

East Meon Church of England Controlled Primary School

Inspection report

Unique Reference Number	116284
Local Authority	Hampshire
Inspection number	357931
Inspection dates	14–15 October 2010
Reporting inspector	Mick Pye

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Philippa Tyrwhitt-Drake
Headteacher	Sharon Taylor
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed six lessons, visited four further lessons and saw a total of four teachers. They held meetings with governors, pupils and staff. They observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body minutes and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils and those from 33 parents and carers.

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

- The extent to which teachers plan work that meets the needs of pupils of different abilities, including those with special educational needs and/or disabilities and those who are gifted and talented, and whether different pupil groups make similar progress.
- The effect of leaders' and managers' actions on improving the quality of teaching, the tracking of pupil progress, establishing community cohesion and on improving attendance.
- Whether there are sufficiently good opportunities for pupils to self-evaluate and how clear pupils are about how to improve their work.

Information about the school

Pupils in this smaller-than-average-sized primary school come from a predominantly White British background. There are well below the expected numbers of pupils for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average, with the number of pupils with a statement of special educational needs being above the expected levels. The largest group of these pupils have specific learning difficulties. Provision for the Early Years Foundation Stage is delivered through the Reception class. The proportion of pupils known to be eligible for free school meals varies from year to year. The school has been recognised nationally through gaining the Activemark award.

There is a privately run pre-school situated on the school site.

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

2

Main findings

The school provides a good standard of education. Determined leadership, shared ambition and clear developmental aims held by the headteacher and the chair of the governing body have brought about improvement. A parent recognised this when writing, 'This is a wonderful school, turning itself around after being "satisfactory". Our boys can't wait to go to school in the morning.' Pupils make good progress, including those with special educational needs and/or disabilities, and those with gifts and talents. This reflects the improvements in the quality of teaching, learning and the care with which pupils' progress is now tracked. Behaviour has improved. Pupils want to learn because they feel settled and safe and this, in turn, is the result of outstanding care, guidance and support within the school. Vulnerable pupils are extremely well monitored and, when necessary, the school seeks guidance from a wide range of external agencies. This reflects the school's positive view about partnerships, which include links with the local education partnership, a local garden centre and with other schools. The use and range of such external links is outstanding and they are all used to ensure pupils and their families benefit, for example by meeting the emotional, social, entrepreneurial and cultural needs of pupils. The partnership with other schools, along with some strict but appropriate measures taken by this school, has resulted in improvements to the attendance rate. All these aspects support a good capacity to further improve the school.

Attainment is average in English, science and mathematics. Pupils use information and communication technology (ICT) well. The good curriculum allows them opportunities to make positive and independent choices about their learning, but such independence does not consistently extend to being involved in discussions about their learning. Opportunities are missed for pupils to reflect upon their own and other pupils' work. Pupils, particularly low attainers, do not always have a clear idea about their level of work or how to improve.

Self-evaluation is accurate and results in the identification of appropriate development objectives. The governing body participates fully in monitoring, and has produced its own good self-evaluation document which has reinforced governors' knowledge and understanding of the school. Close links exist with the church and local community. There is also a good link with a school in Ghana, for whom the pupils raised funds to purchase sports kit. Community cohesion is satisfactory because links nationally are underdeveloped and pupils have not yet consistently benefited, for example, from working with a school in a contrasting urban area. The school maximises the advantages of its small size, with pupils saying that all adults know them well. Additionally, as one parent wrote, 'The improvements over the last three years have ensured parents are well informed and children have opportunities that much bigger schools have.'

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What does the school need to do to improve further?

- Increase pupils' involvement and awareness of their learning and how they can improve their knowledge and skills through:
 - developing more consistent opportunities in lessons for pupils to evaluate their own and other pupils' work
 - helping pupils to develop a deeper awareness of their levels of work and the next steps in their learning
 - involving pupils in evaluating the way they learn and the learning environment
- Develop community cohesion to include links with national establishments.

Outcomes for individuals and groups of pupils

2

Parents use words such as, 'always excited', 'engaged' and 'stimulating' to describe their child's reaction to school. Observations confirm this picture of the pupils achieving well and enjoying their work. In collective worship the pupils are eager to nominate others for a 'special mention'. In an English lesson pupils enthusiastically used individual whiteboards to suggest words for a story. Older pupils responded very well to the challenge presented to them in a mathematics lesson through the use of questioning and the interactive whiteboard. One gifted and talented pupil progressed well and was motivated and obviously enjoyed the challenge of explaining the working out of problems presented by the class teacher.

Pupils, by the end of Year 6 in 2010 and 2009, progressed well and reached average levels of attainment. The small cohort numbers make comparison with national data unreliable but pupils' work and school data show that, given their starting points, pupils make good progress. This includes pupils with special educational needs and/or disabilities, who in class were observed to be enjoying learning and responding well to the opportunities given to them to work independently.

Pupils feel safe and have a good understanding of how to keep healthy. The work for the national award has contributed to pupils having a very secure knowledge of why they should exercise, and of the effect of exercise on the body, such as raised heartbeat. Pupils enthusiastically contribute to their community. They willingly gave of their time to demonstrate their ICT work. The school council is currently working to ensure that they 'Get Adults Growing' during the forthcoming gardening project. All pupils participate in the Rogation Tide Walk, a traditional event in the village, and they are regularly involved in such events as the May Fair, the 'Greening of East Meon' and music and drama productions. One parent, echoing others, wrote, 'The whole school and community and families are involved in the play and it is so professional, great fun and wonderful for the children.' Pupils have insufficient opportunities to contribute to assessing the quality of the learning environment. Sound levels of basic skills, coupled with entrepreneurial activities and a very wide range of opportunities to work in teams, help pupils to be well prepared for the next stage in their education. Pupils' spiritual, moral and cultural development is good. Their social development in this small school is excellent, with ample evidence of pupils being relaxed in, and adapting very well to, different social contexts.

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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	3
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Positive relationships help ensure that pupils are prepared to get involved in lessons. In literacy and numeracy lessons pupils know what they are expected to learn because the teachers make clear the learning objectives. Teaching assistants are deployed well and there are some good examples of lesson planning that helps them identify in advance what learning is expected of the pupils in their groups. Satisfactory use is made of talk partners but on occasions the task is too limiting for the pupils and progress slows. There are good examples of teachers planning work that challenges pupils of different abilities, but inconsistent opportunities exist for pupils to reflect on their learning. Teachers' marking is at its best when green and pink markers are used to identify strengths and improvement targets, but not all pupils know how to improve their work.

The topic work is effective in helping to meet the needs of pupils. It is particularly good when presenting options to pupils about how and what they learn. Good subject links enable them to use and progress their basic skills in different contexts. The 'Marooned' topic allows pupils to access mathematical, literacy, geographical and ICT skills and knowledge. The pupils and parents talk of the 'role play, theme days and well-targeted learning opportunities that enthuse and make learning fun'. The local community is well used, although opportunities are missed to raise pupils' aspirations through visitors talking about their jobs and careers. The emotional needs of pupils are very well addressed

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through the work of the specialist support assistant, circle time and a comprehensive personal, health, and social education programme.

The school's resources, coupled with a very wide range of external links, result in very high levels of care, support and guidance. Parents commented on the 'open-door' policy which gives them access to the headteacher and other adults on a daily basis. This enables effective and quick communication of any concerns to take place. Case studies of vulnerable pupils show how the school is pro-active in seeking appropriate guidance. Pupils with special educational needs and/or disabilities progress well because of good targeted support from assistants and careful tracking and reviewing of their needs. The Year 6 transition arrangements are carefully planned and involve visits and opportunities to discuss change. For the most vulnerable pupils, additional visits are made, photographs taken of the new school and 'jigsaw' cards are prepared with a short profile of the pupil to take to the teachers.

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 and her senior leader set high expectations of the adults. Effective teamwork emanating from a shared message of higher attainment, progress and teaching and learning levels has brought improvements. Responsibilities have been effectively shared in this small school. A planned programme of monitoring has been extended to include subject coordinators. During observations and in data analysis there is insufficient focus on the progress of some pupil groups such as those who qualify for free school meals. Action planning sets realistic targets, although measurable success criteria are insufficiently used to measure the effect of changes introduced. Teachers have benefited from good guidance about their practice provided by the headteacher and external observers. All pupils have equal opportunity because the school's tracking of pupil progress ensures that all are monitored well to identify when a pupil may require additional support. The school also provides good opportunities for pupils to demonstrate their skills and talents learnt outside the classroom. The governing body carefully reviews the equality policy and adopts a rigorous approach to ensuring that health and safety and safeguarding policies are updated and followed. Governors receive regular reports on the associated training needs of adults. This helps ensure that good safeguarding takes place. Their ability as a whole governing body to raise questions about pupil progress is limited because they have yet to receive training on national assessment data. The governing body has also taken an active part in developing community cohesion through visiting the school in Ghana. The school's outstanding partnerships include links with the local education improvement partnership, which has resulted in the inter-school pot plant

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challenge. Further links with a local garden centre enabled pupils to gain first-hand knowledge of how to market their pots and plants. Partnerships with parents are good, with the school website being particularly effective in communicating information. Some curriculum workshops take place but the school acknowledges that more could aid the levels of parents' support for their children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership has contributed to improvements, for example in the quality of the teaching and learning and in the development of the external area. The entry levels into Reception vary year on year between as expected to below expected levels of skills and knowledge. Usually children have weaker literacy skills and the good curriculum contains regular and appropriate attention to sessions involving linking sounds and letters, writing and number work. The children settle quickly because of highly effective transition arrangements, which include regular afternoon visits by the pre-school children. Teaching is good. Children enjoy their learning. For example, in one computer session two pupils enthusiastically played games which addressed their thinking, numerical and creative skills. As they became more adept, comments were made, such as, 'Yeah, I won, I'm getting good at this!' and after some thought when presented with a new challenge, 'Interesting!'. Children show good levels of confidence when talking to adults about their favourite colours, and when discussing among themselves how to sort fruit and vegetables. The children appreciate why they have to stay healthy, with five playing on trikes for a prolonged period. They are active in the school community. One child felt confident enough to make the first contribution of the year during collective worship when nominating a peer for a 'special mention'.

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Insufficient attention is paid in the joint Reception and Year 1 planning to the Early Years Foundation Stage curriculum, and consequently it is difficult to track just where and in what depth different aspects are delivered.

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	2

Views of parents and carers

The vast majority of parents support the school and are satisfied with their child's experience. A few had some concern about whether the school was meeting the particular needs of their child. Inspectors, during the inspection, judged the quality of care, guidance and support to be excellent, and that the curriculum gave good opportunities for individual pupil choice. Moreover, the good tracking of pupil progress enabled the school to quickly identify any particular need, including those of pupils with special educational needs. All parents who completed the questionnaire agreed or strongly agreed that leadership and management and teaching are good, and that the school takes account of parents' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Meon Church of England 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	73	7	31	2	6	0	0
The school keeps my child safe	27	82	4	12	2	6	0	0
My school informs me about my child's progress	21	64	10	30	2	6	0	0
My child is making enough progress at this school	23	70	8	24	1	3	0	0
The teaching is good at this school	28	85	3	9	0	0	0	0
The school helps me to support my child's learning	27	82	4	12	1	3	0	0
The school helps my child to have a healthy lifestyle	28	85	4	12	0	0	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)	23	70	9	27	0	0	0	0
The school meets my child's particular needs	20	61	8	24	3	9	0	0
The school deals effectively with unacceptable behaviour	15	45	14	42	1	3	0	0
The school takes account of my suggestions and concerns	20	61	13	39	0	0	0	0
The school is led and managed effectively	27	82	6	18	0	0	0	0
Overall, I am happy with my child's experience at this school	28	85	4	12	1	3	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> ■ 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 pupils' 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.



16 October 2010

Dear Pupils

Inspection of East Meon Church of England Primary School, East Meon GU32 1NR

You may remember our recent visit to your school. You were keen to tell us about your school – thank you. We listened carefully to what you told us. Like you, we believe yours is a good school.

You told us that you feel safe in school and that the adults care for you. We agree and felt that the care and support you receive is excellent. We also liked very much the way the school makes outstanding links with outside organisations for your benefit. You told us how much you enjoyed the 'Pot Plant Challenge' and your visit to a local garden centre to get advice on how to look after the plants.

You also told us that lessons are fun. Teaching is good overall, and we particularly liked the chance you get to show what you know on the individual whiteboards. You make good progress in your subjects. Some, but not all, of you know your levels of work and how to improve your work. We have asked your school to ensure that all of you know these things. We have also asked that you get more chance to think about your work and to look at the work of others. You can help your teachers here by saying when you find your work too difficult or too easy.

We judge that you make a good contribution to your school and local communities. I'm sure your singing, school productions and Maypole dancing are enjoyed by the people in the village. Well done! Thank you to the school council for the time they gave up to talk to me and good luck with the 'Get Adults Growing' project. The gardening club does well and adds to the beautiful grounds of the school. We also liked the contact you have with the school in Ghana. We have asked your school to establish a link with a school in Britain, perhaps one in a large town or city.

Thank you once again and I wish you all the very best for your future.

Yours sincerely

Michael Pye

Lead inspector

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