

Inspection of a good school: West Meon Church of England Voluntary Controlled Primary School

Church Lane, West Meon, Petersfield, Hampshire GU32 1LF

Inspection dates:

23 October 2019

Outcome

West Meon Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Pupils really like coming to this school and enjoy learning. They work hard to meet the high expectations that leaders and teachers have for each and every pupil. Teachers plan interesting lessons that spark pupils' enthusiasm, so that pupils become keen learners. By the time they leave school at the end of Year 6, pupils achieve high academic standards.

Everyone knows each other and gets along very well together in this small community. Pupils are kind and care for each other. There is a 'friendship bench' on the playground where pupils can go if they need someone to play with. However, one girl said: 'All benches are really friendship benches.' Another pupil will always notice if someone is alone and will help them to find a friend. This leads to a friendly school where everyone feels included. Parents value this. One described the school as 'an extremely nurturing environment and supportive learning space for my child to grow'.

Pupils know exactly what bullying is. They would report it to an adult if they saw it, confident that it would be dealt with. However, pupils struggle to remember any incidences of bullying. They feel safe and happy here.

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

Leaders have designed an interesting curriculum. They have planned it to make sure that pupils in mixed-age classes do not repeat learning unnecessarily. Teachers adapt the curriculum well so that it meets the needs of pupils with special educational needs and/or disabilities (SEND). As a result, all pupils know and remember more over time. They are well prepared for the next stage of their education, especially at the end of key stage 2.

The headteacher and other leaders rightly see reading as an essential skill for children to learn early on. Staff make sure that children start to learn phonics as soon as they join Reception. Teachers enable children to learn quickly and accurately. Children take home

books that they can read independently. Practising reading these books helps children to become increasingly confident and fluent. Teachers spot any pupils who start to fall behind and help them to catch up quickly, including those with SEND. Pupils go on to use a wide range of texts to practise reading and to develop higher-order reading skills. They grow to love books and reading and achieve very well.

Pupils in key stage 2 learn to write well. They use the lessons learned in reading to help them become strong writers. In key stage 1, teachers do not teach pupils to write well enough. As a result, pupils' writing skills are not as strong as they could be.

Teachers sequence learning well in the majority of subjects, so that pupils learn and remember more. For example, in art, pupils first experiment with watercolours and learn about perspective. They then learn to represent depth of field while using watercolours. In mathematics, pupils first learn their two times table. They go on to use this knowledge to solve division problems. However, this is not consistent across all subjects. Not all subject leaders plan for what they want pupils to know and understand by the end of each topic. Leaders are fully aware of this and are taking action to strengthen the curriculum across all subjects further.

Pupils concentrate in lessons and do their best. They work together well and discuss ideas thoughtfully. Classrooms are calm, purposeful places. This allows teachers to focus on helping pupils to learn.

Leaders support pupils' wider personal development very well. Pupils understand how the school's values of respect, creativity and courage apply in their lives. For example, a pupil in assembly knew 'not to just follow the crowd'. Pupils develop a strong sense of right and wrong.

There is a range of after-school clubs. All pupils are encouraged to attend. Disadvantaged pupils are particularly encouraged to take part. Special arrangements are made to make this possible. Pupils also take up many roles of responsibility in the school. For example, during the inspection there was a parents' evening. Older pupils welcomed parents at the door and escorted them to the right classroom.

Children get off to a strong start in the early years. Staff provide an interesting range of activities indoors and outside. Children love learning. They build knowledge and skills securely across the curriculum. Children behave very well, getting on with classmates and adults. They feel completely safe in school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles in keeping pupils safe. Staff have had up-to-date training. They know the worrying signs of harm to look out for. One staff member explained that she would look out for 'anything that doesn't look right'. Staff know how to report and record any concerns swiftly and accurately.

Leaders understand the risks for pupils in this small rural school. For example, the roads

around the school are very narrow. Leaders make sure that pupils learn to use roads safely. Pupils also learn to stay safe in other situations, such as in water and when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils write well in key stage 2. Teachers provide opportunities for them to develop their writing using the knowledge skills they have gained from reading lessons. Pupils' writing is less strong in key stage 1. Leaders should ensure that pupils' writing is consistently strong across all key stages.
- In most subjects, teachers have a clear understanding of what pupils will know, remember and be able to do at the end of each topic. However, this is not fully embedded in all subjects. Leaders should continue the work that they have started to make sure that teachers are clear about the intended learning outcomes in all subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged West Meon Church of England Voluntary Controlled Primary School to be good on 8–9 March 2011.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	116322
Local authority	Hampshire
Inspection number	10111279
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair of governing body	Alan Bassil
Headteacher	Julie Kelly
Website	www.westmeon.hants.sch.uk
Date of previous inspection	22 February 2016

Information about this school

- West Meon CofE Primary is designated as a Church of England aided primary school. Its most recent section 48 inspection took place in March 2016.

Information about this inspection

- Inspectors met with the headteacher regularly throughout the inspection. Meetings were held with four governors, including the chair of the governing body. An inspector spoke to a representative of the local authority on the telephone.
- Inspectors focused in depth on reading, mathematics and science. Inspectors met with leaders of each of these subjects. Inspectors visited lessons in all classes. An inspector also spoke to pupils and teachers from these lessons and looked at their work with subject leaders.
- Inspectors spoke to leaders, pupils, staff and governors about safeguarding. An inspector looked at various documents relating to safeguarding, including a case study of a vulnerable pupil.
- Inspectors considered 22 responses to Ofsted's online questionnaire, Parent View. An inspector spoke to parents at the school gate at the start of the day. In addition, 12 responses to Ofsted's staff questionnaire and 17 responses to Ofsted's pupil

questionnaire were taken into account. Inspectors also considered an email received from a parent.

Inspection team

Bruce Waelend, lead inspector

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