

# Meadow Primary School

## Inspection report

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<b>Unique Reference Number</b>	135383
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	341643
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	Natalia Power

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

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<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>	585
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Morrison
<b>Headteacher</b>	Gayle Jenkins
<b>Date of previous school inspection</b>	23 June 2010
<b>School address</b>	Sparrow Farm Road Epsom KT17 2LW
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<b>Email address</b>	info@meadow.surrey.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 28 lessons taught by 20 different teachers and talked to governors, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 91 questionnaires that had been returned by parents and carers.

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

- the quality of learning and the progress made by all pupils, particularly in English and mathematics
- the quality of the teaching and the extent to which it challenges pupils to do their best
- the ambition and drive of leadership and management and their effectiveness in promoting school improvementthe effectiveness of measures to deal with occasional instances of bullying.

## Information about the school

This school is considerably larger than average. A much lower than average proportion of pupils is known to be eligible for free school meals. Almost a third of pupils are from a range of minority ethnic backgrounds, mainly White European. Few pupils speak first languages other than English, and none is at an early stage of learning English. A lower than average proportion of pupils has special educational needs and/or disabilities. The school opened in September 2008 following the amalgamation of an infant and a junior school. It has not been previously inspected.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

- The school provides a satisfactory quality of education for its pupils. It is welcoming and inclusive, and pupils report that they find it easy to make friends. They show their enjoyment of school through their above average attendance. One parent commented, 'Everyone here feels part of a community, even though the school is so large.'
- Children make satisfactory progress in the Reception year and continue to make satisfactory progress in Years 1 to 6. Their attainment in English and mathematics is average.
- Pupils have a good understanding of what constitutes a healthy life, and show that they understand the importance of keeping safe.
- Vulnerable children are looked after well, and pupils with special educational needs and/or disabilities are given good support which enables them to make progress in line with others. The occasional instances of bullying are not always dealt with effectively by the school
- Leaders and managers track pupils' progress accurately, ensuring that no group is overlooked, and that work is adequately matched to pupils' needs.
- Overall, teaching is satisfactory. Examples of good teaching were seen during the inspection, and pupils' enjoyment was greatest when they were actively involved in their learning. In some lessons the level of challenge is too low and the pace of learning is too relaxed. Marking does not always show pupils clearly enough what they need to do to improve.
- The management of teaching and learning sometimes lacks rigour and is not always focused sufficiently on the quality of pupils' learning.
- Leaders, managers and governors have a broadly accurate understanding of the areas where the school needs to develop. They have improved the school in a number of ways. For example, they have managed the reorganisation of two schools into one effectively. The new tracking systems for the whole school are beginning to raise attainment, particularly for pupils in Years 3 and 4. These factors show that the school has a satisfactory capacity for sustained improvement.

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

- Implement an improved and more rigorous programme of classroom monitoring with a sharper focus on how well pupils are learning.
- Improve the quality of pupils' learning in order to raise attainment in English and mathematics by:

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- raising the level of challenge for all pupils
- improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning
- the consistency and quality of marking to ensure that all pupils understand how well they are doing and what they need to do to improve.

**Outcomes for individuals and groups of pupils****3**

Pupils' enjoyment of school and their overall achievement are satisfactory. In 2009, the only year for which there is official data, the attainment of pupils in Year 6 was close to the national average in English and mathematics. Information provided by the school suggests that attainment of pupils currently in Year 6 is similar. From their starting points, this represents satisfactory progress. All groups, including those with special educational needs and/or disabilities, make similar progress, because teachers and teaching assistants provide effective support for any pupil in danger of falling behind. In lessons, pupils make satisfactory progress overall. In some lessons seen, pupils made faster progress, especially when the level of challenge was stimulating and more was expected of them. For example, in one energetic Year 5 mathematics lesson, pupils were put in teams and challenged to complete a demanding number square, using addition, subtraction, multiplication and division to calculate how to get from 28 to 545 in nine steps. Pupils responded to the fast pace and the element of competition with enthusiasm and excitement.

Pupils are friendly, confident and polite to visitors. They understand the importance of exercise and diet, and are aware that nuts cause allergies and should not be brought to school. They feel safe in school and report that they know the teachers will support them if they have any concerns. Behaviour is satisfactory overall, reflecting their satisfactory spiritual, moral, social and cultural development. Pupils generally behave well in lessons. One pupil said of her classmates, 'Most are kind and do what they're supposed to.' However, they report that a few children, mainly boys, can be unkind to one another and, on rare occasions, hurt one another. The sound grounding pupils acquire in the basic skills prepares them adequately for the next stage of schooling.

*These are the grades for pupils' outcomes*

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<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers manage pupils' behaviour well in lessons, using a variety of rewards to ensure that they pay close attention. There are warm relationships in the classroom and the pupils are fond of their teachers. One commented, 'If we get fidgety the teachers say, "Let us play a game," and then we carry on.' Teachers plan lessons well so that pupils know from the start of the lesson what they are going to learn and at the end have the opportunity to reflect on what they have learnt. In the best lessons, teachers use questioning skilfully to stimulate pupils to think for themselves. For example, pupils enjoyed using the challenging questions provided by the teacher to investigate for themselves the special qualities of Roy Lichtenstein's paintings.

When pupils have the opportunity to take control of their own learning, they become engrossed in the task and think and work at a higher level. For example, in one Year 5 English lesson, pupils listened intently to recordings of poems they had written, and evaluated their own and their classmates' work with maturity. However, teachers occasionally dominate the lessons, and this limits pupils' opportunities to think for themselves and forge ahead at a faster pace. In some lessons, too little is expected of the pupils and in these cases they make less progress. Most teachers mark pupils' work supportively, offering generous praise for good work. Some, however, do not always correct pupils' basic errors or provide sufficient guidance on the next steps. As a result, pupils are not always clear about how well they are doing and what they need to do to improve their work. Teaching assistants give good support to pupils with additional needs.

The curriculum has a sound focus on the basic skills, but does not always provide pupils

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with sufficiently challenging tasks to enable them to do as well as possible. However, activities to enrich the basic curriculum are exciting and wide-ranging. The variety of clubs, trips and visits to places of interest are appreciated by the pupils and are important in raising their aspirations. For example, more able pupils value their visits to local secondary schools to attend extra sessions in mathematics and science.

The care and support given to pupils are sound, and there are particular strengths in the care of vulnerable children and those with special educational needs and/or disabilities. One parent commented, 'The adults have given a lot of support to my son and myself in helping him to progress, as he finds reading and other subjects a little hard at times.' The school works in appropriate partnership with external agencies to support pupils with a range of needs. However, systems for investigating the occasional incidents of bullying are not always sufficiently robust. Records of the school's actions are not kept sufficiently meticulously, and action is not always taken vigorously enough to allay the anxieties of parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher, ably assisted by her deputy, has made a determined start in forging one school from the two which formerly occupied the site. The effectiveness of leaders and managers' ambition and drive for improvement is sound. Governors are fully involved in the life of the school, and pupils are keen to work hard to receive the Governors' Awards. However, governors do not always sufficiently hold the school to account, particularly in relation to pupils' attainment and progress. Leaders and governors ensure that safeguarding procedures are effective, and that pupils have a good understanding of how to keep themselves safe. They promote equality of opportunity and tackle discrimination adequately, ensuring that all pupils, whatever their background or needs, make satisfactory progress overall.

The classroom observations made by leaders and managers adequately identify the aspects of teaching which are satisfactory and those which are good. However, observations are not always sharply enough focused on how pupils learn, and are sometimes too tolerant of teaching which is merely adequate rather than stimulating. The school promotes community cohesion satisfactorily. Pupils have a good understanding of their own community. Leaders and managers recognise that pupils do not always have sufficient opportunities to learn about other people's faiths and ways of

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life, and plans are in hand to address this.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children quickly settle into the Reception class because of good transition arrangements with a wide range of local nursery schools. One parent commented, 'My child settled quickly, has lots of friends and, in her own words, enjoys learning.' By and large, children arrive with language and number skills which are in line with those typically expected for their age and, by the end of Reception, most have made satisfactory progress. The children are happy and confident and usually get on well with one another. They feel safe and well cared for. In the best activities, adults develop children's interest through questioning to promote higher-level thinking. There is a good focus on promoting children's literacy and numeracy. In one activity, for example, the teacher read aloud a story in verse, pausing occasionally to encourage the children to notice which words began with the same sound and which words rhymed. Occasionally, however, adults keep the children on the carpet for too long and they then become a little fidgety.

The outdoor areas are safe and there are opportunities for children to explore all six areas of learning outdoors as well as indoors. The school recognises that the outdoor areas are currently too small and plans are in hand for a rebuild and refurbishment of the outside areas. Leaders and managers of the Early Years Foundation Stage plan the curriculum and manage the provision satisfactorily. At the end of the Reception year, effective transition arrangements enable children to move confidently into Year 1.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response rate for parental questionnaires was lower than is typical for primary schools. All parents and carers responding agreed that the school keeps their children safe. Most agreed that their children enjoy school and that it helps them to lead a healthy life. Inspectors agree with these views. A few parents and carers did not agree that the school deals effectively with bad behaviour. Inspectors agree that this is true of a small number of cases, but that overall, pupils' behaviour is satisfactory. A few felt that the school does not take sufficient account of their views. Inspectors found, however, that the school's communication with parents and carers is sound and that most are kept suitably informed. Overall, most parents and carers are happy with their children's experience at the school. One commented, 'My child is happy and confident at Meadow Primary. He even looks forward to going back after the holidays!'

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meadow 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 585 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	69	27	30	1	1	0	0
The school keeps my child safe	65	71	26	29	0	0	0	0
The school informs me about my child's progress	38	42	45	49	7	8	0	0
My child is making enough progress at this school	37	41	43	47	8	9	3	3
The teaching is good at this school	47	52	39	43	2	2	1	1
The school helps me to support my child's learning	38	42	45	49	4	4	1	1
The school helps my child to have a healthy lifestyle	41	45	47	52	3	3	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	43	40	44	6	7	0	0
The school meets my child's particular needs	38	42	43	47	8	9	1	1
The school deals effectively with unacceptable behaviour	32	35	43	47	9	10	2	2
The school takes account of my suggestions and concerns	41	45	38	42	9	10	2	2
The school is led and managed effectively	48	53	34	37	7	8	0	0
Overall, I am happy with my child's experience at this school	87	63	27	30	5	5	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



24 June 2010

Dear Pupils

Inspection of Meadow Primary School, Epsom KT17 2LW

Do you remember when four visitors came to your school recently to watch you learn and play? Thank you for making us so welcome. This is what we found:

- Your school gives you a satisfactory quality of education, which means it does some things well but some things need to be improved.
- You make satisfactory progress and leave school with results which are very much like those of pupils in the country as a whole. We would like more of you to do even better in English and mathematics. We have therefore asked those in charge to make sure that you are always given tasks that help you to do your best and really make you think. One way they can do this is by giving you many more chances to take charge of your own learning and do even more for yourselves.
- Your school keeps you safe. You understand what it means to be healthy, and told us about the exciting activities you did in your Healthy Living week.
- You show how much you enjoy going to school by your regular attendance.
- Most of you behave well, especially during lessons. A few of you let your school down by being unkind to other children. We have asked those in charge to make sure that every instance of this is carefully followed up, to make sure that you all behave as well as the polite young people we spoke to in class and in the playground.
- You love your clubs and trips and visits. We enjoyed hearing about your cheerleading club, which seems especially popular!
- We have asked those in charge to visit more lessons to make sure you are all given tasks which challenge you. We have also asked them to look at your exercise books to make sure that you receive plenty of good advice about how to improve.

You can play your part in helping your school become even better. Make sure you work hard. If any child is unkind to you, do tell an adult straightaway.

We wish you all the best for the future.

Yours sincerely

Natalia Power

Lead inspector

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