

London Meed Community Primary School

Inspection report

Unique Reference Number	125931
Local Authority	West Sussex
Inspection number	340873
Inspection dates	17–18 March 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	David Deuchar
Headteacher	Anthony Brown
Date of previous school inspection	14 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent looking at learning. Inspectors visited 26 lessons, observing 18 teachers. Discussions were held with the headteacher, teachers, support and administrative staff, governors, parents and carers and pupils. The school's documentation was scrutinised carefully and included the school strategic plan, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 127 questionnaires from parents and carers, 34 staff questionnaires and 221 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the standards and level of achievement of the current pupils and the impact of modifications to their provision on raising standards, especially in writing
- pupils' personal development and the effectiveness of the school's measures to enhance spiritual, moral, social and cultural development
- the school's use of assessment information to raise pupils' level of achievement and how well pupils are enabled to be involved in assessing their own learning
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils
- the effectiveness of leadership and management at all levels including the governors.

Information about the school

London Meed is a larger than average primary school with pupils coming from a range of backgrounds. The majority of learners are from White British backgrounds.

The number of pupils with special educational needs and/or disabilities is in line with the national average. These mostly relate to language, literacy and communication, and emotional difficulties. The school has a special support centre for pupils with speech and language difficulties and therefore the number of learners on roll with statements of special educational needs is well above the national average

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

London Meed is a good, and improving, school. It has a considerable number of strengths. In the last three years, the headteacher, with the strong leadership team, has initiated many changes and steered the school forward very effectively. The wide range of systems and strategies put into place to address the school's well-identified priorities has been successful and the school's overall effectiveness has risen from satisfactory at the time of the last inspection, to good. The school's view of itself is accurate and its track record of raising, and sustaining, achievement and implementing change shows it is extremely well placed to build on its strengths and has an excellent capacity to improve further. One parent summed up the views of many by writing, 'I cannot fault London Meed. It is a wonderful environment for learning. The staff are always caring and friendly and should I, or my children, have any issues, the headteacher and his staff are always efficient and extremely supportive.'

An effective Early Years Foundation Stage enables children to make a very good start to school. Due to careful early assessments, pupils begin to make good progress immediately. Pupils' standards have been well above average by the end of Year 2, and significantly above average at the end of Year 6 for a number of years. National test results in Year 6 in 2009 were in line with the school's own carefully formulated targets. Achievement is good throughout the school due to the good systems to track the progress of each pupil and to identify where additional teaching will be most beneficial. There is, however, as the school recognises, a difference in pupils' achievement in writing when compared to that in other areas. There are now good programmes to address this, and early assessments show that these are beginning to be effective. Pupils achieve well across a wide range of subjects.

Over the last year, the staff have sought to provide an innovative and more exciting approach to their whole-school curriculum, to inspire pupils to learn. This method is based on a better defined analysis of what skills pupils need and how best they can be acquired. The drive and determination of the headteacher and senior leaders have ensured that, within these changes, teaching and learning have been improved. Although there is much outstanding teaching and learning using these approaches in some classes, the quality is not yet found consistently throughout the school. There is more still to do to ensure that pupils in all years are provided with activities that consistently challenge them. Also, although pupils have targets to aim for and feedback on their work, not all clearly understand what they need to do to improve. More able pupils also say they are not always well challenged.

The pastoral support, guidance and care provided for all pupils are outstanding, and as a result, by the time pupils leave the school, they are mature and thoughtful young

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adults, who make an effective contribution to the school and the local community. Pupils behave brilliantly in lessons and around the school, reflecting the staff's high expectations and their exceptional level of care and moral guidance. These features, combined with the fact that pupils feel extremely safe, play a strong part in the success of the school. One particularly notable aspect of the school's care for individual pupils is the work of the special educational needs team led by the outstanding coordinator. With the excellent learning support assistants, they ensure vulnerable pupils are exceptionally well cared for through identifying their needs early and providing good support so they keep up with classmates. The work of the special support centre for pupils with speech and language difficulties is also outstanding. The way these pupils are integrated into the main school is exemplary.

The school does much to promote its place in the local community and works effectively with many local nurseries and playgroups, and local businesses. The contribution of the parent, teacher and friends association (LMA) is greatly appreciated by all involved. An audit of the promotion of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's context. The school's links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse Britain are being developed extremely well.

What does the school need to do to improve further?

- Ensure the pace and demand of teaching is consistent across the school to meet the needs and enthusiasms of all pupils by:
 - ensuring the planning, based on the use of assessment, offers the right challenge for pupils in all lessons
 - extending opportunities for staff to observe good practice in the school
 - ensuring pupils know how well they are doing and what they need to do next to improve.

Outcomes for individuals and groups of pupils**2**

The inspection findings confirm the school's monitoring that, although there are many strengths, outcomes are good rather than outstanding. There are aspects of learning which have still to become embedded in some year groups in order for pupils to make maximum progress. When implemented with enthusiasm the curriculum provides outstanding opportunities for pupils' all-round development. This was clear in the literacy lessons observed in the Year 6 classes during the inspection. The variety of activities and the opportunities for pupils to make their own, well-defined choices were excellent. This resulted in a memorable experience that pulled together all that the pupils had learned on the poetry theme of the week.

Pupils are proud of their school and are enthusiastic about many aspects of its life. They thoroughly enjoy lessons and the extra-curricular activities, trips and visits that contribute well to their learning. Behaviour is excellent in lessons and around the school.

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Attendance is good because pupils really want to come to school. Pupils' contribution to the local community is good, particularly in their support for a range of charities and local activities. The school council has been responsible for important initiatives, such as the promotion of better sporting activities. These efforts, and the healthy schools initiative, have ensured that pupils have an excellent understanding of healthy lifestyles. Pupils assert that the rare incidents of bullying or poor behaviour are dealt with very well and they feel very safe in school. They say that there is always someone who will listen to them.

The standards reached by pupils in English, mathematics, science and information and communication technology, combined with their keen appetite for teamwork and their zest for learning, prepare them well for their transition to the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching and learning are good. In many lessons, there are strong elements that help pupils of all abilities to make excellent progress, but this is not yet consistent. Teachers

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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use a range of techniques to make lessons enjoyable based on careful assessment to plan the next steps pupils need to take. Pupils know that their ideas are valued and the displays in the classrooms and around the school celebrate their achievements. Most teachers keep up a brisk pace and help pupils to meet the teachers' high expectations by asking questions that encourage them to think hard. The way an excellent Year 2 English lesson used the visit of a 'pirate' to focus the pupils on questions about now and not the past was a good example of how well this method can succeed. In the most effective lessons, the careful planning and focus on pupils' targets are implemented with enthusiasm and care. In a good Year 4 lesson, where pupils reflected on their heroes, the teacher's good use of praise reflected the way the school constantly encourages good behaviour, attentiveness and hard work.

The range of opportunities given through the curriculum is good. Pupils are often encouraged to be independent and are generally well motivated. Pupils know they have to work hard to be given this independence, and they do. Pupils are also given increasing opportunities to progress well in all subjects. The excellent displays are testament to the consistently good progress being achieved in art and design. Music is also a strength of the school and pupils are given many opportunities to develop their musical talents.

The school has a very strong commitment to caring and support, which is reflected in the comprehensive arrangements for safeguarding the welfare of pupils. Every pupil is known and treated as an individual. Pupils say they feel safe and confident to approach an adult if they have a problem. Vulnerable pupils, including those with special educational needs and/or disabilities, are extremely well supported and the school works very effectively in partnership with a wide range of agencies to meet their needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher gives outstanding direction for the work of the school and has ensured that significant progress has been made in improving the quality of teaching and learning since the last inspection. The school knows itself very well and all subject leaders are closely involved in monitoring the school's work, which they do with tremendous enthusiasm. Documentation is impressive in range and the evaluation of the school's work is honest and accurate.

The administrative team plays a central role within the school. Their work is much

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appreciated. The governing body has been completely reorganised in the last two years and is now fully involved in the process of self-evaluation, challenging decisions and requesting explanations where necessary. Hence the school is very well placed to improve further.

The school is zealous in its efforts to promote equality and tackle discrimination.

Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group. Procedures to safeguard pupils' well-being, safety and health are very good and all members of staff are well trained in these matters. The contribution the school makes to community cohesion is excellent. A plan and clear actions are in place that promote pupils' understanding from a local perspective extremely well. Links with other local schools and agencies are harnessed very effectively. The school has taken the need to expand its links to provide national and global perspectives very seriously and these aspects are also very strong.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a very good start to their school life. They settle happily into school because of good links with parents and carers and the attention paid to get to know every family. As one parent wrote, 'Although my daughter has only been in the school since September, I have been extremely impressed with the way she has progressed' her learning has really taken off.' Inspection evidence shows that children have very quickly become happy and confident learners, and share all tasks together willingly. Recent improvements introduced by the excellent coordinator, such as the careful

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planning and excellent resources, mean that all children make very good progress. There is an excellent range of activities from which the children learn to choose. The children love their role-play areas and readily invite visitors to see what is on offer. They reach above the expected levels, particularly in their language, number and social skills. Class teaching of basic skills is very good and inventive. The children enjoyed discussing what was going to happen in their very well prepared stories. The 'Who, When, Where' with their photographs in costume, meant their discussions were animated, reflecting their good quality speaking skills. Children also use modelling materials carefully to design toys and paint skilfully. The opportunities in the outside area are less well planned, and occasionally lack purpose. However, they cater well for children's physical development and help to cultivate their imaginative play. The school ensures the individual welfare of children is fostered well and each child has a very well documented record of their progress. The excellent leader manages the provision outstandingly well, and sets very high standards for herself, children and fellow staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires or who spoke to the inspection team are happy with the school. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school very well. They agree that the school has a supportive and friendly atmosphere and that their children make good progress. Inspectors fully endorse these views. A small number of criticisms were offered and these were discussed in full with the headteacher and governors. There were no particular trends in the very few negative comments received by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at London Meed Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 127 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	54	49	39	4	3	0	0
The school keeps my child safe	65	51	54	43	1	1	1	1
The school informs me about my child's progress	51	40	63	50	5	4	0	0
My child is making enough progress at this school	44	35	66	52	12	9	0	0
The teaching is good at this school	52	41	62	49	4	3	0	0
The school helps me to support my child's learning	41	32	65	51	11	9	0	0
The school helps my child to have a healthy lifestyle	49	39	71	56	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	31	69	54	4	3	0	0
The school meets my child's particular needs	42	33	70	55	6	5	0	0
The school deals effectively with unacceptable behaviour	36	28	65	51	10	8	1	1
The school takes account of my suggestions and concerns	34	27	67	53	11	9	0	0
The school is led and managed effectively	46	36	68	54	4	3	2	2
Overall, I am happy with my child's experience at this school	55	43	63	50	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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19 March 2010

Dear Pupils

Inspection of London Meed Community Primary School, Burgess Hill, RH15 9YQ

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is a good school with many strengths, and we agree with what you told us ' it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you extremely well and you all make good progress in your learning.
- Children in the Reception classes get off to a good start at the school.
- You behave extremely well, get along with each other and feel safe in school.
- You have an excellent understanding of how to live healthily.
- You really enjoy school because there are lots of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school extremely well.

We have agreed with your school that there are a number of things that will help it to become even better.

- We have asked teachers to make sure that they always use their knowledge of how well you are doing to set you work that closely matches your needs.
- We also want them to make sure your lessons are always focused on what they want you to learn and that you are told clearly about how to improve your work.
- We want them to learn from each other about how to make all of your lessons even better.

You can help by continuing to listen carefully and take note of what your teachers say. Finally, we would like to thank you once again for all your help.

Yours sincerely

David Marshall

Lead Inspector

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