

Meadlands Primary School

Address: Broughton Avenue, Ham, Richmond, Surrey, TW10 7TS

Unique reference number (URN): 102893

Inspection report: 28 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.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly across the curriculum. They develop secure foundations in reading, writing and mathematics. Pupils apply this knowledge in other subjects. For example, pupils write well in history and geography.

Pupils' outcomes in the Year 6 national tests in reading, writing and mathematics are above the national average. Disadvantaged pupils achieve particularly well. On average, their results are higher than those of non-disadvantaged pupils nationally.

Pupils also achieve well across wider curriculum subjects. For example, pupils speak and write knowledgeably about the history that they have learned, as well as how to 'think like a historian'. Across the curriculum, pupils produce work of high quality. Pupils with special educational needs and/or disabilities make sustained progress from their starting points. By the time pupils leave the school, they are very well prepared for the next stage of their education.

Personal development and wellbeing

Strong standard ●

The personal development programme is extensive and carefully tailored to the school's context. Oracy, the skill of speaking and listening well, is a particular strength. Pupils are taught to speak in full sentences, articulate their ideas clearly and listen with care. Every pupil takes part in speech and drama lessons taught by a specialist. In addition, pupils sit external speech and drama qualifications. This work has a marked impact on disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils speak with growing confidence and use ambitious vocabulary in lessons and conversations.

Leaders have carefully sequenced the programme for relationships, sex and health education (RSHE), matching content to pupils' ages. As a result, pupils gain the knowledge they need to stay safe, online and offline. They talk knowledgeably about healthy relationships, mental health and the risk of mobile phone use.

As pupils progress through the school, they develop a deeper understanding of the fundamental British values and world faiths. They behave with integrity and discuss their views with confidence and respect. Pupils are reflective and thoughtful. They cooperate consistently well with one another.

Pupils take part in a wide range of clubs, which include judo, Mandarin and drama. Trips help to bring the curriculum to life. For example, Year 5 visit a royal palace as part of their study of the Tudors. Year 6 pupils enjoy an annual residential trip. Disadvantaged pupils and pupils with SEND participate highly in clubs, trips and residential visits. Leaders track this take-up to ensure that this remains the case.

Pastoral support matches pupils' individual needs. For example, the 'calm cabin' and 'wellbeing ambassadors' are two examples of support provided in the playground. Staff

know which pupils need extra help and provide it quickly. Parents and carers speak warmly of the difference staff make to their children's confidence and character.

Expected standard

Attendance and behaviour

Expected standard 

Overall attendance and persistent absence are close to national averages. Leaders place a high priority on improving attendance, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Leaders track these pupils' attendance carefully. They work with families to remove barriers, drawing on external support where needed. The attendance of disadvantaged pupils and pupils with SEND is currently slightly below national averages. However, leaders have strengthened the support provided to pupils whose attendance has slipped. For example, time in 'the retreat', which is the school's wellbeing centre, helps some pupils overcome the barriers they face in coming to school. This is having a positive impact. The attendance of many disadvantaged pupils and those with SEND is now improving.

Pupils are polite, courteous and considerate of one another. Staff build warm, trusting relationships with pupils. They take into account each pupil's experiences and circumstances, and respond with patience and understanding. Staff make adjustments for pupils who need them, including pupils with SEND. Typically, pupils take care with their work and are proud of what they produce. The school's house points system motivates them to do their best. Bullying and discrimination, online or offline, are uncommon. Leaders respond to any incidents promptly, consistently and effectively. Pupils know that staff are always available to listen and help.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and ambitious curriculum. They have set out the knowledge they want pupils to learn in each subject, year by year. This important knowledge has been arranged so that new content extends what pupils already know and understand.

Leaders place a high priority on reading. They ensure that in the early years, and in Years 1 and 2, teaching follows the school's phonics programme. Older pupils who need extra help with reading receive prompt, targeted support.

A particular strength of the curriculum is the focus on speaking and listening. Pupils are taught to speak in full sentences and listen attentively to one another. They often use precise, subject-specific words in their answers. Teachers explain to pupils how words are built and where they come from. As a result, pupils use new vocabulary confidently in discussions and writing.

Teachers have secure subject knowledge and explain new ideas clearly. They adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities and disadvantaged pupils. Occasionally, staff do not intervene quickly enough when pupils are struggling or making errors. When this happens, it hampers pupils' learning. For example, a

few pupils continue to form letters with an incorrect pencil grip because they have not received prompt support to correct this.

Early years

Expected standard 

Children get off to a settled start in the early years. Staff quickly build warm relationships with every child and their family. Leaders and staff work closely with parents and carers from the moment children join the school. For instance, they share information with parents about what their child is learning. They provide parents with guidance about how they can support them at home. This helps staff to build positive relationships with families.

Leaders have planned the early years curriculum carefully. It identifies the key knowledge children need to learn and when they should learn it. Leaders have prioritised the teaching of phonics. Children quickly learn to read and write words using their knowledge of letters and sounds. Staff introduce children to a wide range of books that promote their interest in reading. Staff are skilled at encouraging children to engage in back-and-forth conversations. They expect children to answer in full sentences. Children do so willingly. However, on a small number of occasions, staff do not always model the ambitious vocabulary they want children to use. This limits the opportunities that children have to understand and use these words.

Staff typically check what children already know and can do. This helps them to design activities for children that meet their needs and develop their learning further. Children with special educational needs and/or disabilities have their needs identified quickly. They learn successfully alongside their peers as a result of the effective support that they receive. Leaders ensure that the statutory requirements of the early years foundation stage are met, including care practices. By the end of Reception, most children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders have a detailed knowledge of their pupils and families. They know individual pupils' circumstances, including the barriers they face to their learning and wellbeing. Leaders draw on parents' insights and seek advice from external professionals to remove these barriers.

Leaders match support carefully to the needs of disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND), and other pupils facing barriers to their learning or wellbeing. Pupils with SEND learn alongside their peers and follow the same ambitious curriculum. Pupils who are known or previously known to children's social care are well supported. In each class, leaders work with staff to identify any pupils whose needs or circumstances may require extra attention. Teachers make sensitive, additional adaptations for these pupils to support their learning and wellbeing. Very occasionally, staff do not adjust their approach quickly enough when a particular form of support is not working for a pupil. Where this happens, it sometimes hinders pupils' learning.

Leaders make effective use of additional funding, such as the pupil premium, to support disadvantaged pupils. As a result, these pupils make progress and participate fully in activities such as trips and clubs.

Leaders use alternative provision appropriately. They choose each placement carefully so that pupils receive the support that they need.

Leadership and governance

Expected standard 

The school's motto is 'work hard and be kind'. Leaders live up to these words. They know their pupils, families and community in detail. Leaders are generally reflective and accurate in their evaluation of where the school is doing well and where further work is needed. They typically use this knowledge to identify the right priorities for improvement, such as the attendance of some disadvantaged pupils.

Leaders take staff workload and wellbeing seriously. They listen, remove unnecessary tasks and protect time for planning. Staff feel valued. Leaders draw on research and relevant evidence when planning professional learning for staff. Teachers at the start of their careers receive support that develops their classroom practice. Leaders also work with other schools and local professionals, drawing on external expertise to keep improving the education pupils receive.

Governors are knowledgeable and committed. They support and challenge leaders appropriately and fulfil their statutory duties. Governors check that additional funding, such as the pupil premium, is being used in ways that benefit disadvantaged pupils, for example by enabling them to take part fully in trips and clubs.

Leaders and governors communicate clearly with parents and carers. They work effectively with external professionals to ensure that pupils receive appropriate additional support for their learning and wellbeing where necessary.

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

Pupils know that they belong at this school. The sign above the school dining hall that reads 'small school, big heart' mirrors the warm welcome that pupils receive at Meadlands Primary School every day. Leaders greet pupils by name at the school gate each morning. When pupils enter class, staff ask about what is happening in their lives. This caring approach helps pupils to feel happy and ready to learn.

Pupils enjoy their lessons. They benefit from a curriculum that places communication at its heart. For example, pupils have shared signals that keep class discussions flowing, such as placing one fist on top of the other when a pupil wants to build on what a classmate has said. This technique helps pupils listen carefully to one another.

Pupils achieve highly. Pupils make sustained progress because teachers explain new ideas clearly. By the time pupils leave the school, they are typically very well prepared for the next stage of their education.

Pupils develop warm relationships with staff. Staff know them well and respond promptly when help is needed. For some pupils, this support might take the form of reassurance at the right moment. Other pupils receive more sustained support in the school's wellbeing

centre, known as 'the retreat'. Pupils value the support they receive, including those with special educational needs/and or disabilities (SEND).

Pupils live up to their motto of 'work hard and be kind'. They behave well. Bullying is rare and staff deal with incidents quickly. Pupils feel safe. Pupils support one another in lessons and on the playground. For example, 'wellbeing ambassadors' help their younger friends when needed.

Most pupils attend school regularly. A few disadvantaged pupils and pupils with SEND attend less often. Leaders work closely with families to improve this.

Pupils value being part of the wider community. They raise money for local charities and join in with community events. These experiences help pupils develop compassion for others and prepare them for life in modern Britain.

Next steps

- Leaders should ensure that all staff quickly identify when pupils are struggling with a task or making errors in lessons, particularly disadvantaged pupils and pupils with SEND, so that they can provide the effective support that these pupils need in order to continue to learn and make progress.
 - Leaders should ensure that staff should consistently model the ambitious words they want children in the early years to use so that more children develop a rich vocabulary in readiness for Year 1.
 - Leaders should sustain their work to improve attendance so that even more disadvantaged pupils and pupils with SEND attend school regularly.
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About this inspection

The co-chairs of the board of governors in this school are Christina Powell and Melissa Shaw.

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, deputy headteacher, who is also the special educational needs and/or disabilities coordinator, staff members, a local authority representative, and governors during the inspection. Inspectors spoke to pupils, parents and carers.

The inspectors confirmed the following information about the school:

Since the last inspection, a new headteacher has been appointed to the school. Two new co-chairs have also been appointed to the governing body since the last inspection.

This school makes use of one unregistered alternative provision.

Headteacher: Jo Wreford

Lead inspector:

Nick Hitchen, His Majesty's Inspector


Team inspectors:

Rajeshree Mehta, Ofsted Inspector

Helen Rai, Ofsted 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 28 April 2026

School and pupil context

Total pupils

225

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)

15.31%

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

3.56%

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

5.78%

Well 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	86%	61%	Above
2024/25 (final)	87%	62%	Above
2023/24 (final)	87%	61%	Above
2022/23 (final)	84%	60%	Above

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	96%	74%	Above
2024/25 (final)	94%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23 (final)	94%	73%	Above

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	88%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	87%	72%	Above
2022/23 (final)	87%	71%	Above

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	95%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	97%	73%	Above

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	73%	46%	Above
2024/25 (final)	67%	47%	Above
2023/24 (final)	83%	46%	Above
2022/23 (final)	71%	44%	Above

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	86%	62%	Above
2024/25 (final)	78%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	86%	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	82%	59%	Above
2024/25 (final)	78%	59%	Above
2023/24 (final)	83%	58%	Above
2022/23 (final)	86%	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	91%	60%	Above
2024/25 (final)	89%	61%	Above
2023/24 (final)	83%	59%	Above
2022/23 (final)	100%	59%	Above

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	73%	68%	5 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	83%	67%	16 pp
2022/23 (final)	71%	66%	5 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	86%	80%	7 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	86%	78%	7 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	82%	78%	4 pp
2024/25 (final)	78%	78%	0 pp
2023/24 (final)	83%	78%	6 pp
2022/23 (final)	86%	77%	8 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	91%	80%	11 pp
2024/25 (final)	89%	81%	8 pp
2023/24 (final)	83%	79%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	100%	79%	21 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.2%	5.9%	Close to average

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)	10.8%	13.0%	Close to average
2023/24 (3 term)	10.2%	14.6%	Below
2022/23 (3 term)	12.6%	16.2%	Close to average

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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