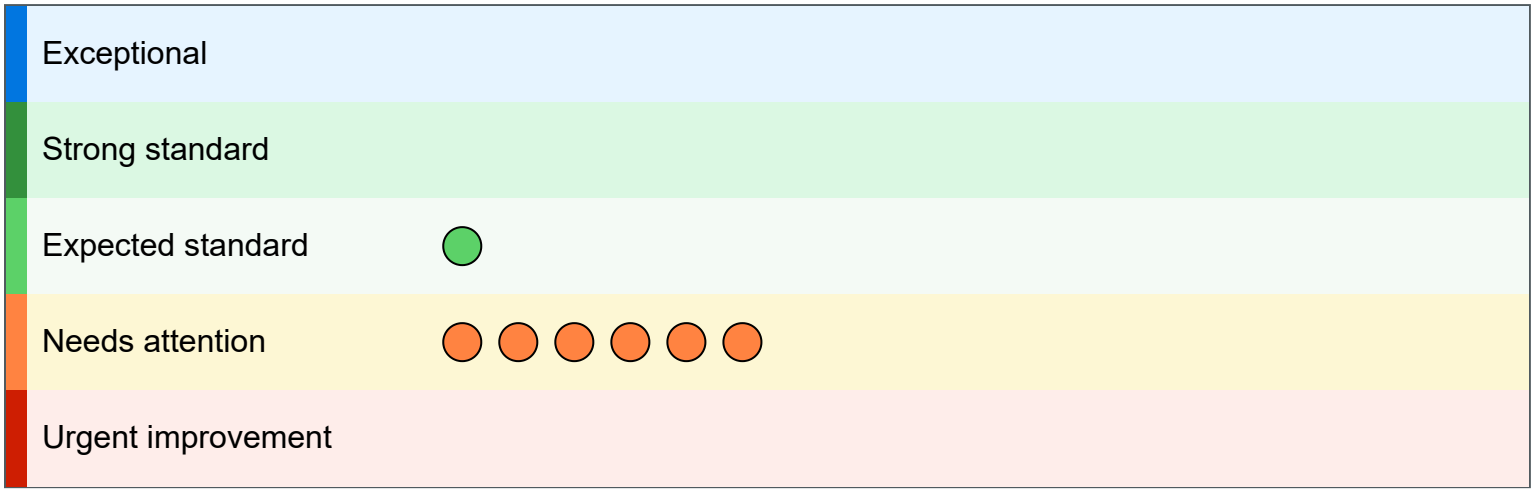
West Meadows Primary School

Address: West Street, S74 9ET

Unique reference number (URN): 140460

Inspection report: 6 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

Leadership and governance

Expected standard

New leadership has only been in place for a short time. However, there is already demonstrable evidence of the positive impact of changes that have been implemented across the school.

Leaders make decisions that are in pupils' best interests. There is a clear moral purpose to leadership at the school. This is underpinned by effective systems of quality assurance and school improvement strategies. These are well supported by the trust. Leaders and trustees have a very clear understanding of the school's strengths and the areas for development. They have taken decisive and appropriate actions to address the areas that need attention and to improve provision at the school. Leaders ensure that staff receive appropriate training. There is a clear programme of professional learning mapped across the school, which builds staff expertise.

Trustees have a clear vision for the school and ensure that it meets its statutory responsibilities. Leaders have established a wide range of methods to engage with parents and carers. Despite this, there remain some parents in the community who are less positive about the school. Leaders are considerate of staff's workload and wellbeing. Staff appreciate this.

Needs attention

Achievement

Needs attention

Achievement in national tests over time has been below national averages. This has recently improved and many areas are now close to average, although outcomes in phonics have declined. The achievement of pupils with special educational needs and/or disabilities and pupils who are disadvantaged is broadly in line with averages for these groups.

The number of pupils reaching the expected standard in reading, writing and mathematics has increased. However, pupils' ability to recall knowledge from previous learning is inconsistent. Across all year groups, the quality of pupils' work in books in all subjects is variable. Some pupils have gaps in basic knowledge and skills, such as handwriting. Similarly, some pupils' fluency and accuracy in reading are not as developed as they should be. Leaders have taken appropriate action to address this but this is at an early stage. This means that some pupils are not as well prepared for their next steps in education as they need to be.

Attendance and behaviour

Needs attention

Leaders analyse attendance information closely to establish patterns around absence. There are clear systems to identify barriers to attendance. Leaders have recently established a revised attendance strategy. This has begun to show improvements in pupils'

attendance. For example, there has been a reduction in the number of pupils who are persistently absent from school. Leaders have held events such as workshops to support pupils, parents and carers in understanding the importance of good attendance. However, overall attendance remains below the national average and improving this area remains a priority for leaders. Some pupils still do not attend school as regularly as they should.

Pupils' behaviour is generally calm around the school. Most pupils are keen to learn in lessons. There are occasions where pupils can be more physical during social time. Where this is the case, staff address the issue quickly and effectively. Behaviour routines and systems have recently been revised. These are generally understood by pupils, staff and parents. Sometimes, however, these systems are not followed by staff as consistently as they need to be. Bullying is rare and it is not tolerated.

Curriculum and teaching

Needs attention

The implementation of the curriculum is variable. Leaders have recently redesigned and strengthened the curriculum. Initially, this was focused on reading, writing and mathematics. It has now appropriately been expanded to include all subjects taught across the school. The curriculum is well sequenced, ambitious, broad and balanced. It identifies the knowledge that pupils need before moving on to their next steps. However, the way that the curriculum is taught is not consistently effective. At times, staff do not check that pupils have understood the most important information before moving on to the next activity. This means that there are gaps in some pupils' learning and foundational knowledge which can lead to them falling behind. This includes pupils with special educational needs and/or disabilities and pupils who face other barriers to their learning.

Leaders have a clear and accurate understanding of the quality of the curriculum and teaching at the school. They have established a comprehensive and appropriate programme of professional development which supports teachers to develop their expertise. There is evidence of greater consistency in teaching across the school as a result of this, but it is in the early stages.

Early years

Needs attention

Leaders have recently implemented a new early years curriculum. This is well considered. It meets all statutory requirements and has raised expectations for what children can achieve. Leaders are providing staff with appropriate training to enable them to teach this curriculum well. However, there is variation in the implementation of this curriculum, which limits how well some children are prepared for key stage 1. Children in the Nursery Year generally get off to a secure start in their learning and development. This is less well developed during the Reception Year. The teaching of phonics is also variable. Children learn how to read from the start of the Reception Year. They enjoy hearing stories that are read to them by their teachers. However, teachers do not always teach sounds precisely. This sometimes means that pupils struggle to decode texts.

Children in the early years enjoy learning, and they engage with activities well. They develop their personal, social and emotional skills through these activities. Children are able to develop the key areas of learning through provision activities and play. However, adult

interactions with children are not of consistently high quality. Sometimes, staff do not develop children's language, vocabulary and basic knowledge as well as they could. Staff engage with parents to support them to work in partnership with the school.

Inclusion

Needs attention

Leaders are working to establish consistency in the way in which pupils with special educational needs and/or disabilities (SEND) are supported. Leaders have high ambitions for all pupils. They are working to develop a culture of inclusivity across the school. Systems to identify pupils' individual needs and to address barriers to learning, including the needs of pupils with SEND, have been strengthened recently. This has been well supported by the trust. As a result, staff have a more accurate understanding of how to support these pupils. However, this is in the early stages, and the way in which staff implement these plans is variable.

Leaders have implemented an evidence-based pupil premium strategy. The strategy is well considered, and well informed by the school's context. While the full impact of this strategy is still to be realised, it has led to improvements in attainment and attendance for disadvantaged pupils.

Leaders work closely with families and external agencies to develop the support for vulnerable pupils. Leaders work well with the virtual school. Personal education plans, which set out the support for looked-after children, are constructed appropriately and reviewed regularly.

Personal development and wellbeing

Needs attention

The school has recently made significant changes to all aspects of its personal development offer. These are appropriate and well considered but need time to embed to see the full impact on pupils, including those who are disadvantaged. Leaders have recently introduced a new curriculum covering personal, social and health education and relationships education. This meets statutory requirements, and leaders have consulted with families about recent changes. Through weekly lessons, pupils learn about a breadth of content, including equality, fundamental British values and how to maintain positive physical and mental health. However, pupils' knowledge of this curriculum is uneven and, in some cases, lacks depth. Aspects linked to pupil safety and wellbeing have been prioritised, and these come through more strongly in pupils' understanding. However, pupils are less clear about other areas, such as an understanding of other cultures.

Leaders recognise that extra-curricular provision in the past has been limited. They have acted quickly to address this through launching an updated wider offer of educational visits and enrichment. This is built around the 'West Meadows Moments That Matter' pledge. This includes 5 core areas: lifetime experiences, curriculum focus, people and places of worship, sports and arts performance, and community links. Some pupils have begun to experience these. For example, Year 6 pupils have attended a recent residential visit to build their independence. Pupils have also taken part in 'Crucial Crew' workshops to consider scenarios about how to keep themselves safe, tackling issues including knife crime and fire

safety. The number of pupils who have accessed extra-curricular clubs is now tracked carefully and is increasing. However, uptake is limited, particularly for disadvantaged pupils.

There is a clear programme of pastoral support available to pupils. This comprises a combination of internal provision and external support. This has supported many pupils to access school more happily and confidently.

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

West Meadows Primary School is an improving school. Pupils are safe and happy. Most enjoy learning at school. However, some do not attend school regularly enough. Pupils generally behave well and show respect for others. Bullying occurs rarely. If it does, it is dealt with quickly and appropriately.

Over time, pupils have not achieved consistently well. This includes children in the early years. However, new leadership has raised expectations and standards. Pupils have better opportunities to develop academically and socially because of changes leaders have recently made. Adaptations to the curriculum and teaching have begun to improve pupils' learning. Not every pupil is getting the same positive experience in lessons but leaders are taking quick steps to change this. Staff know how to support pupils who are vulnerable, including pupils who are disadvantaged, pupils with special educational needs and/or disabilities and pupils who face other barriers to their learning. Leaders have developed approaches to make this even better, but it is not done consistently well across the school.

A revised programme to support pupils' personal development has recently been introduced. This has supported pupils to develop their understanding of fundamental British values and the importance of equality. However, this is in the early stages, and some pupils' understanding is more secure than others. The introduction of the 'West Meadows Moments That Matter' programme across the school offers opportunities for pupils to engage with a number of extra-curricular clubs and activities. These include community events such as carol singing in a local care home. Some pupils are already engaging with this programme, and leaders recognise the need to expand participation further.

Next steps

• Leaders should ensure that staff consistently implement the school’s revised approach to teaching and learning effectively, including in the early years, to ensure that children and pupils develop the necessary knowledge to progress to the next stage of education.
• Leaders should further embed training for staff to ensure that the identified needs of pupils are met, including pupils with special needs and/or disabilities, and that gaps in pupils’ foundational knowledge and skills are supported and closed rapidly.
• Leaders should further embed the implementation of the attendance strategy to ensure that pupils attend well.
• Leaders should further increase participation in extra-curricular activities, particularly for pupils who are disadvantaged.
• Leaders should continue to develop systems of communication to ensure that parents support the work of the school as fully as possible.

About this inspection

This school is part of HCAT, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Banham, and overseen by a board of trustees, chaired by Michael Knight.

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 head of school, the executive headteacher, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with members of the board of trustees. An extensive number of lessons were visited across a range of subjects. Pupils' classwork was also considered.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. It joined HCAT in September 2025, having previously been part of St Mary’s Academy Trust. The head of school began in post in September 2025.

Head of School: Miss Hanna Marsh

Lead inspector:
Tim Johnson, His Majesty's Inspector

Team inspectors:
Thomas Wraith, His Majesty's Inspector
Chris Pearce, His Majesty's 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 6 January 2026

School and pupil context

Total pupils

216
Close to 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

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)

44.04%
Well above 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

2.78%
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

15.28%
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

Close to 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	46%	61%	Below
2024/25	55%	62%	Close to average
2023/24	41%	61%	Below
2022/23	42%	60%	Below

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	56%	74%	Below
2024/25	69%	75%	Close to average
2023/24	44%	74%	Below
2022/23	58%	73%	Below

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	64%	72%	Below
2024/25	66%	72%	Close to average
2023/24	66%	72%	Close to average
2022/23	61%	71%	Below

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	59%	73%	Below
2024/25	72%	74%	Close to average
2023/24	59%	73%	Below
2022/23	45%	73%	Below

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
2024/25	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24	36%	46%	Close to average
2022/23	50%	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	53%	62%	Below
2024/25	57%	63%	Close to average
2023/24	43%	62%	Below
2022/23	60%	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	63%	59%	Close to average
2024/25	64%	59%	Close to average
2023/24	64%	58%	Close to average
2022/23	60%	58%	Close to average

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	58%	60%	Close to average
2024/25	57%	61%	Close to average
2023/24	64%	59%	Close to average
2022/23	50%	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	45%	68%	-23 pp
2024/25	50%	69%	-19 pp
2023/24	36%	67%	-32 pp
2022/23	50%	66%	-16 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	53%	80%	-27 pp
2024/25	57%	81%	-24 pp
2023/24	43%	80%	-37 pp
2022/23	60%	78%	-18 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	63%	78%	-15 pp
2024/25	64%	78%	-14 pp
2023/24	64%	78%	-13 pp
2022/23	60%	77%	-17 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	58%	80%	-22 pp
2024/25	57%	81%	-23 pp
2023/24	64%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	50%	79%	-29 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 terms)	7.2%	5.2%	Above
2023/24	7.8%	5.5%	Above
2022/23	7.2%	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 (2 terms)	20.7%	13.3%	Above
2023/24	24.6%	14.6%	Above
2022/23	25.0%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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