

Tribal
1-4 Portland Square
Bristol BS2 8RR

T 0300 123 1231

Text Phone: 0161 6188524 **Direct T** 0117 3115319

enquiries@ofsted.gov.uk **Direct F** 0117 3150430

www.ofsted.gov.uk

Direct email: matthew.parker@tribalgroup.com

16 September 2011

Mr M Edwards
Headteacher
Andover Church of England Primary School
East Street
Hampshire
SP10 1EP

Dear Mr Edwards

Special measures: monitoring inspection of Andover Church of England Primary School

Following my visit with Jon Palethorpe, Additional Inspector, to your school on 14 and 15 September 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The school, including representatives from the governing body and the local authority, was a participant in a pilot scheme to increase the pace at which schools come out of special measures. An HMI experienced in schools causing concern work visited the school and discussed the plans that the school and local authority have made to ensure it improves.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hampshire and the Diocese of Portsmouth and Winchester.

Yours sincerely
Elisabeth Linley

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

- Raise attainment and progress in English and mathematics by improving the quality of teaching and learning, ensuring that:
 - teachers make effective use of day-to-day assessments to plan the next steps in pupils' learning
 - teachers and teaching assistants take time to question the pupils and discuss activities with them, in order to check their understanding and encourage independent learning
 - learning is made more enjoyable and interesting for pupils through the full implementation of a skills-based, creative curriculum.

- Improve self-evaluation and leadership and management at all levels by:
 - rigorously monitoring the quality of teaching, taking account of pupils' learning and progress
 - using assessment information to quickly identify underachievement, which leads to swift and effective intervention to support improvement
 - ensuring that the governing body rigorously monitors the performance of the school, especially the attainment and progress of pupils
 - developing shared leadership roles and responsibilities among senior staff related to improving teaching and learning and raising achievement.

Special measures: monitoring of Andover Church of England Primary School

Report from the first monitoring inspection on 14–15 September 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior leaders and other members of staff. They met with pupils, governors, including the Chair of the Governing Body, and representatives from the local authority.

Context

There have been some changes in staffing since the school's inspection. The temporary teacher of the Reception class has left the school and has been replaced by the Year 4 teacher. A new teacher joined the school in September and has been appointed to teach pupils in Year 4. At the time of the monitoring visit a member of staff was absent and the deputy headteacher was teaching his class. A number of new governors have recently joined the governing body and one governor has left. Pupil numbers have decreased; there are now 196 pupils on roll.

Pupils' achievement and the extent to which they enjoy their learning

Since the school's inspection, pupils in Year 2 and Year 6 have completed national tests and assessments that took place during the summer term. The outcomes show that by the end of Year 2, pupils' attainment in reading, writing and mathematics was broadly average. However, unvalidated data from the Year 6 tests show that pupils' attainment in English and mathematics fell significantly when compared with the Year 6 results of 2010. The school's own data confirm that too many pupils throughout school have not made enough progress and the school's targets in this respect have not been met. Observations of pupils' learning confirm that the main reason for this is because the proportion of inadequate teaching in school is too high. There is not enough good teaching to ensure that pupils make the progress of which they are capable. Furthermore, the curriculum has not been reviewed or developed to ensure that pupils are engaged well enough in their learning.

Progress since the last S5 inspection:

- Raise attainment and progress in English and mathematics by improving the quality of teaching and learning – **inadequate**.

Other relevant pupil outcomes

In discussion with pupils, they confirm that they feel safe in school and most pupils are polite and considerate of others. Pupils were seen to be playing together well at lunch time and they clearly benefitted from their positive interaction with midday

supervisors. When teaching is good it makes a significant difference to the pupils' engagement in learning and their behaviour. However, some lessons are affected by low-level disruption and not all teachers manage this well enough. Furthermore, when potentially challenging behaviour occurs, it is not clear that there are any consistently applied strategies to manage the situation effectively.

Although pupils say they enjoy school, some say that lessons are 'boring'. In a number of lessons, pupils appeared to 'switch off' to learning because the curriculum and style of teaching did not engage them well enough. Furthermore, some pupils' persistent absence and lateness is a significant issue for the school. As a result, overall attendance at the end of the last school year was low when compared with the national average; this is a problem that has been continuing for a number of years. Although the school has some measures in place to promote pupils' attendance, more needs to be done to engage effectively with parents and pupils so that pupils' attendance and punctuality show rapid improvement.

The effectiveness of provision

The quality of teaching has not improved at a fast enough pace and this has had a direct impact upon pupils' progress and their achievement. Training has been carried out with teachers to improve planning and their questioning skills in lessons; however, the impact of this is inconsistent. Some good questioning was observed which focused on promoting pupils' thinking; for example, in the Reception class, when the teacher asked a child questions about the size of a plate when compared with another one. Pupils' targets are being developed and the use of 'talk partners', where this takes place, is helping pupils to share with their peers what they understand about their learning. Where good teaching was observed, questioning skills and strategies to aid assessment were used well. Where inadequate teaching remains, planning to meet the needs of pupils, for example, in terms of subject content and challenge, is not effective. Teachers do not have consistently high expectations of what pupils can achieve within a lesson. Furthermore, satisfactory teaching is not secure and occasional low-level disruption slows lessons down. Such factors are not helped by the fact that the curriculum has not been developed to aid both teaching and learning.

Pupils' progress is now tracked more carefully than it was; however, senior leaders are not assured that all assessments completed are accurate. Additionally, the tracking of pupils' progress is not yet analysed well enough to guarantee that intervention strategies used to aid pupils' learning are exactly right for the pupils concerned. There is much to be done to ensure that intervention and support are used effectively to aid pupils' progress and their improved attainment.

The effectiveness of leadership and management

The headteacher, staff and governors have shown a willingness to embrace change. All comment on the good quality support and challenge received from the local authority. The governing body has benefitted from additional governors and has received recent training to help better understand its role to challenge and hold the school to account. However, governors have yet to implement this important part of their work.

Some staff members are beginning to develop their skills to become effective leaders, for example of English and mathematics. These coordinators are more confident to support others and are keen to contribute to improvements in their subject areas. However, the leadership of the curriculum overall is in the very early stages of development.

The monitoring of teaching and learning is now established. However, monitoring does not focus rigorously on pupils' learning and the progress that they make in lessons. This lack of rigour is replicated in the school's work to assess the impact of its actions; for example, in respect of intervention strategies used to support pupils in their learning. Similarly, greater rigour is required in the analysis and use of assessment data by all leaders and staff, so that teaching and learning are improved and attainment raised at a much faster pace.

Progress since the last inspection on the areas for improvement:

- Improve self-evaluation and leadership and management – **inadequate**.

External support

The local authority's statement of action meets requirements and is fit for purpose. Challenge and support have been appropriately targeted. For example, the local authority has provided training for governors, middle leaders and staff. The governing body has been strengthened with the support of two additional governors and links with other schools have been facilitated. However, improvement has been too slow. More remains to be done to ensure that the pace of improvement accelerates, and with some urgency.

Only in exceptional circumstances, where they are crucial to the school's future success, should priorities for further improvement be added

- Develop and implement a range of effective strategies better to engage parents and pupils so that pupils' attendance and punctuality improve.