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24 November 2011

Miss Gayle Jenkins  
Headteacher  
Meadow Primary School  
Sparrow Farm Road  
Stoneleigh  
Epsom  
Surrey  
KT17 2LW

Dear Miss Jenkins

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Meadow Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 23 November 2011, for the time you gave to our preliminary meeting and for the information which you provided before and during the inspection. Please also pass on my thanks to the deputy headteacher, the Chair of the Governing Body, staff and pupils who took the time to meet with me during the day.

Since the previous inspection five teachers have left the school and new appointments have been made to replace them. Two of the new teachers are experienced practitioners and have been appointed as year group leaders. The other three teachers are newly qualified. Provision in the Reception classes has been improved by a large extension to the classrooms and the addition of a covered outside area. The building work was completed in October this year.

As a result of the inspection on 22 and 23 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The headteacher has gradually built a committed staff team that shares her ambition for the school and morale is now good. The capacity of the leadership team has been strengthened by the recruitment of experienced practitioners to year group leader roles and the improved contribution of key subject leaders. The subject leaders for English and mathematics are now fully involved in monitoring the quality

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of provision in their subject areas, and have introduced significant changes to the way English and mathematics are taught in the school. School leaders have continued to refine assessment and tracking systems and they monitor the progress of all groups of pupils rigorously. They identify any pupils at risk of underachievement and ensure that their needs are met. School leaders now use effective mechanisms to monitor the quality of teaching and learning and teachers say they are given good support to improve their practice. The governing body has a high profile in the school and is increasingly involved in monitoring its work. Consequently, governors have a good understanding of the school's strengths and weaknesses. Self-evaluation is rigorous and informs school development planning. For example, the school identified that many children in the Reception year did not have sufficient understanding of the letters of the alphabet and the sounds they make. Senior leaders introduced a systematic teaching programme to address the issue and this led to significant improvement in outcomes for children in 2011. School leaders are becoming more self-critical in comparing the school's performance with national and local authority benchmarks. The accuracy of self-evaluation, the improved contribution of the wider leadership team and the clear determination to continue to develop and make progress mean that the school is demonstrating a better capacity for sustained improvement.

The national test results for Year 6 in 2011 show that the percentage of pupils achieving Level 4 or above in English and mathematics was broadly average, but the overall progress made by pupils in Year 6 was significantly below average. The school attributes this apparent underachievement to inaccuracies in the teachers' assessments that were made when the pupils were in Year 2. School leaders have worked hard since the amalgamation and opening of the new school in 2008 to increase the reliability of teachers' assessments and are now confident that all teachers are able to make accurate judgements about the progress their pupils are making. Pupils' current work and the school's assessments show that rates of progress are improving steadily across the school and that all pupils are making at least satisfactory progress in reading, writing and mathematics. School leaders are continuing their drive to secure consistently good rates of progress.

The quality of learning observed during the inspection confirms the school's view that the pace of learning in lessons is improving and the proportion of good teaching is growing. However, school leaders are aware that teaching and learning are not yet consistently good in all classes and in all subjects. Most teachers in Key Stages 1 and 2 are making better use of information provided by pupil tracking systems to tailor activities in lessons so that they meet the needs of all pupils and provide greater challenge. The local authority is providing training for staff in the Reception classes to help them improve their planning and make best use of the new classroom and outdoor space. There is a better balance of teacher talk and pupils' independent working in most lessons across the school. For example, in an introduction to a design and technology lesson, pupils engaged enthusiastically in paired discussion about the merits of different designs for litter bins and the teacher then invited them to share their ideas with the rest of the class. Pupils say they



enjoy their lessons and this is evident in their good behaviour. All classrooms have 'learning journey' wall displays that support pupils' current learning in mathematics and English. Teachers mark pupils' books regularly and inform them about how they could improve their work. Older pupils are involved in assessing their progress in lessons. Pupils know and understand their targets and value the information they receive about their progress.

The school has worked closely with the local authority since its previous inspection and has made particularly good use of support to build the capacity of middle leaders in the school. There are well-established links with other schools in the locality.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Melanie Knowles

**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in June 2010**

- Implement an improved and more rigorous programme of classroom monitoring with a sharper focus on how well pupils are learning.
- Improve the quality of pupils' learning in order to raise attainment in English and mathematics by:
  - raising the level of challenge for all pupils
  - improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning
  - improving the consistency and quality of marking to ensure that all pupils understand how well they are doing and what they need to improve.