

Inspection of High Meadow Community School

Norton Road, Coleshill, Warwickshire B46 1ES

Inspection dates: 14 and 15 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils who attend High Meadow Community School are proud of their school and rightly so. They attend eagerly and are keen to learn. The warm relationships between staff and pupils ensure pupils are supported in all aspects of school life. Pupils feel safe in school. They know that staff care for them because staff demonstrate this in all they do. The needs of pupils drive all decisions in school. Pupils recognise this, saying, 'Everything we do we do together. Every decision is made with everybody in mind.'

Pupils have beautiful manners. They are polite and respectful. They understand the school's simple rules of 'ready, respectful and safe'. They abide by these rules admirably. This helps the school to feel calm, purposeful and happy.

Leaders have high ambitions for all pupils, including pupils with special educational needs and/or disabilities (SEND). They want pupils to learn to the best of their abilities and to be the best version of themselves they can be. Pupils relish this and rise to the challenges in terms of learning and in preparing to be responsible adults of the future. The ambition that leaders have is achieved through the school's actions and the pupils' attitudes.

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

The school prioritises all pupils being able to read confidently and fluently. No time is wasted in pupils starting on their reading journey. Staff are highly skilled in the teaching of phonics. They quickly and skilfully identify any pupils at risk of falling behind. The support these pupils receive to address any gaps in learning is highly effective in enabling them to catch up with their peers. Books are perfectly matched to the pupils' specific phonics knowledge to allow them to develop confidence and improve their fluency. This means the vast majority of pupils can read well. There are many opportunities to develop a love of reading. Pupils are excited to demonstrate how widely and regularly they read. As a reward for demonstrating this, pupils are allowed to take a 'snuggle box' home. This contains a chosen book, a class teddy bear and edible treats to enjoy at home.

Many other areas of the curriculum are equally as successful. The school has adapted the curriculum to ensure all learning gets off to a good start in the early years. Pupils achieve particularly well in the core subjects of mathematics, science and writing. It is impressive. Some other curriculum areas are still being developed. Many carefully considered changes have already been introduced, but the school acknowledges that in some areas this work is not yet complete.

The support the school provides for pupils with SEND is highly effective. The school knows the needs of the pupils well and ensures they get the right help to make the progress they are capable of. The school recognises the importance of involving parents in how well their children are progressing and does this exceptionally well. This starts with the youngest children as soon as they start school.

Pupils behave well at all points of the day. Staff are fair and consistent in responding to any behaviour issues if they do arise. This consistency of approach, which is understood by all, enables issues to be resolved swiftly. Pupils say, 'There is never a major problem for too long.' Older pupils relish the opportunity to support younger pupils on the playground. They look out for pupils who might be lonely and support them in playing games.

The school teaches pupils the importance of being respectful and tolerant. A carefully planned curriculum teaches pupils to recognise and to celebrate differences. Pupils talk maturely and sensibly about acceptance. The school provides some after-school clubs for pupils to attend that widen their enjoyment of school outside of the classroom. The school has recently introduced further opportunities to broaden experiences, including a planned series of residential trips that pupils can enjoy.

Many school leaders are new in post. They have wasted no time in addressing the most important areas to make the school as successful as it can be. They know what they need to do next to make even greater improvements. This is praiseworthy. Staff are highly supportive of the work of the school and value the efforts taken to promote well-being and workload. It is a highly harmonious and effective team. All staff are extremely proud members of the High Meadow family. Governors understand their responsibilities well and work tirelessly to support, and challenge, the school. The school is held in extremely high regard by pupils and parents.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subject areas, leaders have not yet finalised curriculum plans. This means that in these subjects, pupils are not yet able to link knowledge and deepen understanding as well as they might, building on what they have learned before. Leaders should continue to develop these subjects to the same high standard as in other areas of the curriculum.

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	125584
Local authority	Warwickshire
Inspection number	10294552
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Jonathan Smith
Headteacher	Melanie Brown
Website	www.highmeadowcommunityschool.co.uk
Dates of previous inspection	15 and 16 June 2010, under section 5 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- At the time of its last inspection, this school was an infant school. Its pupil numbers have increased from 79 to 197 since then.
- The school makes use of one alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 held meetings with the headteacher, the deputy headteacher and subject leaders.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils and looked at samples of pupils' work.
- Inspectors also looked at a sample of pupils' work in a range of subjects, including writing and geography.
- The lead inspector spoke to two governors, including the chair of governors.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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 reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

Roulla Gabriel

Ofsted Inspector

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