

Inspection of Meadowside Primary School

Elmore Lane East, Quedgeley, Gloucester, Gloucestershire GL2 4LX

Inspection dates:	17 and 18 June 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

Meadowside is an incredibly warm and welcoming school. Pupils, parents and carers, and staff appreciate its family feel. Staff know pupils well. Pupils are well cared for through the school's nurturing and caring culture. They know that there are adults to talk to if they have a concern. As a result, pupils feel safe.

The school is ambitious for pupils to do well. Pupils enjoy coming to school. They demonstrate positive attitudes to their learning. However, while the school has made a positive start to curriculum development, an ambitious curriculum is not securely in place. Pupils, including children in the early years, do not benefit from a high-quality education across the curriculum.

The school has high expectations for pupils' behaviour. Recent work to improve behaviour has had a positive impact. Most pupils behave well. Bullying is rare. Pupils are confident that staff would deal with it effectively if it should occur.

Across the school, pupils enjoy a range of leadership opportunities. For example, pupils participate in the school council, and they take on roles as playmakers and digital ambassadors. Older pupils are proud to be 'buddies' to children in the Reception Year. This helps pupils to learn about responsibility.

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

The school has begun to review and update its curriculum. In many subjects, the school has carefully considered the knowledge it wants pupils to learn. In some subjects, such as mathematics and science, the curriculum is well sequenced. This helps pupils to learn well. However, in other subjects, important knowledge is not organised in a way that supports pupils to build their understanding over time. At times, what is important for pupils to learn is not explicitly set out in the curriculum. This means, pupils do not develop the breadth and depth of the knowledge that they require. In the early years, the curriculum is not coherently set out. Activities are not accurately matched to key areas of learning. This hinders how well children learn.

Early reading is a priority. Children learn to read as soon as they start school. Staff have the training they need to deliver the well-thought-out phonics curriculum effectively. If pupils fall behind, they receive the support they need to catch up. Most pupils read books that match the sounds that they know. This helps them to read with increasing fluency and confidence. The school strives to promote a love of reading. Carefully chosen texts expose pupils to a wide range of genres and authors. However, the reading curriculum beyond phonics lacks rigour and is not fully developed. It does not enable pupils to build on what they already know.

The school swiftly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Staff ensure that pupils receive the support they need. Teachers adapt the curriculum in a way that helps pupils with SEND to be successful.

Teachers have secure subject knowledge. They present information clearly to help pupils to learn new content. In core subjects, teachers use questioning to check what pupils know and understand. They use this to inform their next steps in learning and to address any misconceptions. However, in subjects where the curriculum is being updated systems for checking pupils' understanding are not as effective. In these subjects, the school is less aware where there are gaps in pupils' knowledge. Consequently, pupils' learning across the curriculum is not consistently secure.

The school's rules, 'be kind, be safe, try your best, show respect', help pupils to understand expectations for behaviour. This begins in the early years where children learn to share and to take turns. The school is a calm and orderly place. Most pupils listen well to one another and to adults. However, at times, the attitudes of a minority of older pupils do not meet leaders' expectations. On occasion, a small number of pupils become distracted and do not fully benefit from the learning.

The school supports pupils' broader development well. It provides a range of experiences designed to extend their learning beyond the academic. For example, pupils learn about different religions and cultures. They take part in debates. Pupils learn about protected characteristics and discrimination. Through this, pupils demonstrate respect for the beliefs and opinions of others. This helps to prepare them well for life in modern Britain.

Governors share leaders' vision for the school. However, some of the school's strategic actions lack precision. Some of the checks that the school carries out do not provide an accurate understanding of how well the curriculum is being implemented and its impact.

Staff enjoy working at the school. They appreciate leaders' consideration of their workload and well-being. Parents and carers are supportive of the school and value the care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained to know how to spot and report any concerns. The school takes effective action to ensure that pupils are protected from harm and receive the help they need. The school has made the appropriate checks on staff's suitability to work with children. It maintains an appropriate single central record.

The school keeps clear records of safeguarding incidents and concerns. However, some of these records are not robust enough. At times, safeguarding records do not record the actions the school has taken to keep pupils safe. The school is receptive to challenge and reflective of its practice.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas, including the reading curriculum beyond phonics and in the early years, the curriculum does not identify the important content that pupils need to learn and when they need to learn it. Consequently, pupils do not build their knowledge well or develop a secure understanding in those subjects. The school must ensure that the curriculum sets out the important knowledge that pupils need to learn in all subjects.
- In some subjects, teaching does not check well enough what pupils know and remember. Where this happens, pupils have gaps in their knowledge and understanding. This makes it difficult for them to build their knowledge over time. The school must ensure that assessment is used effectively across the curriculum so that pupils are supported to know more and remember more.
- The school's strategic oversight of some aspects of its work, such as the implementation and impact of the curriculum, is not sufficiently robust. As a result, leaders, at all levels, do not have a strong enough understanding of the school's work. The school should put in place stronger systems to check whether its actions have the impact leaders intend so that they can fulfil their strategic responsibilities more effectively.
- Some aspects of the school's safeguarding record-keeping are not robust. On occasion, the school does not record the important actions that leaders have taken to keep pupils safe. This means that some important discussions and decisions are not recorded. The school should ensure that safeguarding records are clear and provide coherent accounts of the actions that the school has taken to keep pupils safe.

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 special educational needs and/or disabilities (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	131782
Local authority	Gloucestershire
Inspection number	10378912
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Rachel Brain
Headteacher	Samantha Thomas
Website	www.meadowsideschool.co.uk
Dates of previous inspection	11 and 12 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school uses two unregistered alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the head teacher, the deputy headteacher, other senior leaders and groups of staff.
- The lead inspector held meetings with members of the governing body, including the chair of governors, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects including writing and science.
- 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.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to groups of pupils to discuss their views of the school.
- Inspectors gathered parents' views by considering the responses to Ofsted Parent View and by talking to parents. The inspectors also reviewed responses to Ofsted's online staff survey.

Inspection team

Nicky McMahon, lead inspector

His Majesty's Inspector

Spencer Allen

Ofsted Inspector

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