



# Meon Infant School

## Inspection Report

**Unique Reference Number** 116189  
**LEA** Portsmouth LEA  
**Inspection number** 279767  
**Inspection dates** 28 June 2006 to 29 June 2006  
**Reporting inspector** Glenys Fox HMI

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

<b>Type of school</b>	Infant	<b>School address</b>	Shelford Road
<b>School category</b>	Community		Milton
<b>Age range of pupils</b>	4 to 7		Southsea PO4 8NT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02392731082
<b>Number on roll</b>	154	<b>Fax number</b>	02392295715
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Gwen Butler
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mrs Carole Taylor

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 28 June 2006 - 29 June 2006	<b>Inspection number</b> 279767
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## Introduction

The inspection was carried out by one HMI and one additional inspector.

## Description of the school

Meon Infant School is a two form entry school. It is smaller than many infant schools. It is a popular school and 42 percent of pupils come from outside the normal catchment area. It shares a site with Meon Junior School and the Jack and Jill playgroup. The school serves the local community, which is mostly made up of owner occupied terraced housing, with a minority of families living in high rise flats or new housing. Most of the parents are very supportive of the children's learning and take an active role in the life of the school. Seven children have English as an additional language although 10 per cent are of heritages other than white British. Eighteen per cent of pupils have special educational needs although none are statemented. Ten per cent of pupils are entitled to free school meals.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

'We feel extremely privileged that our children have had the benefit of attending Meon Infant School'. (Quote from a parent)

This is an outstanding school. Parents are overwhelmingly positive about the quality of education provided; many comments like the one above were written on the questionnaires. It is led by an excellent headteacher and deputy headteacher and well supported by an effective governing body. They have a clear vision for the school and a strong commitment to school improvement. Very good, although modest, self-evaluation, highlights what needs to be done to build on strengths and tackle areas for development. Although there are several good subject and aspect plans, there is no overall strategic plan summarising the main issues. The school has gone from strength to strength following a report in 2000 which judged the school to be very effective. Consistently high standards have been maintained and new initiatives have been embraced with enthusiasm to the benefit of all the pupils. Children join the reception class with overall standards that are in line with those expected for their age, make excellent progress and leave the school with standards well above average. Provision in the Foundation Stage is outstanding. The school has high aspirations for its pupils and serves them and their families extremely well. It provides excellent value for money and has strong capacity for further improvement.

Pupils are very happy at the school and make outstanding progress in personal development. Excellent teaching and a well planned rich curriculum enable children of all abilities to thrive. Assessment is highly effective and record keeping is accurate but mechanisms are inconsistent and time consuming.

### What the school should do to improve further

andmiddot; Make the ongoing procedures for assessment more consistent and manageable.andmiddot; Summarise the strategic planning to produce one overall school improvement plan for improved coherence.

## Achievement and standards

### Grade: 1

'The sign of an excellent school is how much your child enjoys going and achieving during their time there. This is how our son feels every day' Achievement and standards are exceptionally and consistently high. Given their starting points, pupils' achievement is outstanding. Children join the reception class with standards generally in line with those expected for their age. They make excellent progress in the Foundation Stage and leave with standards above those expected at this stage. In Key Stage 1 they continue to make excellent progress and by the time pupils reach the end of Year 2 standards are significantly higher than the national average. Standards in writing and mathematics have consistently been significantly higher than the national average over the past five years. Standards in reading have been higher than the national

average over this period. The 2006 Key Stage 1 assessments show that standards remain high. All pupils, including those with learning difficulties and disabilities, achieve extremely well. The school sets very challenging targets which, despite outstanding achievement, are not always met. These targets maintain the high expectations and focus of staff effectively and this contributes well to outstanding teaching and learning.

## **Personal development and well-being**

### **Grade: 1**

'A fantastic start for our child. Our daughter loves school and everyone involved in it!'

The pupils make outstanding progress in their personal development and the parental quote above is just one example which demonstrates how much the children enjoy being at school. Pupils learn to be part of a community as a result of the purposeful and happy ethos of the school. Their behaviour in lessons and around the school is exemplary. Attendance and punctuality are good.

Spiritual, moral, social and cultural development is outstanding. Pupils responded with wonder and reverence to the inspirational music lesson which created a special atmosphere through the use of lighting and drums. They learn effective strategies for listening to each other and resolving conflicts. They are learning to care about people less fortunate than themselves through good links with local and international charities. Delightful experiences such as observing the minibeasts in the school garden add much to their appreciation of the world around them. Through music and religious education they are learning well about other cultures. The pupils are aware of the need to work safely and to take care of equipment. They enjoy healthy snacks at breaktime although at lunchtime, the meat from the external caterers was hard for the children to eat unaided. At playtimes, the pupils enjoy many lively activities, supervised by a skilled and enthusiastic team. Through the work of the newly formed school council, pupils are able to give their views and have already made decisions, for example, to provide fruit monitors in the playground and they are running a stall at the school fete.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

'My son is in reception and I would like to say that I am very pleased with his progress. The teaching is excellent'

Teaching and learning are outstanding. Learning is excellent because the approach to teaching and assessment is sharp, well focused and highly effective. Pupils are eager to behave well and respond quickly to teachers' requests. Time is used well in lessons. Pupils enjoy the imaginative methods used by staff - for example, the pupils really enjoyed the way the topic of 'Titanic' was taught using drama, writing, history and art. Staff know all the pupils extremely well and keep detailed records on progress and attainment. These records and clear objectives, which are reviewed each lesson, are used well to focus teaching and identify the next steps for each pupil's learning.

Although assessment is highly effective, mechanisms for recording are inconsistent and time consuming. Pupils, with learning difficulties and disabilities are skilfully identified and supported. Parents are well informed about the school and their child's progress through informal discussion, weekly open sessions and exemplary annual reports.

## **Curriculum and other activities**

### **Grade: 1**

'When I have the Gamalan drums at school, I don't want to go home' (quote from a pupil)

The curriculum is outstanding. It is very broad and balanced and all requirements are met, enabling all pupils to make excellent progress in their learning and personal development. It is used flexibly and effectively to meet the needs and interests of all pupils including those who are more able and those with learning difficulties. Reading, writing, mathematics, science and information and communication technology (ICT) are all covered very well using an excellent range of resources. Performing arts, including music and drama, are a strong feature and are used as a creative tool to enhance the whole curriculum. Displays of work show clearly the excellent links between subjects, for example, the scientific study of insects beautifully portrayed in careful art work. They clearly enjoy the curriculum. This is hugely enriched by visitors, such as those taking assembly and they benefit from external visits. There is an excellent range of after school clubs which many pupils keenly attend and enjoy. These contribute well to pupils' development and enable them to learn about and become part of the wider community.

## **Care, guidance and support**

### **Grade: 1**

'I have felt that the school has shown a really caring attitude and given time whenever I needed advice, support and direction and made me feel that I, and my daughter, matter'

The care, guidance and support given to pupils are outstanding. Parents enthuse about a warm, friendly school that works very effectively with them as partners. The care shown for all pupils, particularly those with learning difficulties and disabilities, is excellent. There are some outstanding examples of staff 'going the extra mile' to ensure that the children are kept safe and well. The school has highly effective systems for child protection to ensure pupil's safety and well-being. Risk assessments are rigorous. The school environment is secure, attractive, clean and well maintained. Links with outside agencies are most effective. Monitoring of pupils' academic and personal development is highly effective. The school's assessment and target setting ensure that pupils receive good guidance and understand how they can improve their work

## Leadership and management

### Grade: 1

'The whole school is fabulous. The facilities are state of the art and all the teachers from the headteacher to the teaching assistants and classroom helpers give their all to the children. I shall be very sad when my children leave.'

Leadership and management are excellent. The headteacher has a strong commitment to the school and has created a very cohesive and committed staff where all are valued. Staff show great loyalty to the school and many have been there for some years. This has not brought complacency or staleness but instead there is a strong momentum as staff move forward together in reviewing and improving their practice. Perceptive self-evaluation and subsequent action have had positive impact. Sharply focused analysis of teaching, combined with robust performance management, has enabled the school to develop its practice most effectively. It is well placed to build upon its substantial success. All the staff have a strong commitment to school improvement which has many strands. Although there are several good subject and aspect plans, there is no overall strategic plan summarising the main issues. The school underestimates its performance because it is highly analytical and self-critical. Governors play an important role in supporting the school. They are starting to ask probing questions to challenge the school about its performance. Finances and building projects are managed very well and used to provide high quality staffing and resources. Parents, the wider community and other providers contribute well to the school's success.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

Thank you for being so friendly and helpful when we came to visit your school. We enjoyed being with you, meeting many of you and seeing you work. We particularly enjoyed seeing you play 'Gamalan', find mini-beasts in your nature area and taking part in your drama about the Titanic.

We think that your school is outstanding, which means it is very good indeed. Mrs Taylor is a very good headteacher and the staff work well together to make the school as good as it is. You told us that you really enjoy coming to school and that you like learning. Your parents wrote a lot of good things about the school which shows that they really like the school too.

We saw that you behave well and care a lot about each other. We know that your teachers value your ideas, want you to learn as much as you can and want the very best for you all. They all work very hard to make learning fun. You are all doing very well. There are a couple of things we have asked the school to do, to make it even better. They are both connected with how the school runs behind the scenes, so you will probably not notice any difference – but they are designed to make life a bit easier for the adults. Your school council was very excited about running a stall at the school fete so we hope that you all enjoyed that. With best wishes,

Glenys Fox

Her Majesty's Inspector