

Meadowside Primary School

Address: Park Road, Burton Latimer, Kettering, Northamptonshire, NN15 5QY

Unique reference number (URN): 121901

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Needs attention

Achievement

Needs attention 

As a result of the inconsistent quality of teaching, pupils do not achieve as well as they could. In national tests, pupils' outcomes are either at or below national expectations. The proportions of pupils achieving at the higher standards or at greater depth are consistently below national averages. This means that pupils are not as well prepared for secondary education as they could be. However, outcomes in national tests for disadvantaged pupils are typically in line with national averages.

Pupils' books and responses in lessons demonstrate that they have gaps in their knowledge of the curriculum. This is most noticeable for pupils with special educational needs and/or disabilities. Similarly, pupils' grasp of the foundational knowledge of writing and mathematics is underdeveloped. For example, pupils' handwriting and knowledge of number facts are not consistently secure. However, children in the early years and pupils in key stage 1 learn what they need to read fluently.

Attendance and behaviour

Needs attention 

Although overall attendance is close to the national average, the attendance of pupils with special educational needs and/or disabilities has declined. Similarly, too many pupils arrive at school late. This interrupts lessons and disrupts learning for the late pupils and their peers. Leaders are improving their approach to supporting pupils who find regular attendance difficult. Working alongside parents and carers, leaders are starting to understand the barriers affecting the attendance of some pupils.

Starting in the early years, pupils are keen to learn. They know that education is important. However, teachers do not clearly teach expected learning behaviours well enough. This means that pupils, including children in the early years, do not understand the behaviours they need to learn effectively. For example, in their enthusiasm to participate, pupils call out during class discussions, interrupting their peers and the teacher. Additionally, when unwelcome behaviour happens, teachers do not use the school's behaviour approach consistently. This means that disruptive behaviour continues without the necessary correction.

Incidences of antisocial behaviour, including bullying, are rare and dealt with effectively by teachers. Staff are successfully developing their expertise in supporting pupils with social, emotional and mental health needs. Overall, these pupils learn how to manage their emotions and maintain positive behaviour.

Curriculum and teaching

Needs attention 

Teachers do not teach the curriculum consistently well. Too often, teachers arrange learning activities that do not enable pupils to learn as well as they could. This is particularly the case for pupils with special educational needs and/or disabilities and the most able.

Since the previous inspection, leaders have improved the way they plan the curriculum. They have set out a well-organised curriculum that clarifies the exact knowledge teachers must teach and in what order. Leaders have provided the training necessary, so that teachers have the subject knowledge they need to teach the whole curriculum.

Teachers do not consistently teach the foundational knowledge of writing and mathematics well enough. Writing and mathematics are taught with inconsistent effectiveness. However, staff follow leaders' chosen approach to early reading consistently well. When pupils and children in the early years find reading tricky, staff provide effective support. These pupils learn what they need to read fluently.

Teachers do not consistently check what pupils, including children in the early years, know and understand. This means that teachers do not know when pupils are ready for greater challenge or need targeted support to remember or understand key knowledge.

Early years

Needs attention 

In Reception, teaching is not consistently effective in preparing children fully for Year 1. Staff arrange interesting learning activities but do not check children's learning well enough. This means staff do not routinely recognise when children need extra support or are ready to take next steps in learning. When interacting with children, staff do not consistently extend and enrich children's use of spoken language and vocabulary. Similarly, staff do not ensure that children develop their writing in readiness for Year 1 well enough. In contrast, staff ensure that children learn what they need to start reading fluently.

In Reception, staff do not teach children learning behaviours sufficiently well. As a result, a significant minority of children struggle to listen to others during class discussions and sustain concentration.

The Nursery and Reception classes are welcoming, well-resourced environments. Leaders have planned a curriculum appropriate to the different developmental needs of children in the early years. Children enjoy the stimulating activities staff provide. Children in the nursery are well prepared to make positive transitions into Reception.

Prior to children arriving in the early years, staff work well with parents and carers to ensure that children start school happily.

Inclusion

Needs attention 

Leaders and staff do not have a thorough understanding of the needs of pupils with special educational needs and/or disabilities (SEND). However, leaders have started to improve the way they identify pupils' needs. Similarly, leaders have begun to train staff in how best to support pupils with SEND, working with external experts. The success of their work is particularly noticeable in the support provided for pupils with social, emotional and mental health needs. However, leaders and staff still have more work to do to improve provision for these pupils and for those who face other barriers to learning.

Leaders use additional funds with partial success to support disadvantaged pupils. They consider research to inform their approach in helping pupils to overcome barriers and to

succeed. However, some aspects of this work are less successful. Leaders do not monitor the support in place for disadvantaged pupils and those with SEND with enough precision. This means that leaders do not always realise when support is not working as intended. Similarly, leaders are not fully aware when teachers do not adapt learning activities well enough for pupils with SEND. As a result, leaders do not routinely make the changes needed to ensure these pupils receive what they need to learn well.

Leadership and governance

Needs attention 

In June 2024, leaders formalised the Green Shoots Partnership as a federation of 2 schools. The school has experienced profound turbulence, over a number of years, some of which is ongoing. This has contributed towards the decline in the quality of provision at the school. However, leaders and governors share the commitment to keep pupils' best interests at the heart of decision-making. This includes ensuring safeguarding policies and practices are robust.

Leaders have not sufficiently clarified the roles and responsibilities of leaders at all levels. This means that some key functions are not undertaken well enough. For example, leaders do not monitor the quality of provision at the school with sufficient precision. Consequently, leaders do not routinely recognise when something is not working well so do not make necessary changes. This includes not knowing the impact of the training to improve the quality of teaching. Similarly, governors do not receive the information they need to understand the quality of the school's provision. When governors are aware of less effective practice, they hold leaders accountable and ensure that improvements are made.

Staff morale is mixed. Some staff are concerned about the time they have for certain tasks. Others are very positive about the support leaders provide staff to maintain a reasonable workload. Many staff appreciate the way new leadership, introduced in September 2025, is responsive and supportive of staff's wellbeing.

Many parents have concerns about key aspects of the school, particularly the provision for pupils with special educational needs and/or disabilities.

Personal development and wellbeing

Needs attention 

Leaders have ambitious ideas for the personal development programme. These have not yet been fully realised.

Leaders have put in place well-designed curriculum plans for personal, social, health and economic education. However, staff do not teach the curriculum consistently well enough. As a result, pupils have gaps in their understanding of key areas, including fundamental British values. Pupils also do not have a well-developed understanding of topical issues and debates in the modern world. Nonetheless, pupils know the importance of valuing the diverse lifestyles and beliefs in modern society. They demonstrate sensitivity when discussing views different from their own.

Pupils know how to stay safe and maintain healthy lifestyles. For example, children in the early years know the importance of healthy eating and limiting sweets to have as a special

treat. Pupils understand the features of positive relationships and what to do when relationships become difficult.

Leaders are developing the school's approach to developing pupils' interests and talents. Working with pupils, they are starting to offer clubs based on pupils' interests. However, leaders have not checked the extent to which disadvantaged pupils take part in clubs. As a result, these pupils have not benefited fully from the extra-curricular provision.

Leaders have put in place lots of well-planned enrichment opportunities. Pupils appreciate and benefit from educational visits to places of local, national and international interest. They also learn how to be independent away from home by taking part in the school's residential learning opportunities.

The school has a well-developed programme for pupils to take responsibility for the school community. Older pupils are proud of their roles as 'ambassadors' for certain aspects of the school. Similarly, pupils speak with enthusiasm about their impressive achievements, when representing the school in local sport competitions.

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

Pupils, including children in the early years, appreciate the warm relationships they share with each other and staff. They feel safe at school. Staff deal with the rare occasions of bullying swiftly and effectively so that it stops and does not reoccur. During playtimes, pupils have fun together. They show kindness and care for each other. Older pupils look out for younger pupils.

Pupils are inquisitive and enjoy learning. However, in lessons, staff have varied expectations of pupils' conduct. As a result, pupils' focus on learning is not always maintained. Similarly, staff do not use the school's behaviour policy consistently. Consequently, many pupils experience interruptions when trying to learn.

Because teaching is variable in quality, pupils do not learn the curriculum consistently well. This is particularly the case for pupils with special educational needs and/or disabilities (SEND) and the most able. Though improving, staff do not adapt learning activities well enough to meet the different needs of pupils. Along with affecting learning and achievement, the inconsistent quality of teaching occasionally affects pupils' behaviour, particularly those with SEND. In such instances, pupils demonstrate their frustration with poor behaviour.

As a result of the inconsistent quality of teaching, the outcomes of pupils on national tests show varied levels of success with pupils achieving either in line or below national averages.

Teachers' approach to supporting pupils' personal development has varying effectiveness. For example, many pupils do not have a well-developed understanding of fundamental British values, such as how British democracy works. However, pupils actively engage in community service and willingly take up positions of responsibility. Similarly, pupils have a clear understanding about how to stay safe and what to do when concerns arise.

Although pupils generally enjoy school, many disadvantaged pupils and those with SEND do not maintain regular attendance. Similarly, too many pupils arrive at school late.

Next steps

- Governors should establish clarity over the roles and responsibilities of leaders at all levels. Furthermore, governors should ensure they receive sufficient information to understand the school's strengths and weaknesses with greater precision in order to hold leaders accountable for the quality of their work.
 - Leaders should ensure staff have a thorough understanding of the needs and most effective methods to support pupils with special educational needs and/or disabilities (SEND).
 - Leaders should ensure that teachers consistently choose and deploy effective learning activities that meet the needs of all pupils to improve pupils' achievement across the curriculum.
 - Leaders should ensure that teachers teach the foundational knowledge of writing and mathematics well enough so that pupils learn what they should.
 - Leaders should ensure that staff routinely check what pupils, including children in the early years, know and can do and provide any necessary support when concerns arise.
 - Leaders should check with greater precision the quality of the teaching of the curriculum to establish the impact of staff training, including training related to provision for disadvantaged pupils and those with SEND. When necessary, leaders should ensure teachers make any necessary alterations.
 - Leaders should ensure that teachers teach pupils, including children in the early years, the learning behaviours they need to learn without distractions. Leaders should also ensure teachers follow leaders' behaviour policy consistently.
 - Leaders should put in place the necessary measures so that pupils with SEND attend school regularly and that all pupils arrive at school on time.
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About this inspection

The chair of the board of governors in this school is Kim Mount.

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 governors, the interim head of school, senior leaders, teachers, support staff and pupils during the inspection.

The school uses no alternative provision.

The school has undergone a significant change since the last inspection:

The interim head of school took up her post in September 2025.

The school joined the Green Shoots Partnership on a formal basis in June 2024.

Executive Headteacher: Josie Garnham

Lead inspector:

Al Mistrano, His Majesty's Inspector

Team inspectors:

Elizabeth Mace, Ofsted Inspector

Steve Tague, Ofsted Inspector

Rob Della-Spina, 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 19 May 2026

School and pupil context

Total pupils

445

Well 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)

18.05%

Below 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

1.35%

Below 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

10.34%

Below 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	54%	61%	Below
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	48%	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	73%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	74%	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	72%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	75%	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	68%	73%	Close to average
2024/25 (final)	65%	74%	Below
2023/24 (final)	65%	73%	Below
2022/23 (final)	74%	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	46%	46%	Close to average
2024/25 (final)	40%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	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	71%	62%	Above
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	70%	62%	Close to average
2022/23 (final)	75%	60%	Above

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	66%	59%	Close to average
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	70%	58%	Close to average
2022/23 (final)	75%	58%	Above

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	63%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	69%	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	46%	68%	-21 pp
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	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	71%	80%	-9 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	70%	80%	-10 pp
2022/23 (final)	75%	78%	-3 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	66%	78%	-12 pp
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	70%	78%	-8 pp
2022/23 (final)	75%	77%	-2 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	63%	80%	-16 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	79%	-10 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 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

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)	13.5%	13.0%	Close to average
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	12.1%	16.2%	Below

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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