive at the school. They work well to ensure that pupils receive timely support. Leaders also make sure that staff benefit from helpful training to make learning accessible for pupils with special educational needs and/or disabilities (SEND) and include them in all aspects of school life. Staff work in partnership with families and external agencies to ensure that they meet the additional needs of pupils. Overall, this support and consideration helps pupils with SEND, along with other pupils who may face barriers, to feel that they belong.

Overall, leaders routinely check how well extra support is helping pupils make progress in their work. They are strengthening their monitoring so they can evaluate this more precisely. However, leaders do not consider effectively enough how well staff use pupils' individual support plans to adapt teaching and the curriculum. As a result, they do not identify well enough where staff may need further training to meet pupils' needs effectively.

Leaders' strategy for spending the pupil premium funding aligns with broader school development priorities. They generally use the funding to address these pupils' academic, pastoral and personal development needs.

Leadership and governance

Expected standard

Leaders have an ambitious and inclusive vision for the school. They have a realistic view of the school's strengths and where they still need to do further work. For example, they know that they need to improve pupils' attendance and know where they need to refine the delivery of the curriculum.

Trustees, trust leaders and the local governing body work well together to fulfil their statutory duties and maintain a robust oversight of the school's work. They ensure that leaders focus on the right priorities to enable all pupils to achieve as well as they should. They appropriately support and hold leaders to account for ensuring the school's sustained effectiveness. Trust leaders provide targeted support to help leaders address areas for improvement effectively.

Staff are very positive about the school and enjoy working here. Leaders consider staff's wellbeing and workload carefully. They make sure that staff have the time, support and

resources they need to manage their responsibilities effectively. Staff value opportunities to collaborate with leaders on developing the school's vision and curriculum thinking. They benefit from appropriate professional learning opportunities to strengthen their expertise, including collaborating with colleagues from other schools in the trust.

Personal development and wellbeing

Expected standard

Leaders have embedded a well-considered and improving personal development programme. Where required, leaders make suitable adaptations and make sure that pupils participate in all experiences irrespective of their individual circumstances or starting points. Through an extensive range of enrichment opportunities, pupils develop traits such as respect, resilience, kindness, teamwork and courage.

Pupils learn what it means to be responsible citizens who are ready for life in modern Britain. Pupils take on roles that develop their leadership skills. This includes being members of the school council, taking on 'class jobs', supporting younger pupils and helping keep the local area tidy. Pupils also support local charities and visit the nearby care home to read and sing with older residents.

Leaders ensure that pupils develop a deep and well-informed understanding of social and cultural issues. Pupils learn why an inclusive society matters and what the fundamental British values look like in real life. They regularly discuss a range of moral questions, which helps them develop a clear sense of right and wrong.

Staff teach the personal, social and health education curriculum well. Lessons are age-appropriate and build pupils' knowledge over time. Pupils learn about puberty, healthy relationships and how to look after their physical health. They know well how to keep themselves safe in different situations, including online.

Pastoral care is a real strength. Pupils understand how to look after their positive mental health and know what to do if they feel worried. For example, they use simple regulation strategies to help themselves. If needed, pupils know they can access further support in 'The Sunshine Room'. Additionally, leaders identify pupils who further benefit from working with the professional counsellor. This support particularly benefits vulnerable pupils who face barriers to learning.

Needs attention

Attendance and behaviour

Needs attention

Too many disadvantaged pupils and those with special educational needs and/or disabilities do not attend as well as they should. Attendance rates for these pupils are below the national average. Leaders are reviewing their approaches to supporting families to make improvements. To date, their actions have not increased these pupils' attendance sufficiently. This is because leaders do not use attendance information routinely to check whether their actions make a positive impact and difference. They do not use it well enough to identify patterns and trends so they can intervene quickly with the right support.

Children begin to develop positive behaviour habits right from the start in the early years. Leaders actively involve staff in devising the school's expectations and approaches to behaviour. Staff apply these consistently, so pupils know what is expected of them and develop responsible attitudes. Staff adapt their approaches appropriately when pupils need help to manage their behaviour or emotions.

Pupils learn and play respectfully with each other. This is because leaders have developed a culture that does not tolerate any discrimination and bullying.

What it's like to be a pupil at this school

This is a caring and happy school. Pupils are proud to belong to their inclusive and welcoming school. They say that no one should be left out, no matter what their culture, background or viewpoint. Pupils have empathy and engage well with teamwork. Staff know pupils' individual needs very well. Pupils feel safe and cared for, particularly those who have additional needs or barriers to their learning. Pupils develop a secure understanding of the school's vision for them to 'Be the best version' of themselves.

Children get off to a very positive start with their education in the early years. Through a well-organised and ambitious curriculum, pupils achieve well over their primary school years. They secure the knowledge they need for the next stage of their education. Pupils enjoy their learning and have positive attitudes towards their work. They cooperate well with one another and listen attentively to staff. Pupils try their best with tasks and generally take great pride in their work. The school has a purposeful and calm atmosphere.

Pupils behave well. Staff support them effectively to live up to the school's high expectations. Pupils play together at social times and are respectful towards each other. Many told inspectors that bullying is 'hurtful behaviour that happens several times on purpose'. Pupils distinguish this from 'falling out with a friend'. They are clear that when bullying happens, which is very occasionally, staff deal with it swiftly and effectively.

Disadvantaged pupils and those with special educational needs and/or disabilities do not attend regularly enough. This means they miss out on important learning. Leaders are addressing this. However, it is too soon to see the impact of some of their actions.

Next steps

• Leaders should analyse and use attendance information carefully to take swift and effective action so that pupils, particularly disadvantaged pupils and those with special educational needs and/or disabilities, attend school more regularly.
• Leaders should identify carefully where staff require further training to adapt the curriculum and teaching more effectively, so that pupils with special educational needs and/or disabilities especially learn well and with independence.
• Leaders should ensure that staff use assessment information and their checks of pupils'

learning consistently well to make effective adaptations that address misconceptions and gaps in pupils' learning, so that pupils achieve well in the curriculum.

About this inspection

This school is part of Symphony Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Timothy Sutcliffe, and overseen by a board of trustees, chaired by Nigel David Harrison.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the co-headteachers and other members of the senior leadership team. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion.

The lead inspector met with the chair of the board of trustees and representatives of the local governing body. The lead inspector also met with the CEO and other trust leaders.

The inspectors confirmed the following information about the school:

The co-headteachers took up their post in September 2022.

The school does not currently use any alternative provision.

Co-headteachers : Louise Allen and Charlie Smith

Lead inspector:
Claire Stylianides, His Majesty's Inspector

Team inspectors:
Andrew Lakatos, Ofsted Inspector
Kerry Williams, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 20 January 2026

School and pupil context

Total pupils

390
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

22.05%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.56%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.79%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	66%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	81%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	80%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (revised)	33%	47%	Below
2023/24 (final)	64%	46%	Above
2022/23 (final)	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	44%	63%	Below
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	59%	Close to average
2024/25 (revised)	56%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	45%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	55%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	64%	67%	-3 pp
2022/23 (final)	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (revised)	44%	81%	-36 pp
2023/24 (final)	64%	80%	-15 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	78%	-19 pp
2024/25 (revised)	56%	78%	-23 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	45%	77%	-32 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	64%	79%	-15 pp
2022/23 (final)	55%	79%	-25 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	5.7%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.8%	13.3%	Close to average
2023/24 (3 term)	18.9%	14.6%	Above
2022/23 (3 term)	13.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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