

# Meon Infant School

## Inspection report

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<b>Unique Reference Number</b>	116189
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	326343
<b>Inspection date</b>	1 May 2009
<b>Reporting inspector</b>	Janet Sinclair

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	175
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Roberts
<b>Headteacher</b>	Mrs Carole Taylor
<b>Date of previous school inspection</b>	28 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Shelford Road Milton Southsea PO4 8NT
<b>Telephone number</b>	02392 731082
<b>Fax number</b>	02392 295715

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: provision in the Early Years Foundation Stage, overall achievement, the quality of teaching and the effectiveness of leadership and management.

Evidence was gathered from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff and pupils and an analysis of parents' questionnaires.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments as given in the SEF were not justified and these have been included where appropriate in the report.

## Description of the school

Meon is an average-sized infant school. Children from four to five years of age attend the Early Years Foundation Stage. The proportion of pupils with learning difficulties and/or disabilities is broadly average. They have predominantly speech and communication difficulties. Pupils are mainly White British, although a few pupils are from minority ethnic backgrounds and a small number are at an early stage of learning English as an additional language. The school has the Artsmark Gold award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school, which has maintained its excellent provision since the last inspection. It is led by an extremely dedicated headteacher and an enthusiastic and totally committed whole-school team who work incredibly hard to ensure educational excellence. Their style is unique because they have worked harmoniously together for many years, and they are hugely successful because of their strong support for each other and their constant evaluation of their practice to ensure all pupils maximise their potential. Pupils love their school and all it has to offer. This is shown in their excellent behaviour and attitudes, and good attendance. They say that lessons are fun and teachers are friendly and always there to help them with their work. Parents are very supportive of the school. One parent's comments summarise the views of most: 'This really is an outstanding school. So much effort and enthusiasm is shown by all the teachers and staff. They are led by a headteacher who has a real love of children and cares about their happiness as well as their learning.'

Children get off to an excellent start in the Reception classes so that they make outstanding progress across the six areas of learning. This is built on successfully across Key Stage 1 so that standards are well above average in reading, writing and mathematics at the end of Year 2. Pupils' outstanding progress is due to excellent teaching, rigorous assessment, and constant attention to meeting the variety of pupils' needs. Teachers know their pupils extremely well and use methods that fully engage them in their learning. These include excellent questioning, very good explanations, exciting activities such as questioning 'Winnie the Witch', effective use of support staff and stimulating discussion. There is a high level of expertise among the staff that is used extremely well to ensure excellent curricular provision and promote outstanding teaching and learning. Occasionally, however, work is too directed by the teacher, so pupils do not have enough responsibility for their own learning, which limits their overall contribution. Provision for pupils with learning difficulties and/or disabilities is outstanding. Their needs are identified quickly and very effective procedures put in place, ensuring they make the same excellent progress as their classmates. The needs of vulnerable pupils as well as those who are most able are fully met through the school's meticulous attention to their academic needs.

An excellent curriculum and high-quality care support pupils' outstanding personal development and excellent progress. Pupils thoroughly enjoy their exciting music lessons, the outstanding range of art activities which has won the school the Artsmark Gold award, as well as the many opportunities they have to develop their computer skills. They take their responsibilities as school councillors seriously and are keen to raise funds for those less fortunate than themselves. They also raise money at Christmas fairs and book sales, which has enabled them to buy play equipment for the playground. Pupils have a clear understanding of how to stay healthy. They know that fruit at break times, healthy school lunches and plenty of exercise such as gymnastics and football all contribute positively to a healthy lifestyle. They also fully enjoy the 'Lets Get Cooking' initiative which has given pupils opportunity to grow their own vegetables.

Outstanding leadership at all levels underpins the school's many successes. This has been secured through a clear focus on using the leadership skills of all staff. Staff readily accept responsibility, teamwork is excellent and morale is high. All aspects of the school's work are under constant and rigorous scrutiny in order to maintain and build upon the excellent provision, ensuring an outstanding capacity to make further improvement. All staff are committed to providing a community where a love of learning is fully developed. Governors hold the school to account very well with a good balance of support and challenge. Community cohesion is

promoted well through a strong school community, an effective partnership with parents, links with a local football club, the enriched curriculum and special events such as Healthy Schools week. Global links are developing.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children's attainment on entry is below expectations in communication, language and literacy and mathematical calculations. In other respects, it is broadly average. Due to outstanding provision, many children achieve standards that are above average by the time they transfer to Year 1. Staff provide exceptionally well for all children's needs and take great care to help them fully develop in all aspects of their work. As a result, children thoroughly enjoy their learning and their achievement is outstanding. They respond very well to challenges, show high levels of independence and are confident and enthusiastic learners. This was clearly seen in their strong involvement in their role play, their enthusiasm and control when playing musical instruments, and the purposeful manner in which they used the computers to print their work. Teachers carefully plan an excellent balance of child-chosen and teacher-led activities, which include very good use of the outside area. They make excellent use of observations to track the progress of each child. As a result, all children achieve exceptionally well through carefully planned and interesting opportunities to play. Staff are in the process of further developing the provision so that children have greater responsibility for their learning. Children behave very sensibly, and learn to be safe, for example when cutting their fruit with a knife. The setting is very well equipped, safe and secure, enabling all children, including the most vulnerable, to thrive.

### **What the school should do to improve further**

- Give pupils more responsibility for their learning by involving them more in planning and organising their own work.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 May 2009

Dear Pupils

Inspection of Meon Infant School, Southsea, PO4 8NT

We thoroughly enjoyed our visit to your school and would like to thank you for being so friendly and helpful. We enjoyed meeting the school council and were delighted to learn how much you enjoy school.

We found your school to be providing you with an outstanding education.

Here are some other things we particularly liked about your school.

- You have an outstanding headteacher, teachers and school staff who are dedicated to ensuring you achieve the very best you can in all your work.
- You make an excellent start in the Reception classes with many exciting activities to help you learn.
- You make outstanding progress because you are taught extremely well.
- You thoroughly enjoy school, especially your music, art and computer lessons, sports clubs and visits.
- Your excellent attitudes to work and outstanding behaviour show how keen you are to learn and reflect the exceptionally good care you receive from all adults.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more.

- Give you more opportunities to be involved in organising your work.

Yours faithfully

Janet Sinclair

Lead Inspector