

# West Meon Church of England Voluntary Controlled Primary School

Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 116322         |
| <b>Local Authority</b>         | Hampshire      |
| <b>Inspection number</b>       | 357940         |
| <b>Inspection dates</b>        | 8–9 March 2011 |
| <b>Reporting inspector</b>     | Michael Barron |

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>                     | Voluntary controlled                             |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 86   |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Linda Davies                                     |
| <b>Headteacher</b>                         | Hilary Hopkins                                   |
| <b>Date of previous school inspection</b>  | 31 October 2007                                  |
| <b>School address</b>                      | Church Lane<br>West Meon<br>Petersfield GU32 1LF |
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed four teachers. They also held meetings with the headteacher, members of the governing body, parents and carers, the senior teacher, staff and groups of pupils. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with procedures for protecting and keeping pupils safe (safeguarding), assessment and tracking documentation, pupils' records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 76 Ofsted questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Attainment and progress, especially in writing, and what this signifies in terms of the quality of teaching and learning and the progress of different groups of pupils.
- Provision for cultural education and its effect on building up pupils' knowledge and understanding of cultures and communities other than their own.
- The quality of care, guidance and support for pupils.
- The robustness of the school's systems for safeguarding pupils.

## Information about the school

This is a small school serving a wide rural catchment area. Pupils are taught in three classes. Almost all are from White British backgrounds and all pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is below the national average. However, the proportion of pupils with special educational needs and/or disabilities is above that in most primary schools. The needs of this group of pupils include physical disabilities although most have moderate learning difficulties. There is Early Years Foundation Stage provision in the school's mixed Reception/Year 1 class. The school holds several awards including the enhanced Healthy School award.

**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

This is a good school which prepares pupils well for the next stage of their education. Parents and carers are very positive in their support for the school. 'This is a school where children thrive' and 'My child loves school and cries when she is unable to attend' being typical of comments in the returned parents' and carers' questionnaires. Pupils say that they enjoy school and this is reflected in their above average attendance rates. Their behaviour is outstanding and pupils comment that they feel very safe and valued as individuals.

At the heart of the school's success is the clear vision of a well-respected headteacher who provides outstanding leadership. She displays the drive and enthusiasm to ensure the school is always looking at ways to increase its effectiveness. She has worked well with her dedicated staff and governing body to ensure that the school has rigorously and accurately evaluated its performance on a regular basis in order to improve its practice. This has led, for example, to improving the effectiveness of the Early Years Foundation Stage from satisfactory to good since the previous inspection and is a clear indication of the school's good capacity to improve.

Outcomes for pupils are outstanding, as is the quality of care, guidance and support. Achievement is good and pupils, including those with special educational needs and/or disabilities, make good progress in all year groups. Inspection evidence confirms that the attainment of present Year 6 pupils is above average. Even so, the attainment of the more able pupils in writing, while still above the national average, is not as good as their attainment in reading or mathematics throughout the school.

Pupils enjoy talking about what they like about school, especially the good range of visits and visitors. However, they have little understanding of the multicultural nature of society in the United Kingdom. They find joining in conversations about this difficult through lack of understanding and this remains a gap in their learning.

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

- By March 2012 raise attainment in writing by ensuring that the more-able pupils are provided with regular opportunities to use their above average writing skills successfully when completing longer pieces of work.
- By December 2011, improve pupils' cultural awareness and understanding, especially that of the multicultural nature of modern society in the United Kingdom, by providing them with regular opportunities to increase their knowledge and experience of the wider world in which they live.

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## Outcomes for individuals and groups of pupils

**1**

Pupils comment that being at school is 'like being in a big family'. They enjoy lessons and say that teachers 'are really nice'. They respond well to the caring approach taken by the school and this adds to their enjoyment of learning and to their progress. Several pupils commented that they did not look forward to staying away from school during the holiday periods. Pupils are proud of their outstanding links with the local community and talk enthusiastically about how pupils organised a money-raising appeal in the village for the Haiti earthquake appeal. Pupils have also led the way in ensuring that the local pub, church and village shop are now actively supporting a choir from Africa that recently visited the school.

Pupils are confident adults will always deal with any very rare instances of unsocial behaviour quickly and fairly. They have a very good grasp of the importance of eating healthy foods and exercising regularly and talk enthusiastically about the fact that the school has gained the Healthy School award. Pupils take their responsibilities seriously and believe the school council plays an active part in helping the school to take account of their views and act on them when appropriate. Older pupils say they look forward to taking responsibility for looking after the younger ones, especially at playtimes. The quality of pupils' spiritual, moral, social and cultural development is good overall. However, while the quality of pupils' cultural development is satisfactory, their spiritual, moral and social development is outstanding and this is reflected in pupils' excellent behaviour and in their high levels of respect and care for others.

Children usually begin their first year at school with most of the skills expected for their age, although this can vary from year to year. Even so, their writing skills are often less well developed. Pupils make good progress throughout the school and list English and mathematics among their favourite subjects because 'teachers make learning fun', especially when they mix subjects together in lessons and use interactive whiteboards in order to make learning more interesting. This was the case in a well-taught English lesson to the mixed Year 5 and Year 6 class in which the teacher linked learning well to a true-life story about climbing Mount Everest. Pupils worked hard at finding out more about the mountain and made good progress developing their understanding of the correct use of verbs, adjectives and adverbs because they were really interested in what they were doing.

Pupils work well in lessons, both independently and in small groups. This leaves teachers and learning support assistants with the time to offer a very good level of care and support to pupils who are experiencing difficulties in learning. This was evident in a lesson for Year 2 pupils when the class teacher and learning support assistant had the time to help individual pupils to successfully complete their work on sorting two-dimensional shapes, while all the other pupils continued to work well independently. Pupils' good skills in literacy and numeracy, their outstanding attitudes to learning and their good collaborative and independent skills are preparing them well for their future economic well-being.

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

*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

The curriculum links different subjects together well and has been designed to make learning enjoyable while focusing on promoting the effective development of skills in numeracy, literacy and information and communication technology. However, the more-able pupils in all year groups do not presently have sufficiently regular opportunities to improve the use of their above average basic writing skills when completing longer pieces of written work. As a result, they do not make the progress they are capable of in developing their writing skills.

Dedicated teachers and effective learning support assistants work enthusiastically together as a whole-school team in order to make a positive contribution to pupils' progress. The quality of teaching is uniformly good throughout the school even though, on rare occasions, teachers tend to make introductions to lessons a little lengthy. Although some classrooms are rather small, they are colourful and well resourced and teachers always make best use of the available space. The quality of pupils' displayed work is of a good standard and provides clear evidence that the school's effectiveness is not just restricted to ensuring good progress in mathematics and English.

The level of care, guidance and support for pupils is outstanding and is the basis for their good personal development. Parents and carers value the way the school looks after their children. Pupils are confident they will always be very well looked after. Very effective induction and transfer arrangements help pupils settle into new routines. Pupils whose

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circumstances make them more vulnerable receive excellent levels of well-targeted care and support and this enables them to take a full part in school life. Pupils look forward to meeting interesting visitors to school and visiting places of interest on school trips, especially the annual residential visit to Stubbington Study Centre. They appreciate the diverse programme of enrichment activities the school provides for them including after-school sporting and musical activities. However, the curriculum does not offer regular opportunities for pupils to develop their understanding of the wider nature of modern society in the United Kingdom.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The good quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning. All teaching staff have several leadership and management responsibilities and work well with the headteacher to ensure all pupils are given equal opportunities to succeed. Staff are well supported by the governing body, which takes its duties seriously and offers the school a good level of support and challenge.

Teachers are always on hand to meet parents and carers both before and after school each day. This reflects the outstanding quality of the school's engagement with parents and carers, who are strongly involved with the school in general and with their child's learning in particular. This was evident in the very positive nature of the unusually high percentage of parent questionnaire replies received during the inspection.

Resources are used well to enhance learning and the school has developed good links with outside agencies and partnerships with, for example, other local schools. Safeguarding procedures, including risk assessment systems, are outstanding. They are constantly revised and updated and fully meet all requirements. This is reflected in the precision of the staff recruitment and vetting checks and the way in which the school regularly monitors and evaluates its policies and practices. Ongoing safeguarding training for staff and governors is of a high quality and all staff are very well aware of the importance of their role in protecting and safeguarding pupils.

The school's work in promoting community cohesion is satisfactory. It has built up very effective links with the local community, which it uses very well to develop pupils' understanding of the immediate world around them. However, pupils have only a limited appreciation of the diversity of cultures and beliefs in the wider national community.

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*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <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>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</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>2</b> |

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress and enjoy learning because teaching caters well for their individual needs. Parents and carers value the quality of education the school provides for their children. One commented, 'After just a couple of months in the Reception class my daughter has become confident and extremely happy.'

The classroom, which Reception year children share with Year 1 pupils, is a colourful and welcoming place and provides a stimulating learning environment. Ongoing records of children's progress are used effectively when planning further work and all children have individual learning targets on display in the classroom. The class teacher and learning support assistants ensure that lessons provide children with opportunities to work independently and cooperate with each other while at the same time prioritising improving skills in all areas of learning. However, there are occasions when adults could be used more effectively to help children with their learning at the beginning and end of lessons.

Good leadership and management ensure a high priority is given to children's personal, social and emotional development and to their welfare. The level of care, guidance and support for children is outstanding. Children feel very safe and secure, are happy and contented and know they can get help if they are worried about anything. Behaviour is excellent. Children appear eager to learn and quickly develop the skills needed to interact well with older classmates and adults. This was evident in an outdoor session in which children worked well together in small groups at a number of activities. They all appeared quite confident when seeking the support of adults if they needed help with their work.



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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>2</b> |
| 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

There was a well above average response to the parents' and carers' questionnaire returns. A large majority of parents and carers who returned the questionnaires or who were spoken to by inspectors believed their children enjoyed school. Almost all parents and carers felt the school kept their children very safe. A very large majority of parents and carers believed that the quality of teaching was good and felt their children were making good progress in learning. A very small minority of parents and carers felt that their children were not making enough progress and that the school did not help them to support their children's learning. A few felt the school did not take account of their suggestions and concerns.

Inspectors considered these comments and judged that pupils made good progress and that the school effectively helped parents and carers to support their children's learning. Inspectors also judged that the school took good account of parents' and carers' suggestions and concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at West Meon Church of England Voluntary Controlled 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 46             | 61 | 29    | 38 | 1        | 1  | 0                 | 0 |
| The school keeps my child safe  | 54             | 71 | 22    | 29 | 0        | 0  | 0                 | 0 |
| My school informs me about my child's progress  | 41             | 54 | 28    | 37 | 4        | 5  | 2                 | 3 |
| My child is making enough progress at this school   | 32             | 42 | 35    | 46 | 8        | 11 | 1                 | 1 |
| The teaching is good at this school   | 43             | 57 | 26    | 34 | 4        | 5  | 0                 | 0 |
| The school helps me to support my child's learning  | 37             | 49 | 30    | 39 | 7        | 9  | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 30             | 39 | 40    | 53 | 4        | 5  | 1                 | 1 |
| 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) | 29             | 38 | 30    | 39 | 5        | 7  | 1                 | 1 |
| The school meets my child's particular needs  | 28             | 37 | 38    | 50 | 6        | 8  | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 33             | 43 | 35    | 46 | 6        | 8  | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 31             | 41 | 36    | 47 | 6        | 8  | 2                 | 3 |
| The school is led and managed effectively   | 31             | 41 | 37    | 49 | 3        | 4  | 2                 | 3 |
| Overall, I am happy with my child's experience at this school   | 40             | 53 | 28    | 37 | 7        | 9  | 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      | 59  | 35   | 3            | 3          |
| Primary schools      | 9   | 44   | 39           | 7          |
| Secondary schools    | 13  | 36   | 41           | 11         |
| Sixth forms          | 15  | 39   | 43           | 3          |
| Special schools      | 35  | 43   | 17           | 5          |
| Pupil referral units | 21  | 42   | 29           | 9          |
| All schools          | 13  | 43   | 37           | 8          |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



10 March 2011

Dear Pupils

**Inspection of West Meon Church of England Voluntary Controlled Primary School, Petersfield, GU32 1LF**

Thank you for welcoming me and the other inspector to your school. You were all friendly and helpful and we soon realised why you enjoy coming to school and work so hard in lessons. We found it very interesting reading your questionnaire replies and talking to you about what you like the most about your school. We agree with you when you say that you attend a good school.

Here are some of the main things we found out about your school:

- Your school gives you a good start to your education.
- Your teachers make sure you always know how well you are doing and what you need to do to improve your work.
- Your behaviour is outstanding and you all get on with each other very well.
- All the adults who work in the school care for you and support you very well. They always make sure you are very safe and very well looked after.
- Your headteacher, governors and staff have worked hard to improve the school.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- help the more able pupils to improve the quality of their writing so it is as good as their work in mathematics and reading
- help all of you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds to yours.

Once again, thank you for making us feel so welcome in your school and remember you can help your school to improve by continuing to work hard.

Yours sincerely

Michael Barron

Lead inspector

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