

# Inspection of a good school: Meadowcroft Community Infant School

Little Green Lane, Chertsey, Surrey KT16 9PT

---

Inspection date:

4 November 2021

## **Outcome**

Meadowcroft Community Infant School continues to be a good school.

## **What is it like to attend this school?**

Everyone knows and cares for each other in this small, nurturing school. There is a strong sense of community. Pupils feel safe and happy. They treat each other with respect and kindness. The school's values, 'Friendship Frog, Respectful Rabbit, Perseverance Panda and Truthful Tiger', are an important part of daily life. These are regularly celebrated and rewarded when pupils demonstrate them.

Staff have high expectations of behaviour. Incidents of poor behaviour are unheard of. Pupils enjoy their lessons. They are motivated, try hard and are keen to do their best. Pupils regularly praise each other when they do well.

Playtimes are cheerful occasions where pupils have fun. Pupils feel included and valued. They enjoy playing games with their friends. Pupils understand what bullying is and say that it is not a problem for them at school. They trust staff and know that they will help them should they have a worry. One pupil said, 'Teachers always do something about our worries. They are helpful and kind.'

Parents and carers are highly appreciative of the school. One parent echoed the thoughts of many by saying, 'This is an amazing school that puts its pupils at the heart of everything it does.'

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

Leaders have designed an ambitious and broad curriculum. In subjects such as English and mathematics the curriculum is well defined. However, not all other subjects are planned as precisely yet. Leaders are rightly focusing their efforts to address this quickly. Pupils achieve well in English and mathematics, but their achievement is not as consistently strong in all other subjects.

Reading sits at the heart of the school's curriculum. Classrooms have interesting 'book corners' to inspire pupils and instil a love of reading. Pupils look forward to listening to

and reading stories every day. The teaching of early reading begins as soon as children start school. All staff are well trained to teach phonics. They articulate and model sounds clearly to pupils. Staff quickly spot when pupils fall behind and give extra help when it is needed. Books are matched to pupils' reading skills well. This helps pupils to read accurately and become increasingly fluent and confident.

Mathematics is taught effectively. The important knowledge that pupils should learn and the order in which they should learn it are clearly set out. This helps teachers to know exactly what pupils need to learn and remember well. As a result, this is helping pupils to build up their mathematical knowledge and understanding.

Staff receive high-quality training which helps them deliver lessons confidently. Lessons are lively and engaging. Teachers pose interesting questions and involve pupils in discussions. Pupils concentrate well and show very positive attitudes towards their learning. Staff skilfully support pupils with special educational needs and/or disabilities. They work hard to ensure that these pupils' needs are met, and they are fully included in all aspects of school life.

Leaders provide pupils with a diverse range of opportunities to broaden their horizons. Staff ensure that there is plenty to interest and inspire all pupils. Pupils' knowledge of fundamental British values is strong. They speak knowledgeably about democracy and the rule of law. Leaders are determined that pupils should experience the trips and activities which have slowed due to the COVID-19 pandemic. For instance, pupils are excited and are looking forward to the staff Christmas pantomime.

The leadership of the school has strong moral purpose. Leaders act with integrity. They ensure that staff are well supported. Staff enjoy working at the school. They feel valued and say that leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The curriculum includes many opportunities for pupils to learn how to stay safe, including when online. Staff receive regular, useful training and know what to do should they have safeguarding concerns. Where needed, leaders promptly refer these concerns to outside agencies so that pupils and families get the help they need. During the inspection, some issues were identified in the safeguarding record-keeping system. Leaders addressed these promptly and effectively.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not made sure that the curriculum in all foundation subjects is well sequenced and coherent. Pupils do not learn as well as they could in these subjects. Leaders need to continue to develop the curriculum so that it clearly sets out the order in which pupils should learn the essential knowledge across all subjects. It is clear from

leaders' actions that they are already taking steps to bring this about. For this reason, the transitional arrangements have been applied.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2011.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125065
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10211086
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Gibbs
<b>Headteacher</b>	Jacqueline Underwood
<b>Website</b>	<a href="http://www.meadowcroftinfantschool.co.uk">www.meadowcroftinfantschool.co.uk</a>
<b>Date of previous inspection</b>	13 December 2016, under section 8 of the Education Act 2005

## Information about this school

- The school is much smaller than the average-sized primary school.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the inclusion manager, members of staff, two governors, including the chair of the governing body, and had a telephone discussion with a representative from Surrey local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. Inspectors also heard a selection of pupils read.

- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- Inspectors considered the 14 responses to the confidential staff survey and spoke to a range of staff about their views on the school.
- Inspectors took account of the 21 responses to the Ofsted Parent View questionnaire and 19 additional free-text responses.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. Inspectors also considered the 47 responses to Ofsted's online pupils' survey.
- Inspectors reviewed a range of documents, including the school's self-evaluation and school development plan and information about the school's curriculum.

### **Inspection team**

Louise Walker, lead inspector

Her Majesty's Inspector

Lizzie Jeanes

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021