



London Meed Community Primary School

Inspection Report

Unique Reference Number 125931
Local Authority West Sussex
Inspection number 293402
Inspection dates 14–15 November 2006
Reporting inspector Sheila Browning

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

Type of school	Primary	School address	Chanctonbury Road
School category	Community		Burgess Hill
Age range of pupils	4–11		RH15 9YQ
Gender of pupils	Mixed	Telephone number	01444 232336
Number on roll (school)	415	Fax number	01444 230031
Appropriate authority	The governing body	Chair	Oliver Day
		Headteacher	Anthony Brown
Date of previous school inspection	5 March 2001		

Age group 4–11	Inspection dates 14–15 November 2006	Inspection number 293402
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

London Meed is a large primary school. A special support centre for speech and language at the school means the number of pupils with statements exceeds the national average. The centre currently caters for 17 pupils. The school has a National ICT Mark, an 'Investor in Health' award and a Football Association Charter Standard award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory and it is providing an improving standard of education. Leadership and management are satisfactory. The headteacher's good leadership is driving the school forward. His determination to raise standards is shared with a committed staff and governors. As a result, standards in writing in Key Stage 1 and in science in Key Stage 2 have risen substantially. The role of subject leaders has been strengthened to enable them to better focus on strengths and weaknesses. However, this is more advanced in some subjects than in others. Children in the Foundation Stage get off to a good start and make good progress. Many exceed the expected levels for their age because they are set interesting and stimulating work. Standards and achievement are satisfactory. However, more able pupils are not always achieving as well as they could in science in Year 2 and in mathematics across the school. Teaching and learning are satisfactory and there is some good teaching, which accelerates pupils' progress because lessons are well planned with tasks matched to their needs. Some teachers do not have high enough expectations of pupils' capabilities and teachers' marking is inconsistent.

Pupils' personal development and well-being are good. Their very good behaviour, attitudes and relationships make a significant contribution to their achievement. Care, guidance and support are satisfactory. Care is good, especially in the special support centre and through the strong links with support agencies. Academic guidance is much weaker because teachers are not all sufficiently aware of the targets pupils should achieve by the end of the year. This has an adverse effect on progress, particularly of more able pupils. The curriculum is satisfactory but does not fully meet the needs of the more able. Progress since the last inspection has been satisfactory, though a few weaknesses remain. These are in relation to pupils achieving higher standards in mathematics and the development of the role of subject leaders. Governors are increasingly becoming more aware of standards and performance but have previously lacked rigour in focusing on achievement. Parents are largely supportive of the school and appreciate the care for and the many activities offered to their children. Pupils thoroughly enjoy school; as one said, 'I love it'. They feel safe and valued and are keenly interested in healthy lifestyles.

What the school should do to improve further

- Raise teachers' expectations of what more able pupils can achieve and ensure that these pupils are set more challenging work.
- Ensure that all subject leaders monitor and evaluate pupils' performance systematically.
- Check that marking and assessment are used consistently to give guidance to pupils on what they need to do to improve their work.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average. Pupils are achieving really well in English. However, pupils are not all making as much progress as they could in mathematics. From their broadly average starting point, children in the Reception Year make good progress in most areas of learning and many exceed the expected levels for their age by the time they start Year 1. More able pupils do not do as well as they could in mathematics and in Year 2 in science because they are not always set challenging enough work. Test results for Year 6 show an improving and generally rising trend since the last inspection. In 2006, results dipped slightly because a few girls did not perform as well as expected. Pupils with learning difficulties, including those from the special support centre for speech and language (SSC), make good progress because they are cared for and supported well. Standards are broadly similar to those reported in the last inspection but there have been notable improvements in pupils' information and communication technology (ICT) skills and particularly in pupils' writing skills in Year 2 and in science in Year 6.

Personal development and well-being

Grade: 2

Pupils behave very well in classrooms. They concentrate and collaborate well when asked to take on challenging tasks. Pupils' attitudes to learning make a significant contribution to the progress they make. They enjoy coming to school, which is reflected in the school's above average attendance. They feel safe and show concern for others, for example, by holding doors open. They have a good awareness of the importance of healthy eating. As one pupil said, 'If we eat better, we will do better in school.' Pupils recognise the importance of physical exercise and particularly enjoy the 10 minutes activity at the start of the day. Pupils make a good contribution to the school and the wider community. For example, they decide which charities to support and pupils on the school council take pride in improvements for which they are responsible, such as the seating in the playground. Older pupils are self-confident and have good oral skills that will be valuable to them in later life. Pupils' spiritual, moral, social and cultural development is good but they have insufficient awareness of life in a multi-ethnic society. Children in the Foundation Stage are very well behaved and settle very quickly into school life. Pupils in the special support centre, including those with behavioural difficulties, develop good attitudes to learning because of the well targeted support they receive.

Quality of provision

Teaching and learning

Grade: 3

Teaching in the Foundation Stage is good and, as a result, children make good progress. In the special support centre, where teaching is also good, pupils make good progress towards their targets. Throughout the school, most lessons are well managed with pupils regularly on task. Occasionally, pupils are not wholly engaged when teachers' expectations are not high enough and they are not set challenging enough work, especially the more able. Teachers create attractive classrooms to support learning and celebrate achievement. Good use is made of interactive whiteboards to help make lessons interesting. Lesson planning has a clear structure and teaching assistants are deployed effectively, having a positive impact on pupils' learning, especially pupils with learning difficulties. Relationships between pupils and staff are very good. Teachers' marking is inconsistent. The best marking accurately assesses standards and clarifies how to improve. However, much marking gives insufficient guidance to pupils on how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In the Foundation Stage, the curriculum meets the needs and interests of the children well and is having a positive impact on their personal development, behaviour and attitudes. ICT resources have improved substantially since the last inspection and this has led to improved use and higher standards. Tracking systems help teachers to take account of the range of ability within classes. However, not all teachers are using this information effectively to provide challenging enough opportunities for more able pupils.

Educational visits, visitors and extra-curricular activities enrich pupils' learning. A visiting author captivated pupils' interest and they were bursting to find out more about her work. French is taught in Years 5 and 6. A Year 6 project about how a fairground might function involved pupils in researching running costs and profits. Such activities prepare pupils for their future lives and contribute well to their personal development. The curriculum in the special support centre is good and is well matched to pupils' needs. It gives good emphasis to developing pupils' independence, alongside a comprehensive language programme. Pupils at the centre benefit from their many opportunities to be included in mainstream school lessons.

Care, guidance and support

Grade: 3

Staff are good at looking after pupils' personal and pastoral needs. Parents speak highly of the school's care. Procedures for child protection, health and safety are effective. The transition of pupils to and from the school is handled well, especially for pupils with learning difficulties. Strong links with outside agencies, such as the

speech and language therapists and social services, support pupils' personal development and learning well. The care and support of pupils in the special support centre are good.

Assessment in the Foundation Stage and the special support centre is good, helping teachers provide well for pupils, who make good progress. Throughout the rest of the school, pupils' academic progress is systematically assessed and good information is provided to teachers. Much of this is new, however, and its use by teachers is very variable, which is why some pupils are not being set challenging enough work. Pupils have targets for writing and mathematics and these are helping them to improve their work.

Leadership and management

Grade: 3

The headteacher has provided very good leadership since his appointment. Together, the leadership team have focused attention sharply on the way pupils achieve through very careful analysis of results at the end of Years 2 and 6. Attention is now appropriately focused on raising standards in science in Year 2 and in mathematics across the school, particularly for the more able. Steps taken recently to raise attainment in writing by the end of Year 2 and in science in Year 6 have been successful. Monitoring of pupils' progress has been strengthened with the introduction of new tracking arrangements, although these are too new to have yet had effect in every class. Governors are familiar with the working of the school through regular reports and termly visits. They are developing their understanding of its strengths and weaknesses and are beginning to pose challenging questions. Previously they have not been rigorous enough in holding the school to account for the standards it achieves in Key Stage 1. The school's self-evaluation processes are good and this has had a positive effect on standards. The headteacher has led the monitoring and evaluation of teaching. A few subject leaders, notably in mathematics and science, have become increasingly involved in observing and working with teachers to improve provision. Nevertheless, others are not yet monitoring standards and improving the quality of teaching and learning in their subjects. Observations of lessons focus carefully on both teaching and learning but do not always comment sufficiently on the progress of pupils of differing prior attainment. The special support centre is well managed. Recent improvements show that the school now has good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school recently. We very much enjoyed talking and listening to you and seeing your work.

These are some important things we found out about your school:

- Younger children are given a good start to their education.
- You are working hard and are doing really well in English.
- Those of you who need extra help are well supported and you are doing especially well.
- Your headteacher and senior staff are working hard to make the school even better.
- You enjoy school and your attendance is good.
- You know a lot about healthy lifestyles. You told us you feel safe and secure in school and you are very involved in the school and local community.
- Many of you take part in the numerous extra-curricular activities you have at school and you told us how much you enjoyed the many visits and visitors you have.
- The staff take good care of you and you behave very well and have very good attitudes.

This is what we have asked the school to make even better:

- We think that some of you could be given more difficult work so that you do even better, especially in mathematics and, in science in Year 2.
- To help those teachers with management responsibilities to make sure that the school continues to improve.
- To make sure you all know what you need to do to improve your work.