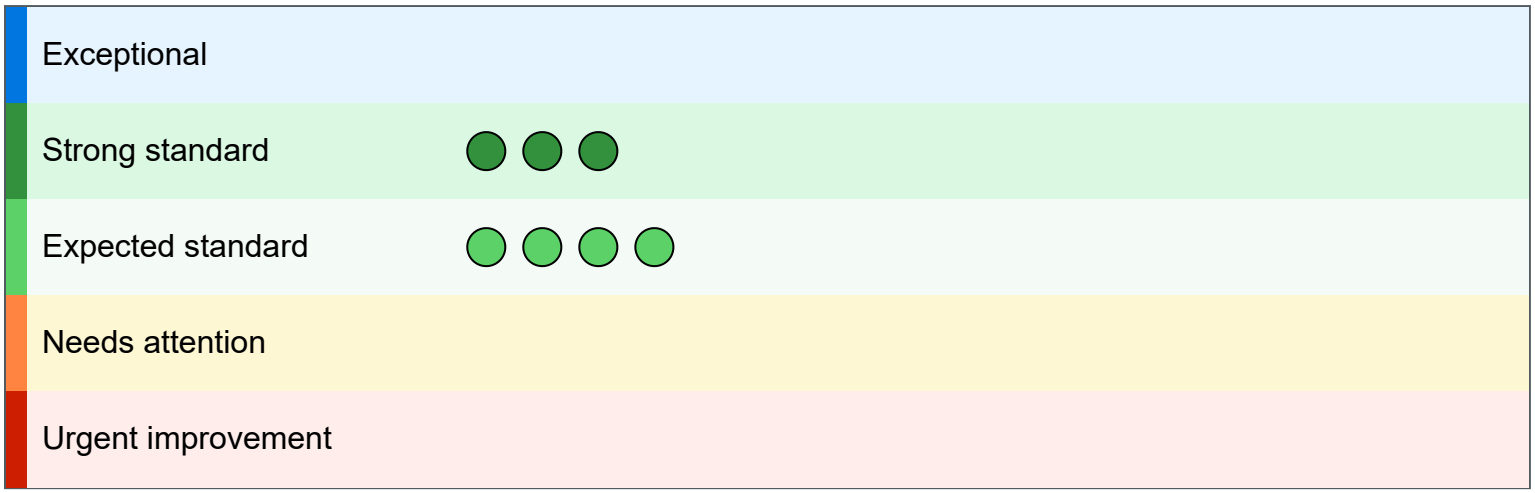
Meadow Park School

Address: Abbey Road, Whitley, Coventry, West Midlands, CV3 4BD

Unique reference number (URN): 148429

Inspection report: 29 September 2026



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

Attendance and behaviour

Strong standard

Attendance remains below national averages, and persistent absence continues to be higher than the national average. However, attendance is improving because leaders have implemented highly effective strategies to secure regular attendance and address the causes of absence. Staff work tenaciously with pupils and families to understand and address barriers to regular attendance. This support is particularly effective for pupils who have previously found attending school difficult. Increasingly, pupils attend regularly and benefit from the opportunities that the school offers.

Pupils behave well and contribute positively to the school's orderly and respectful culture. Lessons are purposeful and disruption to learning is rare. Pupils say that their behaviour has improved and that they value the high expectations staff have of them. Many of these pupils now attend more regularly and participate more fully in school life. Relationships between pupils and staff are positive and respectful. Pupils feel safe and are confident that bullying, discrimination and unkind behaviour will be addressed quickly and effectively. Staff help pupils to make positive choices and understand the importance of kindness, respect and responsibility. Consequently, pupils are ready to learn, enjoy school and are well placed to make the most of the opportunities available to them.

Leadership and governance

Strong standard

Leaders know the school well. They have an accurate understanding of its strengths and the areas that still require improvement. In recent years, they have brought about significant change, establishing a more ambitious, inclusive and positive culture in which pupils are supported to succeed and encouraged to aim high. Pupils, staff, parents and carers all speak positively about the improvements leaders have secured in recent years. There is a strong sense of shared purpose across the school and a clear commitment to helping every pupil achieve well.

Leaders have acted decisively to address the school's key priorities. They have focused strongly on improving attendance, behaviour, achievement and pupils' wider experiences. While some aspects of the school's work continue to develop, leaders have secured clear and measurable improvements. Attendance is improving, behaviour is positive and pupils are benefiting from improvements to the curriculum, teaching and wider opportunities available to them. The pace and impact of this work demonstrate leaders' determination and capacity to secure further improvement.

Leaders evaluate the effectiveness of their work carefully and take action when improvement is needed. They use evidence intelligently to identify priorities and direct resources where they will make the greatest difference. As a result, school improvement is purposeful, well planned and sharply focused on improving pupils' experiences and outcomes. Leaders do not shy away from the school's remaining challenges and are taking appropriate action to address them.

Staff share leaders' ambition for pupils. They value the training, guidance and professional development they receive, which helps strengthen their practice. Leaders are mindful of staff

wellbeing and take sensible steps to manage workload. Consequently, staff feel well supported and invested in the school's vision.

Trustees, governors and trust leaders know the school well and provide effective support and challenge. They fulfil their responsibilities effectively and maintain a strong focus on pupils' education, wellbeing and future success. Together, leaders, governors and trust representatives provide clear direction and have created strong foundations for continued improvement.

Personal development and wellbeing

Strong standard

Personal development is a significant strength of the school. Leaders have created a culture in which pupils are encouraged to grow into confident, responsible and ambitious young people. Pupils benefit from a carefully planned programme that helps them develop self-belief, strengthen relationships and prepare successfully for life beyond school.

Pupils speak positively about the many opportunities available to them. They embrace enrichment activities, leadership roles, cultural experiences and other opportunities that broaden their horizons and help them discover new interests and talents. Leaders work hard to ensure that all pupils can participate fully in these experiences, regardless of their starting points or circumstances. As a result, pupils become more self-assured and develop increasingly ambitious aspirations for their futures.

A particular strength of the school is the quality of its pastoral support. Staff know pupils exceptionally well and provide effective care and guidance that help pupils feel known, valued and included. Pupils appreciate having trusted adults who listen, offer support and help them overcome challenges. This is especially important for pupils who may have experienced disruption in their education or face additional barriers. Consequently, pupils engage positively with school life and develop the confidence to succeed.

The personal development curriculum prepares pupils well for modern life. Pupils learn about healthy relationships, consent, physical and mental health and how to manage risks both online and offline. They develop a strong understanding of different cultures, beliefs and perspectives and learn the importance of respect, equality and tolerance.

Careers education is particularly strong. Through high-quality advice, guidance and encounters with employers, colleges and training providers, pupils are encouraged to think ambitiously about their futures. By the time they leave Meadow Park, pupils are well prepared for their next steps and look towards the future with confidence, ambition and optimism.

Expected standard

Achievement

Expected standard

Published outcomes remain below national averages, including for disadvantaged pupils. However, these outcomes do not fully reflect the achievement of current pupils. Many pupils

join the school beyond the usual points of admission and with differing prior educational experiences. Current pupils are achieving well across the curriculum. They demonstrate secure knowledge, build effectively on prior learning and increasingly apply what they know to more challenging work. As a result, pupils develop the knowledge and skills they need for future success.

Pupils, including those with special educational needs and/or disabilities, make secure progress from their starting points. They engage positively in learning and achieve well across a range of subjects. Strong support, improving attendance and high expectations help pupils to sustain their learning and grow in confidence as learners.

Leaders continue to strengthen the ways they assess and demonstrate pupils' achievement, particularly for those who join the school beyond the usual points of admission. Improvements to the curriculum and teaching and wider support for pupils are contributing to stronger achievement than is evident in historically published outcomes. As a result, pupils are increasingly well prepared for their next steps in education, employment and training.

Curriculum and teaching

Expected standard

Leaders have established an ambitious curriculum designed to ensure pupils gain the knowledge, skills and understanding needed for future success. Leaders have prioritised the continued development of the curriculum. They have strengthened curriculum sequencing, improved consistency and raised expectations across subjects. Subject leaders have identified clearly the important knowledge that pupils should learn and remember over time.

Pupils learn in calm and purposeful classrooms where learning is valued. Teachers demonstrate secure subject knowledge and explain new learning clearly. Lessons build successfully on prior learning and help pupils develop increasingly secure understanding across the curriculum. Leaders have prioritised reading and literacy, ensuring that pupils who require additional support receive effective help to strengthen their confidence and fluency.

The curriculum is designed to be inclusive and accessible. Teachers are provided with detailed information about pupils' needs and the approaches that help them learn successfully. In many classrooms, this information is used effectively to support participation and learning. Teachers routinely check pupils' understanding and use this information to inform learning.

Leaders are continuing to strengthen the consistency with which teachers identify misconceptions, adjust challenge levels and implement agreed adaptations for pupils with additional needs. As a result, pupils benefit from a curriculum that meets their needs well. Leaders remain focused on ensuring that the strongest practice in adapting learning and providing appropriate challenge is consistently evident across all subjects.

Inclusion

Expected standard

Leaders place inclusion at the heart of the school's work and ensure that pupils receive the support they need to succeed. Effective systems help staff identify pupils' needs and remove barriers to learning and wellbeing. Leaders use additional funding effectively to provide

targeted support, wider opportunities and pastoral care. Consequently, disadvantaged pupils engage well with learning, attend school regularly and access the full range of opportunities available to them.

The Orchard provision is a particular strength of the school's inclusive approach. It provides personalised support for pupils with special educational needs and/or disabilities and other additional needs, while enabling them to remain connected to the life of the school and access the mainstream curriculum wherever appropriate. Pastoral teams work closely with families, external agencies and social care professionals to support pupils whose circumstances may make them vulnerable. Pupils who join the school at different stages of their education are welcomed successfully and helped to settle quickly.

Leaders ensure that staff have a detailed understanding of pupils' needs and provide clear guidance about the support and adaptations that help pupils learn successfully. In most lessons, staff use their knowledge of pupils' needs effectively to help them engage successfully in learning alongside their peers. Leaders recognise that adaptations are implemented more effectively in some subjects than others and are taking steps to strengthen consistency. Nevertheless, pupils with additional needs access the same opportunities as their peers and contribute positively to the life of the school.

Post-16 provision

Expected standard

Leaders have established a supportive and effective sixth-form provision that reflects the school's wider culture of ambition, inclusion and high expectations. Students benefit from highly personalised support and guidance. They appreciate the guidance they receive and feel well supported both academically and personally. This enables students to develop independence, maturity and positive attitudes towards learning.

Students follow programmes of study that prepare them well for their chosen pathways. Teaching enables students to develop secure subject knowledge, effective study habits and the independence needed to succeed in education, employment or training. Students engage positively with their studies and demonstrate a mature understanding of the expectations associated with post-16 education.

The curriculum is designed to meet the needs and aspirations of students. Leaders provide effective advice and guidance to help students make informed decisions about future education, employment and training. Careers education is a notable strength. Students benefit from a wide range of information, experiences and opportunities that expand their experiences, raise aspirations and help them understand the pathways available to them.

Students contribute positively to the life of the school through leadership opportunities, mentoring and wider enrichment activities. Effective support helps students participate fully in sixth-form life and sustain positive engagement with learning. As a result, students achieve well, develop valuable life skills and leave the sixth form well prepared for higher education, employment or training.

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

Meadow Park is a school where pupils find their place. Many join at different points in their secondary education, yet they quickly become part of a community where they feel known, valued and included. Pupils say that staff make time to understand them as individuals. They know that adults listen, care and want them to succeed. This strong sense of belonging shapes daily life across the school.

Pupils learn in a calm and purposeful environment where positive relationships and high expectations help them to thrive. They enjoy learning and speak confidently about their ambitions for the future. Staff encourage pupils to work hard, overcome barriers and develop belief in their own potential. As their confidence grows, pupils increasingly see themselves as capable learners and look ahead positively to the next stage of their education.

Life at Meadow Park extends beyond the classroom. Pupils value opportunities to take on leadership responsibilities, explore future careers and participate in a wide range of enrichment activities. They speak enthusiastically about these experiences and the confidence they gain from them. These experiences help pupils gain confidence, develop new interests and consider ambitious next steps for their futures.

Pupils feel safe and cared for. They trust the staff to help them when needed and appreciate the school's welcoming atmosphere. Around the site, pupils are respectful and considerate towards one another. Pupils value being part of the Meadow Park community and understand the importance of attending regularly.

Above all, pupils describe Meadow Park as a place where they are accepted, encouraged and inspired to grow. Many arrive with different stories, experiences and aspirations, and they leave with a stronger sense of who they are and what they can achieve. By the time they move on, pupils carry with them much more than educational achievements. They leave with confidence, resilience and ambition, ready to embrace the opportunities ahead and optimistic about the future they are building for themselves.

Next steps

- Leaders should further strengthen assessment practices, particularly for pupils who join the school at different points in their education, so that pupils' achievement can be understood, tracked and demonstrated more precisely over time.
- Leaders should secure greater consistency in how teachers identify misconceptions, adapt learning and implement agreed support strategies, so that pupils with additional needs benefit from equally effective learning experiences across all subjects and classes.
- Leaders should sustain the strong work undertaken to improve attendance, particularly for pupils who face the greatest barriers to regular attendance, so that more pupils attend consistently and benefit fully from the opportunities the school provides.

About this inspection

Meadow Park School is a mainstream secondary school and part of Finham Park Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Bailie, and overseen by a board of trustees, chaired by Peter Burns.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 29 and 30 September 2026.

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, leaders from the school and the trust, members of teaching and non-teaching staff, and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust, as well as the local authority and a representative of the virtual school.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school experiences high levels of pupil mobility, with a significant number of pupils joining and leaving the school outside the usual points of admission.

The school uses alternative provision through the Coventry Alternative Provision framework. All pupils attending alternative provision do so on a part-time and usually time-limited basis, while remaining on roll at Meadow Park School.

The school has a sixth-form provision.

Headteacher: Bernadette Pettman

Lead inspector:
Chris Pollitt, His Majesty's Inspector

Team inspectors:
Sukhbir Farar, Ofsted Inspector
Nicola Walters, Ofsted Inspector
Sara Arkle, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

734
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: 1,063

School capacity

910
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: 1,154

Pupils eligible for free school meals (FSM)

45.71%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

1.77%
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: 3.53%

Pupils with special educational needs (SEN) support

18.80%
Above average

What does this mean?

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

National average: 14.0%

Location deprivation

Above 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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	26.5%	45.4%	Below
2023/24 (final)	28.7%	45.9%	Below
2022/23 (final)	26.5%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	34.9	46.1	Below
2023/24 (final)	36.6	45.9	Below
2022/23 (final)	34.5	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.61	-0.03	Below
2022/23 (final)	-0.93	-0.03	Below
2021/22 (final)	-0.35	-0.03	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	16.7%	25.8%	Close to average
2023/24 (final)	15.0%	25.8%	Below
2022/23 (final)	20.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	27.4	34.9	Below
2023/24 (final)	29.6	34.6	Close to average
2022/23 (final)	28.1	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.03	-0.57	Below
2022/23 (final)	-1.48	-0.57	Below
2021/22 (final)	-0.70	-0.55	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	16.7%	53.1%	-36.5 pp
2023/24 (final)	15.0%	53.1%	-38.1 pp
2022/23 (final)	20.0%	52.4%	-32.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.4	50.4	-23.0
2023/24 (final)	29.6	50.0	-20.5
2022/23 (final)	28.1	50.3	-22.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.03	0.16	-1.19
2022/23 (final)	-1.48	0.17	-1.65
2021/22 (final)	-0.70	0.15	-0.85

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	88%	92%	Average
2022 leavers (revised)	93%	93%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	20.00	35.00	Below
2022/23 (final)	15.26	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.3	0.0	Below

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
2025/26 (1 term)	10.5%	7.8%	Above
2024/25 (3 term)	12.2%	8.4%	Above
2023/24 (3 term)	12.6%	8.9%	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
2025/26 (1 term)	28.7%	21.5%	Above
2024/25 (3 term)	34.4%	23.4%	Above
2023/24 (3 term)	38.9%	25.6%	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.

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