

# London Meed Community Primary School

Chanctonbury Road, Burgess Hill, West Sussex, RH15 9YQ

**Inspection dates** 11–12 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Some pupils make less progress than they should and standards have not been high enough.
- Teaching is not yet consistently good enough to ensure all pupils are challenged. This is particularly true for the most able pupils.
- Expectations are sometimes low because teachers do not always check what pupils know when they are planning learning activities.
- Teachers sometimes fail to recognise that pupils are ready to move on to harder work.
- The quality of marking is inconsistent and does not always help pupils to improve their work.
- Not all subject leaders have the skills to evaluate the quality of teaching and its effectiveness in securing pupils' good progress.
- Instability in staffing, including at a senior level, has slowed the school's improvement.

### The school has the following strengths

- Provision in the early years is good. Children are very well looked after and make good progress.
- The headteacher and deputy headteacher know the school well and have strengthened systems for checking and improving pupils' progress.
- The special support centre for pupils with speech and language difficulties fosters pupils' personal development very well.
- The school is a harmonious community. Pupils say they enjoy school and feel safe. Behaviour is good and pupils' spiritual, moral, social and cultural development is well catered for.
- Governors are clear about what needs to be done to improve the school and are providing effective challenge and support to senior leaders.

## Information about this inspection

- Inspectors observed teaching and learning in 28 lessons; five of these were joint visits with the headteacher and other senior leaders. They also observed an assembly.
- An extensive sample of pupils' work was examined by inspectors.
- Meetings were held with staff, pupils and seven members of the governing body. One meeting with pupils was dedicated to a discussion of reading, with an opportunity for pupils to read aloud.
- Inspectors discussed the school's work in a telephone conversation with a representative of the local authority.
- Informal discussions with pupils took place at breaks and lunchtimes.
- Inspectors took account of the 162 responses to the questionnaire (Parent View) and the 34 responses to the staff questionnaire.
- Parents' involvement in school life was discussed with senior leaders.
- Inspectors looked at a range of documentation, including records relating to pupils' progress, behaviour, attendance and safeguarding.

## Inspection team

Jacqueline White, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Jeannie Gibbons	Additional Inspector
Andrew Lyons	Additional Inspector

## Full report

### Information about this school

- In this larger-than-average primary school, most pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for children in the care of the local authority and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school has a special support centre for pupils with speech and language difficulties and therefore an above average number of pupils have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher was appointed in 2011. There have been a number of personnel and staffing issues in recent years. The deputy headteacher has been in post for a year. An assistant headteacher was appointed in January 2015.
- The headteacher has supported other schools in her capacity as a local leader of education.
- The school is a Forest School. Forest Schools promote learning outdoors in a natural environment.

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

- Improve the quality of teaching and pupils' achievement by ensuring teachers:
  - check what pupils know and use this to plan learning activities that challenge all pupils appropriately, including the most able
  - quickly recognise when pupils are ready to move on to harder work
  - share the best practice in marking so that pupils always receive clear guidance about how to improve their subject skills.
- Strengthen leadership and management by ensuring subject leaders have the skills to evaluate the quality of teaching and its effectiveness in securing pupils' good progress.

## Inspection judgements

### The leadership and management

### require improvement

- A turnover in staffing and personnel issues have diminished leadership capacity and resulted in a drop in standards in recent years. There is now a full complement of senior leaders and a clear leadership structure.
- There is variation in the quality of middle leadership. Not all subject leaders check the effectiveness of teaching or demonstrate the skills to drive improvements in their subject areas.
- Senior leaders and governors are clear about the school's shortcomings and have put strategies in place that are securing improvement. Consequently, expectations are beginning to rise and a very supportive learning environment has been established.
- The headteacher and deputy headteacher monitor the quality of teaching and pupils' progress closely. Where underachievement is identified, it is now being tackled rigorously. There has been some impact. Current information shows that pupils' progress is accelerating but achievement is not yet good.
- The headteacher has supported other schools in her role as a local leader of education. Currently, she recognises, quite rightly, that her priority is accelerating the improvement of London Meed.
- Responses to the staff questionnaire were very positive overall. There is strong support for senior leaders and a determined commitment to build quickly on current improvements.
- The new curriculum contributes positively to pupils' learning. Enjoyable and interesting experiences, including after-school activities, develop pupils' aptitudes and prepare them for life in modern Britain. The many opportunities to discuss and reflect on the beliefs of a democratic society inspire a strong sense of citizenship in pupils.
- Forest School outdoor activities are valued by pupils and develop their strong appreciation of the natural environment.
- The primary sports funding is used well to help pupils lead healthier lifestyles and understand the importance of teamwork. Opportunities for pupils to participate in competitive sport have been increased and teachers' skills have been developed as a result of specialist coaching.
- The pupil premium is being used effectively to support the learning and well-being of disadvantaged pupils. Senior leaders and governors keep a close eye on the progress of these pupils.
- Despite variations in pupils' progress, the school makes every effort to promote equality of opportunity by including all pupils whatever their need or disability. It ensures that pupils are happy in school, take care of each other and know the difference between right and wrong. Discrimination of any kind is not tolerated.
- The well-led special support centre enables pupils to play a full part in school life.
- Safeguarding procedures meet statutory requirements. Arrangements to ensure pupils' safety and protection are given a high profile and managed with diligence.
- The local authority provides effective support. For example, there has been some useful training in improving the quality of pupils' writing.
- **The governance of the school:**
  - The governing body is effective. Governors are knowledgeable about the quality of teaching across the school and have a detailed grasp of how well pupils are learning. They use their understanding of data about pupils' performance to ask senior leaders challenging questions. Governors ensure that teachers are only rewarded if they are effective. Governors' work with senior leaders to tackle underperformance is robust. Finances are managed prudently and in the best interests of pupils' achievement and well-being. Governors are ambitious for the school. They are determined to secure further improvement and know what to do to achieve this objective.

### The behaviour and safety of pupils

### are good

#### Behaviour

- The behaviour of pupils is good, including in the special support centre.
- Pupils generally behave well in class and around the school. Most are polite, thoughtful and considerate of others. They work and play together very happily and show maturity in sharing and taking turns when

necessary.

- Occasionally, a few lose concentration in lessons, usually when work has not been properly tailored to their needs.
- The school has clear behaviour management systems that are implemented consistently by staff and observed by pupils.
- There have been no recent exclusions.
- Pupils enjoy school life and value their warm friendships with classmates and trusting relationships with staff. They welcome responsibility and are very conscientious when they take on roles such as becoming a peer mediator. These positive attitudes are reflected in pupils' above average attendance.
- Most parents who responded to the online questionnaire, Parent View, agree that behaviour is good.

### Safety

- The school's work to keep pupils safe and secure is good. This is also the case for pupils in the special support centre.
- Pupils say they feel very safe in school and well looked after. Parent View indicates that parents agree with this.
- Pupils know how to keep themselves safe. For example, they are aware of the potential dangers of social media sites and of the internet in general.
- Pupils are clear that bullying is not an issue in the school and are very confident that staff would sort out any problems quickly.
- Risk assessments for all trips and activities are carried out thoroughly and the outcomes acted upon.

### The quality of teaching

### requires improvement

- Teaching requires improvement because not enough is good or better.
- As yet, not all teachers make the fullest use of information about pupils when they plan learning and teach lessons. As a result, the work set sometimes lacks challenge and pupils do not achieve what they are capable of.
- Teachers do not always recognise when pupils are ready to move on to harder work in lessons. This wastes time and hinders progress.
- The quality of marking is inconsistent. There is some very good practice that ensures that pupils know what they must do to improve their subject skills but there is still too much that simply confirms what pupils can do. Marking is weaker in mathematics than in English.
- The teaching of reading, writing and mathematics is now systematic and improving. Pupils are able to use their knowledge of phonics (letters and the sounds they make) to read and understand. Pupils' books show a broad range of opportunities to develop writing in different contexts and for various purposes. In mathematics, pupils are more able to explain their mathematical reasoning and apply new concepts and methods. The essential basic skills of literacy and numeracy are being taught to increasingly good effect.
- Teaching assistants work closely with teachers. They are usually deployed well and provide good support for pupils and their learning.
- Pupils in the special support centre enjoy learning. They participate enthusiastically in a wide range of well-structured activities. Occasionally, expectations of what pupils can achieve are too low.
- Classrooms and resources are well organised. Good quality displays incorporating pupils' work provide inspiration and contribute successfully to learning.

### The achievement of pupils

### requires improvement

- Some pupils have not made the progress they should have by the end of Year 6 because expectations have not been consistently high enough in all year groups.
- In 2014, pupils' attainment overall was broadly average. The school's most recent assessment information and work in pupils' books show that standards are beginning to rise in reading, writing and mathematics. Pupils are on track to achieve their challenging targets at the end of Years 2 and 6 in 2015. However, there is still some variability in progress as pupils move up the school, most notably in Years 1 and 3.
- The results of the Year 1 phonics screening check show standards in 2014 were in line with the national

average.

- Some of the most able pupils do not reach the levels they are capable of. However, with closer checks their progress is accelerating and more are making good progress.
- Disadvantaged pupils are making good progress from their starting points and their attainment is improving. In 2014, in mathematics, their attainment was about four months behind classmates and other pupils nationally. In reading, it was six months behind classmates and four months behind pupils nationally. In writing, these pupils attained better than their peers and were about four months behind all pupils nationally.
- Disabled pupils and those who have special educational needs make good progress as a result of well-planned support.
- The special support centre provides a very caring environment where pupils' personal and emotional development is well supported. Pupils benefit from a combination of working alongside their classmates and individual attention in the centre, and most make good progress.

### The early years provision

is good

- Children have a positive introduction to learning in the early years. They join the Reception classes with skills and knowledge typical for their age. A broad range of exciting indoor and outdoor activities capture children's interest and ensure they make good progress.
- The good or better teaching is well planned and underpinned by accurate assessment of children's needs.
- Warm relationships make children feel safe and secure in their learning and play. Children behave well and respond positively to the high expectations of adults. They listen carefully both to the adults and each other and are happy to share resources or take turns in activities.
- Close partnership with parents enhances children's well-being and learning. Parents are well informed about their children's progress.
- Good leadership provides clear direction to teachers and assistants. Staff work effectively as a team. They are knowledgeable, enthusiastic and enjoy working with the children.
- The successful development of children's literacy, numeracy and social skills ensures that children are well prepared for Year 1.

## 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>	125931
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	449663

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Prue
<b>Headteacher</b>	Candida Reece
<b>Date of previous school inspection</b>	17–18 March 2010
<b>Telephone number</b>	01444 232336
<b>Fax number</b>	01444 230031
<b>Email address</b>	office@londonmeed.w-sussex.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

