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Natalie Langtree  
Acting headteacher  
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West Sussex  
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Dear Mrs Langtree

### **Additional, remote monitoring inspection of London Meed Community Primary School**

Following my remote inspection with Laurie Anderson, Her Majesty's Inspector (HMI), of your school on 10 and 11 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in October 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- The substantive headteacher left her post in October 2020 after a prolonged period of absence from school. The acting headteacher and acting deputy headteacher took up their current posts immediately after the last inspection.
- During the autumn term of 2020, very few pupils had to work at home at any point. One year-group 'bubble' had to self-isolate for the last two weeks of the term.
- Currently, just over a third of pupils are being educated on the school site. Leaders report this number increasing since the start of the spring term. Almost two-thirds of pupils identified as vulnerable, including those with education, health and care plans, are attending school.

## Main findings

- Pupils continue to experience the subjects and learning identified in the school's planned curriculum. Since the last inspection, leaders have started work to review the order and content of what pupils learn in some subjects. This work has slowed during the pandemic.
- Pupils who are working at home complete the same work as those in school. Where learning remotely proves challenging for pupils, leaders work with families to find a solution. In some instances, this involves pupils returning to in-school lessons.
- Leaders gather useful feedback from pupils, parents and staff about how well remote education is working. They use what they learn to evolve how remote education is planned and structured. This helps them to provide realistic expectations and practical guidance to pupils and their families.
- Since the last inspection, leaders have prioritised improving how reading and writing are taught. Both are prominent features of pupils' current daily work, whether at home or at school. Taught phonics sessions are continuing for younger pupils, as part of the planned curriculum.
- Teachers are providing reading books for pupils, in physical and electronic form. Pupils who need to catch up with their reading are encouraged to read frequently with an adult, either at school or at home. School staff are not checking frequently that books match pupils' current reading ability precisely.
- Leaders use planned opportunities to routinely check what work pupils are completing at home. Pupils receive feedback from adults about their work, particularly in English and mathematics. Staff use these checks and feedback sessions to help them identify pupils who may need extra support with their remote education.

- Leaders have prioritised bringing pupils with special educational needs and/or disabilities (SEND) into school. The exception is where adults agree this is not in the pupil's best interests. Adults know the particular needs of the pupils they are supporting, whether at school or if working remotely. Some extra help, such as speech and language therapy, is continuing. Some other face-to-face work is paused in line with the school's COVID-19 risk assessment.
- Governors have assured themselves that the education currently on offer is fit for purpose. They test out what leaders tell them, for example around pupils' access to technology and engagement with remote education.
- The local authority's support of the school has continued since the last inspection. A national leader of education also supports the senior leadership team in their work. Currently, on-site visits by advisers and governors to check the impact of leaders' actions are not taking place to minimise risks linked to COVID-19.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, and representatives of those responsible for governance and of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also met with small groups of teachers and pupils and listened to some pupils reading to an adult in school. Together, we looked at examples of remote learning and how it is shared with pupils and parents. We also spoke with a national leader for education who works with the school and reviewed relevant information on the school website. We looked at responses to Ofsted's online questionnaire, Parent View, including 177 free-text responses, and 41 staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for West Sussex. This letter will be published on the Ofsted website.

Yours sincerely

Kathryn Moles  
**Her Majesty's Inspector**