

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk

**Direct T** 0117 311 5307  
**Email:** rachel.evans@tribalgroup.com

6 May 2014

Rhona Perry  
Headteacher  
The Meads Primary School  
Mill Way  
East Grinstead  
RH19 4DD

Dear Mrs Perry

### **Requires improvement: monitoring inspection visit to The Meads Primary School**

Following my visit to your school on 6 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2013. It was carried out under section 8 of the Education Act 2005. HMI conducted an additional advisory visit in November 2013.

### **Evidence**

During the visit, meetings were held with you, other leaders, pupils and three governors. I conducted a telephone conversation with a representative of the local authority. A range of the school's documentation was scrutinised including information about pupils' current achievement. I made short visits to 11 lessons to see all of the pupils at work.

## **Context**

Since the previous monitoring inspection in April 2013, three teachers have left and been replaced. Four governors have left the governing body and three have joined.

## **Main findings**

The insistent and determined leadership of the headteacher has led to rapid improvements. Following her example, all leaders now contribute effectively to the school's improvement. They hold teachers robustly to account for the quality of teaching and pupils' achievement. Teaching is increasingly good or better because teachers' expectations of pupils' achievement have risen. Pupils are now given work that is hard enough. Teachers and other adults question pupils effectively, extending pupils' thinking and checking their understanding. Pupils are given challenging individual targets which they use in lessons to focus their work. Teachers' marking is frequent and detailed, and pupils respond to this feedback by making the necessary improvements to their work.

As a result of better teaching, pupils' progress has accelerated. The majority of pupils are now achieving well in reading and mathematics. Pupils apply and develop their mathematical skills in a range of subjects. Despite this, Year 6 pupils are not yet on track to make good progress from the beginning of Key Stage 2 because of slower progress in the past. Gaps between the achievement of pupils known to be eligible for the pupil premium and other pupils are closing rapidly. However, some variations in achievement persist. A minority of disabled pupils and those with special educational needs make slower progress than other pupils. Also, pupils achieve less well in writing in Years 1, 3, 4 and 5 than they do in reading and mathematics.

Governors challenge leaders and teachers very effectively. They have an integral role in evaluating improvements, including gathering evidence themselves during regular visits to the school. They have a detailed knowledge of the school's strengths and areas for development and they have made sure that the school has improved at the right rate. Governors have rightly sought and received a range of appropriate training, for example about using and interpreting data.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The local authority has provided effective support and challenge leading to a range of improvements. For example, work with middle leaders has improved their

effectiveness. Additionally, support for particular teachers has helped improve their teaching so it is now good. Officers regularly check the progress the school is making, giving specific feedback and advice to school leaders. The level of the local authority's involvement with the school, however, is now decreasing since leaders have demonstrated the ability to make the necessary improvements.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for West Sussex.

Yours sincerely

Matthew Haynes  
**Her Majesty's Inspector**