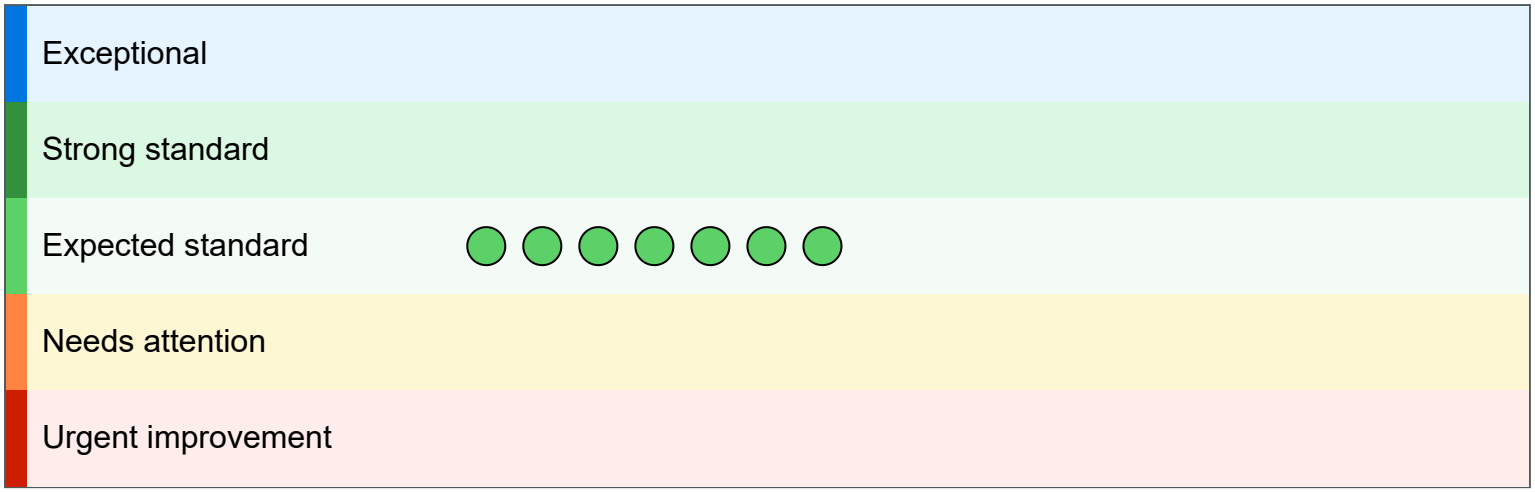
The Meadows Primary School

Address: Bath Road, Bitton, Bristol, BS30 6HS

Unique reference number (URN): 144986

Inspection report: 22 September 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

Pupils achieve well. Over time, the school's outcomes at the expected standard in national tests have been close to the national average. Children get off to a successful start in Reception, settling quickly into the consistent routines and expectations of learning. Early reading and acquiring phonics skills are a key focus for staff. As a result, pupils learn the knowledge they need to become confident young readers and achieve above the national average in the phonics screening check.

For a few pupils working below age-related expectations, teachers' assessment of foundational knowledge, such as letter formation or writing a sentence, is sometimes not precise enough to identify exactly what pupils can do and what they still need to learn. Tasks occasionally do not match pupils’ exact needs. This hinders some pupils' achievement. Leaders have identified this and are introducing a new assessment system to identify learning gaps for pupils.

Generally, pupils achieve well throughout the school. They develop positive attitudes to learning and are supported well to learn the curriculum successfully. As a result, most pupils leave Year 6 well equipped for secondary education.

Attendance and behaviour

Expected standard

Most pupils attend well. Leaders carefully consider how to improve attendance further, particularly for some pupils who do not attend as regularly as they could. Leaders ensure that pupils who need a quieter start to the school day experience a happy and calm start. Staff take care and the time to understand pupils' individual backgrounds well. Leaders ensure that staff have time to 'check-in' with pupils so that they receive the nurture and care they need to thrive. Leaders develop positive relationships with parents and carers to support improvements to attendance. They draw on a range of external agencies to ensure that parents receive the help they need. While leaders check the impact of their work, their checks do not provide sharp analysis to inform them of how to secure improved attendance for more pupils over time.

Pupils respect each other, staff and visitors. They are polite and courteous throughout the day. Pupils respond well to the clear and consistent expectations set by leaders. Pupils enjoy the wide variety of interesting activities provided outside at breaktimes that help to encourage play. Pupils feel safe and secure in school and this helps them to manage their emotions and behaviour well. Pupils are not aware of bullying issues and are confident that they are helped by staff, quickly, where any behaviour concerns are raised.

Curriculum and teaching

Expected standard

Leaders ensure that pupils gain the skills they need to become confident young readers. The books that pupils read and take home match their phonics knowledge. Pupils have time to practise and develop fluency. Leaders use precise assessment, tracking and organisation of phonics across Reception and key stage 1 to support pupils to learn to read well. Pupils

who fall behind get the help they need through daily reading and extra catch-up sessions. Pupils in key stage 2, who are reading below age-related expectations, also receive effective support. This helps them to read and understand content, when learning other subjects.

The curriculum is well sequenced and clearly identifies the important learning that pupils need to learn and remember. Teachers provide frequent opportunities for pupils to practise basic knowledge needed in reading, writing and mathematics. Across the range of subjects, teachers use an agreed learning structure to help pupils to retrieve previous learning, present new knowledge, ask questions and provide effective opportunities for independent practise.

Often staff respond quickly to pupils' misconceptions and ensure that pupils have the support they need. However, at times, misconceptions such as inaccurate letter formation or misunderstandings in mathematics go unnoticed. When this occurs, some pupils continue with these errors for longer than they should.

Early years

Expected standard

Children achieve well during their first year at school. They benefit from well-established routines, clear expectations and purposeful learning in Reception. Learning is well organised. Staff have high expectations and, as a result, children demonstrate positive attitudes to their learning. Relationships between staff and children are productive, creating a calm and supportive environment, where children engage confidently in learning activities.

Learning includes a consistent focus on communication, language, phonics and early writing. Staff provide stories, rhymes and songs through the day, woven through activities as children play and learn. Staff use assessments of what children can do and what they need to learn, to plan new learning well. They adapt support to ensure all pupils participate.

Staff ensure that pupils enjoy learning. For example, children use vocabulary from' We’re Going on a Bear Hunt' as they excitedly explore a tray filled with 'swishy-swashy grass'. This leads into cutting the green spaghetti to develop fine motor control, while repeating language from the story.

Children develop independence through established routines while also receiving appropriate guidance to secure important skills, such as pencil grip, letter formation and phonics knowledge. In the play café and construction areas, children cooperate well, negotiating roles and using language, such as 'Shall we swap?'

Leaders and staff ensure that children develop the knowledge they need so that they are ready for their next steps.

Inclusion

Expected standard

Leaders are committed to making sure that every pupil is included in school life. They hold a clear ambition that all pupils should succeed and feel they belong. Leaders and staff know pupils well. They recognise times that can be more challenging for some pupils. For

example, staff provide extra support when pupils move between classes or on to secondary education so that these transitions are successful.

Systems for identifying pupils' needs are well established. Leaders work closely with parents, external agencies and the local authority to secure the right support. They act promptly and make effective use of external expertise so that provision is implemented as intended. This includes pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to social care.

Leaders ensure that adaptations help pupils with SEND take part in learning alongside their peers wherever possible. The school's 'pupil passports' guide staff in meeting individual needs well and this precise information helps staff make suitable adjustments effectively.

Leaders ensure that disadvantaged pupils access enriching experiences, including trips and residential visits, alongside their peers. Many parents and carers speak highly of the care and attention provided for their children.

Leadership and governance

Expected standard

Leaders have created an inclusive and caring culture, where pupils are understood and staff are supported effectively. Relationships across the school and with the trust are a strength and underpin pupils' wellbeing, behaviour and engagement. Staff describe a school where leaders are approachable and consistent in their expectations. They speak positively about leadership, professional development and workload. Leaders support staff effectively, providing opportunities for professional growth and encouraging collaboration across teams. This contributes to the calm, consistent culture seen throughout the school. Staff feel valued and they enjoy working at the school.

Leaders, including within the trust, have set clear and relevant priorities for improvement. Leaders understand the school's context and have established a purposeful direction that is recognised by pupils and staff. Leaders maintain a consistent focus on what will make the most difference for pupils. Staff appreciate the clarity of communication and the structured approach to school development. They say that leaders listen carefully and respond thoughtfully to concerns, which helps to build trust and confidence from all staff.

Leaders ensure that pupils' wellbeing and achievement remains central to decision-making. They have strengthened systems for pastoral support and have created an environment where pupils feel safe, included and ready to learn.

The school is well placed to build on these foundations further. Leaders have established the conditions for continued improvement and the whole school community works together with a shared sense of purpose.

Personal development and wellbeing

Expected standard

Pupils benefit from a broad and well-planned learning programme that promotes wellbeing, character, inclusion and preparation for life in modern Britain. Pupils understand and apply the school's values of respect, kindness, honesty and self-belief well. They explain what these values mean and give practical examples of how they influence their behaviour. Staff

model these values consistently and pupils describe a culture, where kindness and respect are promoted well by everyone.

Pupils demonstrate respectful attitudes towards people, who are different from themselves. They recognise that everyone is unique and should be treated fairly. Pupils show awareness of different faiths and beliefs, including Christianity, Islam, Hinduism and Humanism, and they talk about the importance of listening to different points of view. This reflects how the curriculum promotes inclusion and social development well.

The wider personal development offer is known and valued by pupils. Pupils speak positively about clubs, sporting opportunities and residential experiences. Leaders ensure that barriers are removed so that all pupils can take part. Pupils also talk about the support they receive to help them feel calm and ready to learn. Mental health provision, 'worry boxes' and targeted pastoral support contribute to pupils' wellbeing effectively. Pupils feel safe and know who to approach if they experience bullying, discrimination or safeguarding concerns.

However, some aspects of pupils' understanding are less secure. While pupils demonstrate inclusive attitudes, their explicit understanding of concepts, such as protected characteristics, equality, diversity, culture and character, is not consistent. Older pupils can discuss these themes in general terms but are less confident in using specific vocabulary. Younger pupils sometimes struggle to define ideas, such as culture and character. Pupils' understanding of fundamental British values is also variable. Some can explain democracy, rule of law and mutual respect, while others are unclear about what these terms mean or how they relate to life in modern Britain.

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

Pupils talk warmly about their school and it's motto of 'Focus, Flourish and Fly'. Pupils enjoy coming to school. They arrive enthusiastically and most pupils attend well. Staff ensure that pupils feel welcomed and settled, especially during the calm time in class before lessons begin. Pupils know the routines and appreciate how these help them to be ready to learn. The organised and orderly environment helps pupils to focus and take part in learning well.

Pupils enjoy learning across a range of subjects. They speak with interest about the learning tasks they do and the wider opportunities open to them. In lessons, pupils want to do well. They value the experiences that broaden their understanding of the world and deepen their curiosity. They explain that when they find something difficult, teachers give them the right support to help them understand and keep going. Pupils say that teachers help them to learn important skills, such as times tables and handwriting, which helps them feel more confident. They talk with pride when they succeed in something they have been practising.

Pupils describe relationships with staff as a strength of the school. Staff know them well and help them to concentrate. They are confident to ask for help and that staff listen and respond quickly. Pupils feel safe and know who they can talk to if they are worried about anything.

Pupils feel that they belong in this school. Right from the start, in Reception, children are helped to learn how to play together. This continues across older age groups. Pupils know

the importance of kindness in how they treat one another. Pupils talk about looking out for friends and making sure everyone is included. Staff help them sort out any disagreements fairly. Pupils describe the school as a place where differences are understood and respected.

Next steps

- Leaders should ensure that assessment is used more precisely, so that teachers consistently make effective choices about how best to support pupils, particularly those working below age-related expectations, to make stronger progress from their starting points.
- Leaders should refine their analysis of attendance information for vulnerable pupils, so that they can identify needs, target support and evaluate the impact of their actions more accurately.

About this inspection

This school is part of Futura Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gary Schlick, and overseen by a board of trustees, chaired by John Thompson.

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

This inspection took place on 22nd and 23rd September 2026.

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 headteacher and other senior leaders, staff, pupils and parents and carers at the start of the day. Inspectors spoke with representatives from the trust, including the CEO, as delegate for the chair of trust, and a trustee. Inspectors also spoke with a representative from the virtual school at South Gloucestershire during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Rachel Holmes

Lead inspector:
Tonwen Empson, Ofsted Inspector

Team inspector:
Matthew Shanks, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

137
Below 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: 268

School capacity

210
Below 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)

6.57%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

5.11%
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: 4.1%

Pupils with special educational needs (SEN) support

11.68%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	70%	61%	Above
2024/25 (final)	75%	62%	Above
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	79%	60%	Above

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	81%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	86%	73%	Above

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	75%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	82%	71%	Above

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	77%	73%	Close to average
2024/25 (final)	85%	74%	Above
2023/24 (final)	62%	73%	Below
2022/23 (final)	86%	73%	Above

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	45%	46%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	73%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	55%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	64%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	45%	68%	-22 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	73%	80%	-7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	55%	78%	-23 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	64%	80%	-16 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	7.3%	5.9%	Above

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 (3 term)	10.5%	13.0%	Close to average
2023/24 (3 term)	6.5%	14.6%	Below
2022/23 (3 term)	13.8%	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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