

# White Meadows Primary School

Whitelea Road, Littlehampton, BN17 7JL

**Inspection dates** 26–27 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children are taught and cared for very well in the Early Years Foundation Stage. They make outstanding progress and are very well prepared for Year 1.
- Pupils make good progress in all subjects across the school.
- Much teaching is at least good and some is outstanding. Pupils learn well during the large majority of lessons because their teachers and teaching assistants have high expectations.
- Pupils are keen to learn and are proud of their achievements. They are polite and behave well towards one another. Pupils feel safe and well cared for in school.
- Leadership is good because the high expectations of the headteacher, other leaders and governors have led to improvements to teaching and ensured that pupils make swift progress.

### It is not yet an outstanding school because

- Too few pupils achieve results at the higher levels at the end of Key Stage 1 and Key Stage 2.
- Pupils, particularly the most able, are not always given sufficiently high levels of challenge in their lessons.

## Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 18 lessons and pupils' behaviour in the playground and at lunchtime. Nine lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, two members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of sports premium and pupil premium funding, the arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is tracked and of how the quality of teaching is checked.
- The views of parents were taken into account through taking note of the 62 responses to the online Parent View survey and one letter that was submitted, and through discussions with several parents.
- Staff views were taken into consideration by looking at questionnaires completed by 65 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector	Additional Inspector
Bill James	Additional Inspector
Josephine Lewis	Additional Inspector

## Full report

### Information about this school

- The school opened in September 2011 following the closure of two former schools on the same site.
- The school is a much larger-than-average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much higher than the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. There are no pupils with a parent in the armed forces currently on roll, and the proportions of pupils in local authority care currently on roll are lower than the national average.
- The proportions of disabled pupils and those with special educational needs, including pupils supported through school action or school action plus and those with statements of special educational needs, are well above average. Some pupils have speech, language and communication needs, while others have behavioural, emotional and social difficulties or other needs.
- A large majority of pupils are of White British heritage.
- The number of pupils joining or leaving the school other than at the usual times is slightly higher than in most other schools.
- The school does not currently operate any alternative provision for pupils.
- Children in the Early Years Foundation Stage have one Nursery and three Reception classes provided for them.

### What does the school need to do to improve further?

- Ensure that more pupils attain high standards in all subjects at the end of Key Stage 1 and Key Stage 2.
- Ensure that all pupils, particularly the most able, are sufficiently challenged in lessons.

## Inspection judgements

### The achievement of pupils is good

- All groups of pupils, including pupils eligible for pupil premium funding, pupils who speak English as an additional language, the most able pupils, and disabled pupils and those with special educational needs, make faster-than-expected progress in all subjects across the school. This is the key reason why the achievement of pupils is good.
- Children enter the Early Years Foundation Stage with skills that are much lower than typical for their age. They make outstanding progress and leave the Reception year very well prepared for Year 1.
- The school's most recent results of national screening in phonics (linking letters to the sounds they make) are lower than in most other schools and reflect the low starting points of many pupils. However, these results have improved over the previous year.
- Pupils' results at the end of Key Stages 1 and 2 are lower than in most other schools, especially at the higher levels as more-able pupils do not do well enough. This is a key reason why the achievement of pupils is not outstanding. The achievement of pupils remains good despite lower-than-average results in national tests. This is because these results reflect gaps in pupils' attainment and learning before the pupils joined this school.
- Disabled pupils and those with special educational needs make particularly rapid progress from their starting points. This is because the school gives them well-tailored individual and small-group support in English and mathematics.
- The gap in progress between pupils eligible for pupil premium funding and other pupils is being closed successfully by the school. There is a gap in performance of less than one term at the end of Key Stage 2. This is a narrower gap than in previous years.
- An overwhelming majority of parents who offered an opinion expressed positive views about their children's progress.

### The quality of teaching is good

- Much teaching across the school is good with some that is outstanding. Pupils make good progress in all subjects, including literacy and numeracy, across the school as a result. This is the key reason why the quality of teaching is good.
- Teachers and teaching assistants have high expectations of pupils' learning and progress. They ensure that pupils learn well.
- Teachers know their subjects well and their communication is clear. This helps pupils develop their understanding.
- Teachers offer pupils clear verbal and written advice about how to improve their work. However, pupils, particularly the most able, do not always receive levels of challenge that are high enough. Because of this, too few pupils achieve results at the higher levels at the end of Key Stage 1 and Key Stage 2. This is the main reason why the quality of teaching is not outstanding.
- Teachers identify pupils' levels of skill and knowledge well. They make good use of all areas of the school to teach pupils with particular needs and of different abilities. The pupils they support learn well and make fast progress as a result.
- Children in the Early Years Foundation Stage make rapid progress and are cared for well. The staff's high expectations and focused and stimulating teaching lead to excellent learning and high levels of knowledge. Very good use is made of the shared outside area to develop children's linguistic, mathematical and sharing skills.
- An overwhelming majority of parents who offered an opinion thought that their children were taught well.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils are keen to learn and proud of their achievements. Improved behaviour over time has led to faster progress being made. However, a very few pupils sometimes go off-task and use time poorly when teaching does not challenge them sufficiently. This is why the behaviour and safety of pupils are not outstanding.
- Pupils' conduct in lessons, in the playground, during lunchtime and when travelling around the school is good. Pupils know what types of behaviour are expected and are clear about what happens if their conduct falls short of expected standards. They are generally polite and courteous to one another.
- Pupils who talked to the inspectors demonstrated a developing understanding of bullying. They felt that there was very little bullying in the school, that behaviour had improved over time, and that staff would deal with any incidents well. One Year 5 pupil said, 'You can really trust the teachers. They get things sorted out.'
- There have been some incidents of poor behaviour and bullying over time, but these have been dealt with effectively by the school.
- Attendance has improved over time and is now in line with national expectations. This is because of the school's clear attendance policy and good relationships with parents, and because pupils enjoy coming to school.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe in different situations, including when online. Pupils who talked to the inspectors said that they felt safe and understood how to keep themselves safe.
- A large majority of parents who expressed an opinion thought that behaviour in the school was well managed, that the school dealt effectively with bullying, and that their children felt safe and were well looked after.

**The leadership and management are good**

- The headteacher, other leaders and key governors have high aspirations for the school. The headteacher, supported by other senior leaders, has been highly successful in establishing consistently high expectations among teaching staff and pupils. This has resulted in pupils making faster than expected progress since the school opened.
- However, these strong expectations have not yet resulted in enough pupils attaining results at the higher levels at the end of Key Stage 1 and Key Stage 2, or in teaching that is never less than good. This is why leadership and management are not outstanding.
- Senior and middle leaders monitor the quality of teaching and pupils' progress in their subjects and areas of responsibility. They have ensured that teachers understand data about their pupils' achievement well and use this understanding to plan their teaching. Subject leaders lead training for other staff and are preparing the school well for the implementation of the new National Curriculum.
- The school's self-evaluation is accurate, but tends to underplay some areas where it needs to improve, particularly with regard to pupils' results at the higher levels. However, the school's plan for bringing about improvements is rigorous and identifies key areas where improvement is required.
- The school's monitoring of the quality of teaching is accurate and reflects the headteacher's high expectations. Teachers are properly held to account for their pupils' progress and the quality of their teaching, both of which have improved over time as a result. Performance management arrangements ensure that strong performance is rewarded appropriately and that any weaker performance is not accepted.
- Pupils learn a broad range of well-planned subjects through stimulating topics and themes such as 'Victorian Times'. Pupils are given good opportunities to apply their skills in English and mathematics to the other subjects that they study.
- There are good opportunities for pupils' spiritual, moral, social and cultural development, such as

the school's monthly themes about different values and links with schools in Africa and Sri Lanka. A wide range of clubs provide musical, creative and sporting opportunities. Equality of opportunity is promoted well and the school actively works against discrimination. For example, Year 6 pupils study the history of Rosa Parks and consider the immorality and consequences of prejudice.

- Sports premium funding is spent effectively on enhancing pupils' engagement in sports through the provision of a range of sports clubs and less common sporting activities such as fencing. The provision of an enclosed swimming pool that is used daily and swimming lessons taught by a trained specialist have been particularly effective in developing pupils' swimming skills and raising their confidence in their own abilities. These activities have supported pupils in developing healthy lifestyles and their physical well-being.
- Pupil premium funding is spent on effective use of teachers and teaching assistants to deliver one-to-one and small-group tuition in English and mathematics for eligible pupils. These measures have contributed to the rapid progress made by eligible pupils and the narrowing of the gap between eligible and non-eligible pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority has offered appropriate light-touch support to the school. It has given training to teachers and governors and helped monitor the quality of teaching and the achievement of pupils.
- A large majority of parents who offered an opinion considered the school to be well led.
- **The governance of the school:**
  - Key governors, such as the Chair and Vice-Chair, are capable and active. The governing body has received training about pupil performance data, safeguarding and other aspects of school provision. Governors challenge the school appropriately about key areas of its work, such as pupils' achievement and the quality of teaching. They set the headteacher performance management targets that demonstrate high expectations and reflect the key priorities of the school. Key governors monitor the quality of teaching through informal visits to the school and scrutiny of pupils' work and progress. They check that expectations of teachers are high, that good teachers are rewarded properly, and that any weak teaching is dealt with successfully. Governors have contributed well to the recruitment of high-quality staff. They scrutinise school finances carefully, including the use and impact of pupil and sports premium funding and the funding of building projects. Their impact on the school's drive for improvement is good.

## 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

<b>Unique reference number</b>	135809
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	441101

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	520
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Briggs
<b>Headteacher</b>	Luisa Gould
<b>Date of previous school inspection</b>	5–6 December 2012
<b>Telephone number</b>	01903 731774
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