



Meadow View Farm School

Address: Kirkby Road, Barwell, Leicestershire, Barwell, Leicestershire, LE9 8FT

Unique reference number (URN): 136949

Inspection report: 27 January 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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Exceptional ●

Attendance and behaviour

Exceptional ●

Leaders' work to understand the reasons why pupils struggle to attend school is deliberate and meticulous. They use a bespoke offer to support individual pupils to attend regularly. Leaders track attendance carefully and work closely with families and relevant agencies to take highly effective and sensitive action when absence rates increase. As a result, pupils' attendance improves significantly when they join the school. At the heart of this success is pupils' sense of belonging, where they feel welcome and the levels of care go above and beyond.

Pupils' behaviour throughout the school day is remarkable. Many have struggled to follow school routines or meet previous settings' expectations of behaviour. At Meadow View Farm School they flourish. Leaders have a truly transformational impact on pupils' behaviour, which in turn means they are ready to learn.

Pupils learn to take responsibility for their actions and become helpful and positive members of the school community. They use their 'toolkits' to help them to re-engage in their learning when they feel anxious or upset. They know exactly which strategies work for them. The school routines help them to feel safe and secure. Staff also make sure that pupils have opportunities to step outside their 'comfort zone' in a safe and supportive way. For example, pupils work confidently close to Rodney the Ram on the school farm, but they know to be careful because he can be grumpy. This helps pupils to develop their independence and resilience. From the beginning of the school day to the end, the school is calm. It is a sanctuary for pupils, where they live without any form of discrimination or harassment.

Inclusion

Exceptional ●

All pupils have an education, health and care plan. They have complex needs. They face additional challenges because many have not been able to access education in the past. As a result of the school's highly inclusive practice, pupils' lives are turned around.

The school is highly regarded for its commitment to inclusion. Leaders share willingly their exceptional practice locally, nationally and internationally. They work hand in hand with a vast range of external services, as well as parents and carers, to make sure that they have the right information about pupils' needs before they join the school. These positive relationships continue and pupils benefit from this well-rounded view of the barriers that may hinder their success.

Staff are experts in meeting the needs of pupils with significant barriers to learning. They use their knowledge of pupils' needs to identify precisely the steps that pupils need to make to overcome barriers to learning and experience success. The progress that pupils make academically and in their personal development is tracked meticulously and celebrated fully.

Staff use ongoing checks of pupils' learning to adapt the approaches that they use to ensure that pupils achieve the very best outcomes. This work is well embedded and systematic. This is reflected in the highly personalised curriculum that pupils study. The impact of the

school's approach to inclusion is evident in all aspects of its work. Pupils regulate their feelings successfully to learn and they are confident to engage in all aspects of school life.

Personal development and wellbeing

Exceptional ●

The school's personal development programme is second to none. There is a clear offer for all pupils, but, beyond this, there is a personal element for each pupil dependent on their needs. At the heart of this work is pupils' personal safety. The school ensures that pupils acquire this key skill in preparation for their next steps in life, as well as life in wider society. Pupils learn about a 'network of safety' which identifies key adults and agencies who can help them if they have a concern. They learn about safe relationships and how to manage online risks. Staff factor in pupils' past and current life experiences so that they can sensitively present topics.

As well as recognising their own feelings, pupils also learn to see the world through the eyes of others. They learn about the differences between people and they can talk confidently about the principles of fundamental British values. The school council is an example of how pupils come to understand democracy in action. Pupils can discuss the beliefs of other faiths and cultures. They agree that everyone deserves to be treated fairly and equally. Pupils engage in regular debates organised by the school council. These include 'Would you prefer a pet dragon or a pet dinosaur?' Pupils learn to give their own ideas while also being open to the views of others.

Leaders seize every opportunity to develop pupils' talents and interests. All pupils engage in weekly Friday clubs. Pupils suggest the clubs they are interested in such as chess, board games, cheerleading, dinosaur club and litter picking.

Pastoral support is a fundamental part of the school's offer for each pupil. The school regularly goes above and beyond to support pupils to overcome personal challenges, both in school and in their day-to-day life.

Strong standard ●

Achievement

Strong standard ●

Many pupils enter the school after long periods of time when they have not received an education or struggled to engage in learning. The school wastes no time in getting to know pupils' needs. Staff work tirelessly to overcome the barriers that pupils have. They take highly effective action to close the gaps that pupils have in their learning. As a result, pupils make very secure progress through the curriculum from their various starting points.

Pupils talk confidently about their learning. Over time they become increasingly fluent readers. They enthusiastically explain the methods they use to work out mathematical equations and critically evaluate their work in design technology. Their recorded work demonstrates the pride they take in their work and the key skills that they develop. By the

time pupils leave the school, they are well-placed to continue their education and experience success.

Curriculum and teaching

Strong standard 

Leaders have used their deep understanding of the school's context to design a high-quality, ambitious curriculum. They continue to review the curriculum to ensure that it is meeting pupils' needs. Topics have been chosen with great care to engage pupils in their learning. For example, pupils learn about the Great Fire of London, the digestive system and the Second World War. Key knowledge is identified and it is clear how the sequence of learning helps pupils' understanding to build and deepen over time.

Leaders make rigorous checks to ensure that the curriculum is providing pupils with the skills and knowledge that they need to succeed. They use this information to make highly intelligent decisions to identify pupils' next steps. Staff adapt their teaching skilfully and provide a highly personalised offer for each pupil.

Across the school, staff are accomplished professionals. They benefit from multiple opportunities to develop their professional skills. They have the specialist knowledge they need to support pupils with significant barriers to learning. They prioritise the key skills that pupils need to gain in communication, reading, writing and mathematics. Staff deliver the school's early reading programme with skill. Pupils learn to read well. If they find reading difficult, they receive additional support that is designed precisely with their needs in mind.

Leadership and governance

Strong standard 

Leaders have a deep understanding of the school's context. Their ambition for pupils knows no bounds. They are committed to creating a positive learning environment where all pupils experience success, both academically and personally. Leaders use every tool available to them to reduce the many and complex barriers that pupils face. They provide staff with a range of training that enables them to fulfil their roles effectively. Staff actively seek further professional opportunities to improve their skills and knowledge. Leaders make astute choices about which elements of the school's work they need to prioritise. They do not 'rest on their laurels' and continue to drive forward school improvement with passion and focus. As a result, they have successfully provided pupils with a high-quality education over time. They are relentless in their pursuit of excellence and have become the experts who external agencies often turn to for advice and guidance.

The proprietor shares leaders' high aspirations for pupils, but its understanding of the school's strengths and priorities for improvement is not as deep as that of school leaders. That said, the proprietor takes effective steps to ensure that the school consistently meets the independent school standards. It fulfils its statutory responsibilities with regard to the school's arrangements for pupils' welfare, health and safety, safeguarding and the equality duty. The proprietor holds leaders to account and checks that pupils are at the heart of every decision they make.

Staff, parents and carers are full of praise for school leaders. Staff welcome the consideration that leaders show for their workload and wellbeing. They are proud to work at the school because they know that they are helping to change pupils' lives for the better.

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

Meadow View Farm School is a highly positive and purposeful learning community. It is a shining example of how pupils can experience success because they receive the best possible support. Pupils are happy to come to school because their needs are well known and their wellbeing and safety are prioritised. They feel safe and recognise that they belong to a unique community where staff go above and beyond to provide them with exceptional care. Pupils develop a strong attachment to the adults in school. They have absolute confidence that they will help them if they are struggling at any point in the school day. Pupils make strong progress through the curriculum. As a result of the school's work, pupils are well prepared for the next steps in their education and life in modern Britain.

Staff have high expectations of pupils' behaviour. They provide expert support so that pupils learn to recognise their emotions. Pupils use highly personalised strategies that help them to make good choices. When pupils struggle to manage their feelings, staff step in quickly. As a result, pupils overcome the barriers that have prevented them from learning in the past. They work hard, enjoy learning and are active participants in their lessons. Social times are fun because pupils get on well together. They do not worry about bullying. If it should happen, it is dealt with well.

Outdoor learning is at the heart of the school's work. Pupils play an active role in maintaining the school's onsite farm. They take great pride in their responsibilities to care for the pigs, chickens and sheep. Pupils benefit hugely from the outdoor learning opportunities that the school provides. This work makes a significant contribution to pupils' confidence, resilience and mental health.

Parents and carers are deeply appreciative of the school. One comment reflects the views of many: 'The transformation in my child is beyond anything that I could have imagined.'

Next steps

- The school should ensure that all members of the board of proprietors share the same deep understanding of the school's strengths and priorities as other school leaders so that they can make an even greater contribution to the school's strategic direction.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school

standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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 met with the headteacher, deputy headteacher and the chair of the proprietor board, who is also the director of education. The lead inspector also held a telephone conversation with 2 further members of the proprietor body.

The chair of the proprietor body is Ryan Kilby.

The fees currently charged range between £69,999 and £150,000.

The school's email address is office@mvfs.org.uk.

The inspectors confirmed the following information about the school:

The school is an independent special school. The school caters for pupils with a range of special educational needs and/or disabilities. Predominately pupils' additional needs relate to their social, emotional and mental health. All pupils have an education, health and care plan.

The school operates from premises at Kirkby Road, Barwell, Leicestershire, LE9 8FT.

The school does not make use of alternative provision.

Headteacher: Katie Simpson

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Caroline Poole, His Majesty's Inspector

Team inspector:

George Huthart, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 27 January 2026

Total pupils

School capacity

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

Pupils with special educational needs (SEN) support

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.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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