

Meadowcroft Community Primary School

Address: Little Green Lane, Chertsey, Surrey, KT16 9PT

Unique reference number (URN): 125065

Inspection report: 14 April 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.

Expected standard

Achievement

Expected standard 

Most pupils achieve well. They generally develop the foundational knowledge and skills they need to access the curriculum, particularly in early reading, writing and mathematics. Outcomes in phonics at the end of Year 1 and assessments at the end of the early years have been broadly in line with national averages over time. As a result, pupils are typically well prepared for the next stage of their education. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those for whom published data is not available are generally supported effectively to make suitable progress from their starting points. In most subjects other than mathematics and English, pupils usually recall key knowledge and often produce work appropriate to the stage of their development. However, this is not consistent across all subjects. On occasion, the task design and checks of pupils' understanding mean that pupils do not secure the most important knowledge and skills over time.

Curriculum and teaching

Expected standard 

Pupils learn a broad and suitably ambitious curriculum as the school gradually expands into a primary school. Leaders have an accurate understanding of the quality of the curriculum and teaching and take appropriate action to refine these. Subjects are designed with clear endpoints and are logically sequenced to build pupils' knowledge over time. On the whole, teachers ensure that pupils build the important knowledge they need in reading, writing and mathematics. However, some pupils do not yet benefit from a consistent approach to addressing gaps in handwriting and spelling. As a result, a few pupils lack fluency and accuracy in their written work. Teachers typically demonstrate secure subject knowledge and present information clearly. Staff generally use appropriate checks of pupils' understanding to identify gaps, particularly in early reading. In a few subjects, the design of tasks and checks of pupils' prior knowledge are less well developed. The teaching of systematic synthetic phonics is effective. Most pupils become fluent readers, and additional support is put in place promptly if pupils fall behind. Teachers generally adapt teaching well so that pupils with special educational needs and/or disabilities and those who face other barriers to learning access the curriculum successfully alongside their peers.

Early years

Expected standard 

Children in the early years get off to a secure start. Staff know children and their families well and establish clear routines that help children to feel safe and ready to learn. Leaders prioritise the early years and have an accurate understanding of the strengths of the provision. The curriculum is well designed and logically sequenced. It clearly identifies the foundational knowledge and skills that children need for later learning, with a strong focus on communication and language, early reading and mathematics. Teaching is typically effective. Staff engage children in high-quality interactions and provide activities that help children to sustain attention and develop independence. Reading is prioritised, and children are taught systematic synthetic phonics from the start.

Staff checks of pupils' understanding are used well to adjust the curriculum and staff deployment. As a result, most children make suitable progress from their starting points. Children are generally well prepared for Year 1. Any gaps in learning are shared with Year 1 staff to support a smooth transition, and thoughtful support is provided. Staff identify barriers quickly and adapt provision to support disadvantaged children, those with special educational needs and/or disabilities and those known or previously known to children's social care. Children's wellbeing is promoted effectively through positive relationships, appropriate care routines and a stimulating indoor and outdoor environment.

Inclusion

Expected standard 

Pupils who need extra support are fully included in the life of the school. Staff know pupils and their families well and understand the barriers that different groups face to learning or wellbeing. Leaders have established effective systems to identify and assess pupils' needs. As a result, pupils who require additional support receive timely help and take part fully in lessons and wider school life.

Pupils with special educational needs and/or disabilities are generally supported effectively. Leaders use the graduated approach to 'assess, plan, do and review' support. Staff are trained and typically implement this consistently. Adult support and adaptations are usually used effectively. This helps pupils to access the curriculum and develop increasing independence. Leaders work closely with external professionals and families to shape this support carefully.

Leaders support disadvantaged pupils appropriately. They understand the needs of these pupils and use pupil premium funding to address identified priorities. The strategy contributes to improving pupils' learning and wellbeing. Leaders review the impact of support appropriately. Pupils who are known or previously known to children's social care receive thoughtful and swift pastoral and academic support.

Leadership and governance

Expected standard 

Leaders understand the school's context, strengths and priorities well. They have established a clear ethos and make decisions that are in pupils' best interests, including disadvantaged pupils, those with special educational needs and/or disabilities and those who face other barriers to learning or wellbeing. Leaders have identified appropriate priorities for improvement, especially around attendance. Their actions are beginning to have a positive impact. Leaders recognise that sometimes greater precision is needed so that improvement actions focus more sharply on what will make the greatest difference for pupils.

Leaders deploy staff thoughtfully and promote a culture of professionalism and high expectations. Professional learning is valued and supported through a range of opportunities, including internal training, external support and nationally recognised programmes. Staff appreciate how leaders carefully consider their workload and wellbeing, especially as the school expands from an infant school to a primary school.

Governors fulfil their statutory responsibilities and provide appropriate support and challenge. They are knowledgeable and understand the school's priorities, review progress

and hold leaders to account for the quality of provision, including for the most disadvantaged pupils. They are mindful of, and take steps to support, leaders' wellbeing. Leaders engage constructively with parents, the local authority and external partners. This collaborative approach supports ongoing improvement and enables leaders to respond effectively to the changing needs of the school community.

Personal development and wellbeing

Expected standard 

Pupils benefit from a coherent and suitably planned personal development and wellbeing programme that reflects the school's context. The programme meets statutory requirements and supports pupils to develop confidence, resilience and respect for others. Pupils behave responsibly, cooperate well and demonstrate positive attitudes towards each other and adults. They value being part of an inclusive community and recognise that everyone is treated fairly. Pupils understand the ways in which they can support and manage their own mental wellbeing, with some able to link this to diet and lifestyle choices.

Pupils learn how to keep themselves safe, including online. They have an age-appropriate understanding of healthy relationships and know where to go if they need help. Pupils understand why rules and laws exist and can explain how these help to keep them safe and support learning. They develop an appropriate understanding of fundamental British values. Pupils learn how to manage their emotions and resolve conflict constructively. They are tolerant of differences and respectful of other faiths and protected characteristics, demonstrating knowledge of other religions.

The school provides a range of opportunities that support pupils' wider development, including clubs and trips, which include visits to places of worship. Leaders track participation carefully and take steps to ensure that cost or other barriers do not prevent pupils from taking part. As a result, disadvantaged pupils, pupils with special educational needs and/or disabilities, those known or previously known to children's social care and other pupils who face barriers access these opportunities and benefit well from this offer. Pastoral support is accessible to all and well matched to pupils' needs. Staff know pupils well and work closely with families and external agencies where needed to support pupils' wellbeing. Leaders review and adapt the personal development programme so that it continues to meet pupils' needs and supports them to prepare for later life.

Needs attention

Attendance and behaviour

Needs attention 

Overall attendance remains below the national average and persistent absence is too high. Leaders' actions are beginning to have a positive impact, but too many pupils do not attend regularly enough. Leaders analyse attendance information carefully and make reasonable adjustments to support pupils who face barriers to regular attendance. They recognise the importance of attendance and continue to communicate clear expectations to pupils and parents. Leaders are working closely with external support to secure improvements. They acknowledge that further work is needed and are strengthening their approach by refining strategies and learning from other schools.

Leaders have embedded high expectations for behaviour for all pupils. Behaviour across the school is calm, respectful and considerate. Clear routines and warm relationships help pupils to feel safe and to focus on their learning. Bullying is rare, and staff deal with concerns quickly and effectively. Pupils who need additional help to manage their emotions receive timely and targeted support. Staff understand pupils' individual needs and make appropriate adjustments for pupils with special educational needs and/or disabilities. As a result, low-level disruption is uncommon and pupils demonstrate positive attitudes to learning.

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

Pupils at Meadowcroft Community Primary School are happy and welcoming. They treat each other with kindness and respect and know that staff are there to support them. Pupils speak positively about adults in the school, describing them as caring and approachable. Staff greet pupils warmly and establish calm, predictable routines that help pupils to feel secure and ready to learn. As a result, behaviour is positive and learning time is used well. Staff deal with any incidents quickly and effectively, including unkindness or rare incidents of bullying. Pupils have a strong sense of belonging and develop positive relationships with their peers. This helps new pupils to feel safe, settle quickly and form friendships swiftly. Breaktimes are friendly and well organised. Pupils play cooperatively, organise their own games and kindly include others.

Pupils enjoy learning and are keen to take part in lessons. Teaching across the curriculum is typically effective. It helps pupils to achieve well from their starting points, including those who are disadvantaged. Staff know pupils well and work closely with families to understand and reduce barriers to learning, especially for pupils with special educational needs and/or disabilities. Pupils who attend regularly benefit fully from the school's positive learning environment. However, some pupils are absent too often and so do not consistently benefit from the well-designed curriculum offer.

Pupils understand how to stay safe, including online. They value the range of clubs, visits and experiences available, such as sports, computing and trips to museums. Pupils enjoy taking on responsibilities, including roles such as school council members. These opportunities help pupils to build confidence and develop wider knowledge beyond school to prepare them for life in modern Britain.

Next steps

- Leaders should challenge and support families so that attendance swiftly improves to at least in line with the national average and persistent absence reduces, especially for disadvantaged pupils.
- Leaders should ensure that all pupils develop key handwriting and spelling skills so they can apply them accurately and confidently across the curriculum.

- Leaders should refine the task design in a few subjects to strengthen pupils' learning of the key content over time.
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About this inspection

The chair of the board of governors in this school is Paul Gibbs.

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 headteacher and other senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school has undergone significant changes since the previous inspection. The school has recently changed from an infant school to a primary school. There have also been changes to the school leadership team, with a recently appointed deputy headteacher and special educational needs and disabilities coordinator.

Jacqueline Underwood: Headteacher

Lead inspector:

Stuart Bevan, His Majesty's Inspector

Team inspector:

Laurie Anderson, 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 14 April 2026

School and pupil context

Total pupils

100

Well 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: 272

School capacity

150

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)

33.00%

Close to 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

5.00%

Above 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

10.00%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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).

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 term)	7.9%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	8.4%	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 term)	25.9%	13.3%	Above
2023/24 (3 term)	25.8%	14.6%	Above
2022/23 (3 term)	25.8%	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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