

Meadow Primary School

Sparrow Farm Road, Epsom, Surrey, KT17 2LW

Inspection dates 27–28 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because teaching is good.
- Children in Reception make good progress.
- Pupils enjoy school because they like learning and are keen to do well.
- Pupils behave well. They say that bullying is rare and that any rare incidents are dealt with well. They feel safe and say they are well looked after.
- The headteacher provides excellent leadership. She works closely with governors, other leaders and all staff to improve pupils' progress and the standards pupils reach.
- Senior leaders provide good training to help teachers improve their skills, and to help middle leaders work effectively in their roles.

It is not yet an outstanding school because

- Teachers do not consistently reinforce skills pupils have learned to help them spell new and commonly used words accurately.
- Teaching occasionally is not demanding or matched closely enough to pupils' ages or learning needs.
- At times the pace of teaching is too slow and pupils do not get to spend enough time being actively involved in learning.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons taught by 21 teachers. Six of these were observed jointly with senior leaders.
- Meetings were held with staff, pupils, governors and parents bringing their children to school. Inspectors examined documents about the school's work, including information about the achievement of pupils, development planning and the school's self-evaluation.
- They took account 123 responses to the Parent View on-line questionnaire, and the school's own survey of parents' and carers' views. They considered 41 responses to the staff questionnaire.

Inspection team

Ted Wheatley, Lead inspector

Additional Inspector

Kate Dethridge

Additional Inspector

Bryan Meyer

Additional Inspector

Full report

Information about this school

- The school is much larger than most primary schools.
- The proportion of pupils who speak English as an additional language is broadly average and a small number is at the early stages of learning English.
- The proportion of disabled pupils and those with special educational needs supported through school action is broadly average and the proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils known to be eligible for the pupil premium is low. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and children who have a parent in the armed forces. Currently, no pupils come from families with a parent in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is more consistently outstanding and so raise pupils' achievement, by making sure that:
 - pupils always use skills they have learned earlier to spell new and commonly used words correctly
 - work is always demanding and even more closely matched to the needs of pupils of all abilities
 - pupils spend most of the lesson actively involved in learning activities.

Inspection judgements

The achievement of pupils

is good

- Standards are above average at the end of Year 6, and have risen in recent years. A larger-than-average proportion of pupils reach the higher National Curriculum levels, and this is improving.
- Pupils make good progress from starting points which are broadly as expected when children join the school. The school's own accurate and extensive assessment of pupils' progress shows pupils in all years make better-than-expected progress. Inspectors have examined this information and find that there is secure evidence that this has been the case over a number of years and, as a result, standards are rising fast.
- Standards in reading are above average. Pupils read well. They enjoy reading and read a wide range of books. The small proportion of pupils who find reading difficult use reading methods that link sounds and letters together well to help them read new words, especially in Key Stage 1.
- Pupils' writing skills are above average. Pupils write imaginatively and in great detail, expressing their ideas well. They have a wide vocabulary, but their spelling of new and commonly used words is occasionally inaccurate.
- The standards pupils reach in mathematics are above average. Pupils have good mental calculation skills which they practise regularly. They carry out calculations using all of the basic mathematical processes extremely well.
- Disabled pupils and those who have special educational needs make good progress. They are well supported by learning assistants who question them, make sure they explain how well they understand their work and give them opportunities to work with other pupils or independently.
- Pupils who speak English as an additional language make good progress because they are well supported by learning assistants and through working with other pupils.
- Pupils eligible for the pupil premium make good progress. In Year 6, and other years, the levels of attainment they reach, as measured by average point scores, are very close to those of other pupils of the same age in the school in reading, writing and mathematics.
- Children in the Reception classes make good progress. Most children gain the expected skills by the time they enter Year 1.

The quality of teaching

is good

- Teaching is typically good. Teachers use the school's accurate assessment information to plan work that is demanding and matched to pupils' learning needs. They make sure there is a wide range of activities to extend the learning of the most able pupils and to make sure slower learners are well supported.
- In many lessons teachers make sure pupils have many opportunities to work together and to discuss what they learn and agree on what they find out. This makes pupils consider a wide range of factors in their learning and helps them to explain their own ideas well. This contributes effectively to pupils' moral and social development.
- Teachers provide a wide range of interesting activities that catch pupils' imagination and encourage their learning. For example, in a Year 6 mathematics lesson, pupils were fascinated in learning about Pascal triangle patterns and Fibonacci number patterns, and used them well in number pattern problems.
- Teachers' questioning is good. Staff involve all pupils effectively in discussions and make sure they have opportunities to explain their understanding and knowledge. Questioning also plays an important part in helping teachers see where knowledge is not secure so that they can help pupils gain a good understanding of the work they do.
- Links between subjects are good and there are many opportunities for pupils to develop their English, mathematics and computer skills in most subjects.

- Learning assistants work closely with teachers to plan the work they do with pupils. They are well informed about pupils' learning needs and work closely with pupils to help them gain new skills and to be confident about what they learn.
- Teachers' marking is generally good. It gives pupils a clear picture of how well they are doing, how to improve their work and what the next steps in learning are. Pupils follow the guidance teachers give them on how to improve regularly. Pupils often assess their own performance, and they do this well.
- Occasionally, teachers do not correct pupils' inaccurate spelling or reinforce the methods pupils have been taught to link sounds and letters together to spell accurately.
- In a very small number of lessons, work is not demanding enough and the pace of learning is not fast enough because pupils do not spend enough time on their own learning. In these lessons pupils' progress slows briefly.

The behaviour and safety of pupils are good

- Pupils behave well. They respond well, especially when work is challenging and interesting. Attitudes to learning are excellent. Pupils have a very good understanding of the school's 'code' system for dealing with unacceptable behaviour.
- Pupils feel safe. They know how to look after themselves, and how to stay safe. They are aware of the dangers of using the internet, and behave sensibly when online.
- Pupils have a good understanding of the different forms of bullying. They say bullying of any type is rare, and that if it happened it would be dealt with quickly and effectively.
- Relationships are very good. Pupils treat each other well and are respectful towards adults. They are polite and helpful towards visitors. If someone is hurt or upset, they seek an adult if they cannot help themselves. Pupils' behaviour only slips when learning is a little slow or undemanding in a small number of lessons.
- Attendance levels are broadly average and rising. Nearly all pupils have above average levels of attendance. The school works effectively with external agencies to help families reduce the absence of pupils.

The leadership and management are good

- The headteacher provides outstanding direction for the school to improve. She works closely with other leaders to make sure teachers are well supported and trained in order to improve pupils' progress and raise standards.
- Leaders know what the school's strengths and weaknesses are and they act quickly to deal with weaknesses. For example, improved accuracy in assessing pupils' attainment helps teachers to check pupils' progress and to plan work to make sure pupils make fast progress.
- The school has eliminated inadequate teaching and is making good progress in making sure no teaching is less than good. Senior leaders undertake most of the lesson observations, and subject leaders are experienced and trained to play an important part in this work.
- Teachers have targets to help them improve their work that are linked to pupils' progress, the school's priorities for improvement and to teachers' personal professional development.
- The local authority provides effective support for the school. It offers valuable assistance in developing subject leaders and in helping make sure that assessment is accurate.
- The school organises its curriculum well. The use of writing, mathematics and computers is well established in all subjects and this promotes pupils' good progress in basic subjects. The school organises a good range of trips and activities to help make learning enjoyable. It includes drama productions, music and sports and these promote pupils' spiritual, moral, social and cultural education effectively.

- The Early Years Foundation Stage is well managed. Resources are effective and children experience a broad curriculum, both inside and outside. The outside area, in particular, provides a wide range of stimulating experiences for children.
 - Parents and carers are pleased with the school and those spoken with during the inspection were happy with the progress their children make, and the good support the school provides for families.
 - Parents and carers take an active part in the school's life. The school values their support and seeks their views through class representatives in order to help the school's improvement.
 - The school is effective in promoting the good achievement of all pupils. Standards are rising, and pupils' progress is good and improving in all years. Attendance levels are rising and teaching is improving. The school shows capacity for further improvement.
 - **The governance of the school:**
 - Governors are extremely well informed and take great care to make sure they are trained and up to date with the latest information and regulations. They know about the data on the school's performance. They ask tough questions and support the school well. They make an important contribution to the school's efforts to improve and make successful contributions to involving parents in the school. Governors know how well pupils achieve compared with other schools nationally, and how well different groups of pupils achieve in school. They plan their spending carefully to help pupils learn well and are clear about that being their main priority. They know precisely how funds are spent to make sure pupils eligible for the pupil premium make good progress. Governors know how leaders check the quality of teaching and that teachers only advance on pay scales if they meet their targets for pupils' progress, professional development, and effectiveness in supporting the school to meet its priorities. They know what is being done to reward good teachers and tackle underperformance. Governors fully meet their statutory responsibilities to ensure the school is safe and safeguarding requirements are met. They also make sure that the school checks the suitability of staff before they take up appointment.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135383
Local authority	Surrey
Inspection number	402699

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	567
Appropriate authority	The governing body
Chair	Sheila Morrison
Headteacher	Gayle Jenkins
Date of previous school inspection	22–23 June 2010
Telephone number	020 8393 4839
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