

Inspection of London Meed Community Primary School

Chanctonbury Road, Burgess Hill, West Sussex RH15 9YQ

Inspection dates: 24 and 25 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

From the moment children join the early years, the school's values of 'bravery, community, curiosity, resilience and respect' are interwoven through all that they experience and do. Pupils particularly value respect, which is evident in relationships throughout the school. Pupils are kind to each other. This helps make London Meed a happy place for pupils to learn.

Pupils respond positively to the high expectations that staff promote and they typically behave and learn well. They are keen and inquisitive learners. Pupils are confident that staff will help them if they have any problems or worries. On the rare occasion that bullying occurs, staff deal with it swiftly and effectively.

Pupils are encouraged to be active citizens, for example, by visiting local care homes or by taking on leadership responsibilities in school. This includes being a member of the 'junior governors', who work closely with the governing body. Pupils value the opportunities to contribute positively to school life. Pupils enjoy taking part in a wide range of clubs and additional activities, such as the 'Ugly Bug Ball' in early years. These experiences help to forge a strong, cohesive school community where pupils feel valued, listened to and safe.

What does the school do well and what does it need to do better?

Leaders have made substantial changes and improvements to the overall curriculum. They have thought carefully about what they want pupils to learn and in what order this content should be taught. From the early years to Year 6, the curriculum is organised well. Leaders are unwavering in their determination to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), follow the same aspirational curriculum. They ensure that pupils with SEND have their specific needs identified and considered well. Staff successfully make adaptations to their teaching, so that pupils with SEND learn effectively alongside their peers.

Much of the curriculum is well implemented. Teachers are mostly adept at encouraging pupils to deepen their understanding and build on prior learning. Pupils are supported to learn well, with many speaking confidently about their learning. They can apply and connect their knowledge to incrementally more complex ideas as they move through the school. Children also get off to a strong start in early years, where they learn to use a wide range of language and vocabulary. Pupils' positive behaviour and attitudes contribute to how well they learn. Pupils, including pupils with SEND, behave well in lessons and focus on the tasks and activities they are set.

In a few subjects, some teachers are not as confident in their delivery of the curriculum. On occasion, some teachers do not choose the most appropriate activities to help pupils to learn the important content. This means that pupils do not

build on prior learning as well as they should. In addition, subject leaders' work to review the curriculum and check what pupils know and remember is at an early stage. Some refinements are needed to help pupils learn subject skills, such as how to explore and use historical sources. This will ensure pupils are well prepared for the secondary school curriculum.

Leaders place a strong emphasis on the importance of reading. They prioritise regular opportunities for pupils to read and be read to. Staff ensure that pupils are exposed to a diverse and challenging range of texts that pupils read. Pupils talk enthusiastically about authors they enjoy and develop a love of reading. Leaders have successfully implemented a new phonics programme. All staff have received effective support and training to deliver the programme well. From the start of Reception, pupils learn sounds systematically each week. Pupils read books that closely match the sounds that they learn. Staff use routine checks to identify any pupils who start to fall behind in their reading. They ensure that pupils get the support they need to catch up. This helps all pupils, including those with SEND, to read with fluency and confidence.

Leaders prepare pupils well for life after primary school. They encourage them to think about their future lives. For example, staff organise life skills week, which includes sessions on how to fix a bike and speakers to help pupils think about possible careers. Pupils learn to value different faiths and beliefs. They are helped to understand and appreciate the importance of respect and tolerance in modern British life.

Governors know the school well. They visit regularly. Governors use their knowledge to challenge and support leaders appropriately. Leaders carefully consider staff workload and well-being. Staff are positive about the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is everyone's responsibility. Staff use their training well to spot quickly pupils who are at risk. Leaders are diligent when following up concerns. They act swiftly and appropriately to help keep pupils safe. Leaders work well with professionals and other agencies to help vulnerable pupils and their families. Governors support leaders through making appropriate checks on their work.

Pupils learn how to keep themselves safe. Leaders have adapted the curriculum to focus more on online safety. Pupils understand the importance of not sharing personal information and of reporting any concerns to a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, some staff do not use the most appropriate teaching activities to teach the key content. This hinders how well pupils build on their prior learning. Leaders should ensure that all teachers are equipped with the skills and knowledge to teach the essential content and then check how well pupils have learned it.
- Subject leaders have not yet reviewed the new curriculum in all subjects. As a result, not all leaders know what impact the intended curriculum is having and what refinements are needed. Senior leaders must develop subject leaders' expertise to ensure that subject leaders have precise information about how effectively the curriculum is taught and how well pupils learn.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125931
Local authority	West Sussex
Inspection number	10268361
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair of governing body	Tricia Eastley
Headteacher	Natalie Langtree
Website	www.londonmeedprimary.co.uk
Date of previous inspection	29 June 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher became acting head in October 2019 and substantive head in March 2021.
- The deputy headteacher was appointed in Sept 2021. Phase leaders have also been appointed since the previous inspection.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- During the inspection, the lead inspector met with school leaders. The inspector also met with representatives from the board of trustees and the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design and music. For each deep dive, the

inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils read.

- Safeguarding records were reviewed, including the single central record and appointment procedures. The inspectors spoke to staff about safeguarding and spoke to pupils about the support they have in understanding how to keep safe.
- The inspectors reviewed responses to Ofsted's parent, pupil and staff surveys. An inspector spoke to parents at the school gate.
- The inspectors talked to staff to gather their views about the school, including their workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons and at lunchtime.

Inspection team

Deborah Gordon, lead inspector	Ofsted Inspector
Justin Bartlett	Ofsted Inspector
Matthew Rixson	Ofsted Inspector

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