

# Ampfield Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116268
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357926
<b>Inspection dates</b>	11–12 October 2010
<b>Reporting inspector</b>	Liz Kounnou

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Edward Butcher
<b>Headteacher</b>	Mrs Julie Kelly
<b>Date of previous school inspection</b>	25 September 2007
<b>School address</b>	Knapp Lane Ampfield, Romsey SO51 9BT
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## Introduction

This inspection was carried out by one additional inspector. Twelve lessons were observed, during which three teachers were seen teaching. Meetings were held with governors, teachers and pupils. The inspector observed the school's work, and looked at pupils' books, work displayed around the school, school policies, assessment information and records. The inspector read questionnaires from parents and carers (23), pupils in Key Stage 2 (24) and staff (seven), all of which helped to inform the inspection process.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas:

- how effectively the school has raised attainment and improved achievement since the last inspection, particularly for pupils who are gifted and talented, and those that have special educational needs and/or disabilities
- the extent to which school leaders have successfully overcome the challenges of the high level of staff changes and ensured that there is greater consistency in teaching throughout the school.

## Information about the school

The school is much smaller than average. Almost all pupils are of White British heritage. A very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average. The majority of this group have been assessed with moderate learning or behavioural and emotional difficulties.

There has been a high level of staff change since the last inspection. An acting headteacher has been appointed to lead the school while governors seek to appoint a substantive headteacher. Governors have recently advertised this post for the third time.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

There has been a very high level of staff turbulence in this satisfactory school since the last inspection. Vacancies remain for permanent staff and this has limited the school's capacity to improve. The acting headteacher has put in place a range of systems for checking how well the school is doing, and has supported governors in planning for improvement. As a result, there is a sound foundation for development already resulting in satisfactory improvements in teaching and learning. Pupils say that 'lessons are fun now and there is more discipline'. A consistent and firm approach has secured good behaviour throughout the day. Governors now have adequate information about the school, including details of pupils' progress. This has enabled them to put in place satisfactory procedures to hold the school to account.

There are suitable systems for checking pupils' progress over time and the quality of teaching in each class or group. Staff do not always use effectively the information gained to highlight pupils who are falling behind, and what changes are necessary to ensure they make better progress. Currently, the acting headteacher carries out most of the checks. This means that staff and governors are not fully aware of the factors that are acting to limit some pupils' progress.

Pupils make satisfactory progress in their learning, with the majority reaching at least average standards by the time they leave the school. Recent reorganisation into two classes, one for pupils in Key Stage 2 and another for those in the Early Years Foundation Stage, together with pupils in Key Stage 1, was managed appropriately. Setting Key Stage 2 pupils by ability into two distinct groups for English and mathematics each morning has enabled a suitable level of challenge for the majority. It has also ensured small teaching groups across the school. Nonetheless, there is a lack of challenge for the most-able pupils in each key stage. This is because lesson planning does not set out clearly enough how pupils of all abilities will build on their previous achievements each day. Teaching is satisfactory overall and regularly provides pupils with good opportunities to work together in teams and make decisions about their work. As a result, pupils enjoy school. Most know the targets they need to achieve to improve their work over time. However, guidance in lessons to help pupils understand how they can succeed in their work each day is not clear enough.

The satisfactory curriculum includes a wide range of enjoyable activities that capture pupils' interest and enthusiasm. There are a considerable number of well-attended extra clubs, trips and sports activities for such a small school. Clear links between the different subjects mean that many experiences are memorable for pupils. Currently, the curriculum is not structured with sufficient precision to ensure that pupils in mixed-age classes increase their skills in all subjects as they move through the school.

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Parents and carers good support of the school is reflected in the very high levels of attendance. They particularly appreciate the caring small-school ethos.

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

- Improve pupils' progress and the quality of teaching and learning by:
  - using the information gained from assessment to ensure that planning sets out how pupils of all abilities, especially the most able, will make progress in lessons
  - ensuring that pupils know how to judge their own success in lessons
  - ensuring that curriculum plans show how pupils will increase their skills in all subjects as they move through the school in the mixed-age and mixed-ability classes.
- Improve the effectiveness of leaders and managers, including governors, in achieving the school's priorities by:
  - ensuring that leaders at all levels take part in rigorous monitoring activities to evaluate the impact of new initiatives
  - improving the analysis of assessment and tracking information so that all staff are fully aware of how well all pupils are doing in relation to their prior attainment, and know which pupils are falling behind.

## Outcomes for individuals and groups of pupils

<b>3</b>
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The number of pupils in each year group varies from year to year. Some cohorts are exceptionally small. Typically, by the time they leave the school, pupils reach average standards in both English and mathematics. Pupils are used to working independently and cooperatively. In Key Stage 2 mathematics sets, pupils chose a topic and a method to collect data, and then selected the best way of organising the information into charts or graphs. Pupils with special educational needs and/or disabilities make satisfactory progress. In the mathematics sets, there was more guidance and direction for pupils in this group, so that they could succeed in completing the task independently.

Key Stage 2 pupils say they like completing 'Wizard Writing' tasks, when they write at length independently in a quiet and calm classroom. They have written 'newspaper' columns about the Blitz with great care. Year 2 pupils demonstrate satisfactory independent writing skills when capturing the main aspects of the 'Gingerbread Man' tale in their writing books. Gifted and talented artists are developing their skills soundly through an Able Artist project. The most-able mathematicians take part in 'Mathletics' sessions. However, lessons across the curriculum are not planned sharply enough to ensure the most-able pupils consistently accelerate their progress.

Pupils feel very safe in school due to increased security measures, which they are well aware of. They have great trust in adults at school. They contribute well to the safety of others through a range of opportunities to demonstrate leadership and take responsibility in the school community. 'Blue Kangaroos' wear their badges with pride and explain they are responsible for ensuring no-one is lonely. Many of the oldest pupils wear a formal metal badge to show their role in the school. There are play leaders and school council members in addition to house captains. Pupils persuaded the headteacher to allow them

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to do some sponsored sports activities to raise money for the British Heart Foundation. Pupils know a lot about their own culture. They have good opportunities to learn how to play musical instruments, and they take part in other local activities, but they lack understanding and knowledge of the diverse cultures in Great Britain and around the world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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?

Many lessons include opportunities for 'hands-on' learning with resources to support each topic. Pupils regularly work cooperatively in teams and pairs. Teachers often ask pupils to make choices in their work and to review their achievements. This active style of teaching makes for enjoyable lessons that hold pupils' interest, so that pupils want to come to school. Displays all around the school reflect a variety of curriculum experiences and pride in the work. Pupils work in a well-organised and calm learning environment. They are enthusiastic and thoughtful in most lessons. Nonetheless, some lack challenge, especially for the most able. Regular assessment takes place, but the information is not used systematically to inform teachers' planning. Lesson planning is mainly concerned with the activities that pupils will experience, rather than the skills they will develop as they move towards the next steps in learning. Pupils know their learning targets and appreciate comments their teachers write in their books, such as 'two ticks and a target' that show them how to improve writing. However, pupils do not always know what they need to

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achieve to succeed by the end of each lesson. They talk enthusiastically about what they are doing but are less confident about what they are learning.

Cross-curricular work contributes to pupils' enthusiasm. Pupils were reflective after watching a video of the Blitz before drawing pictures to show emotion. A lack of clarity in how the work would specifically increase either history or art skills in this mixed-age class limited the progress made in the finished work.

Parents and carers comment rightly that pastoral care is strong. Good relationships underpin the caring ethos of this small school. Care for pupils is well organised with clear routines and responsibilities, and good attention to detail. Newly introduced behaviour management systems have improved behaviour and attitudes, especially for boys.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Much has been done to establish sound systems for driving forward school improvement. Strategic planning for school improvement is well focused, concentrating on raising standards by improving teaching, learning and the curriculum. The checks that are regularly made to assess the quality of the school's work provide a clear and realistic picture of the school's current position. This means that school self-evaluation is accurate in the main. However, staff other than the acting headteacher have limited involvement in these activities. Consequently, they do not have the necessary information and skills to play a fully effective part in school development. The school employs a large number of qualified teaching staff, and support staff, in relation to the number of pupils on roll. This means that, although classes cover a wide age and ability range, the number of pupils in each teaching group is small. In addition, the school employs specialists to provide diverse activities such as French and tennis coaching. There has not yet been a comprehensive evaluation of the value for money provided by this high level of support.

Governors are now fully involved in the drive for success. New security measures have enhanced the procedures for ensuring pupils are safe, closely linked to a review of systems to ensure that suitable safeguarding checks are made and detailed records kept. The number of vacancies on the governing body hampers their work and limits their overall effectiveness and capacity to support the school. Governors are well aware that there is more to do in developing community cohesion. Rapid development, following a school audit of provision in this area, has secured a link with St Barnabas primary school in Uganda and the process of setting up a link with a contrasting school in England is well underway.

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The school's work to promote equality and to tackle discrimination is satisfactory. Electronic tracking of achievement sensibly focuses on the progress of individual pupils, as in some year groups there are only one or two pupils. While there is a good overview of how each child is doing, the system does not highlight progress of particular groups across the school, such as the most able.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

The welcoming classroom environment and outdoor area contribute strongly to the way that children quickly settle into this mixed-age class. Relationships are good and trust develops well through the gentle guidance provided for this group by the adults. Currently, there are eight Reception children sharing a class with 11 pupils in Years 1 and 2. Over time, children consistently make satisfactory progress and achieve outcomes in line with national expectations by the end of the Reception Year. There are many enjoyable activities for them to select each day, such as a market stall in the covered outdoor area and a well-resourced role-play area in the classroom. Children are thoroughly enjoying the tale of the 'Gingerbread Man' and make full use of the available resources to act out the story. Planning for this mixed-age class is not sufficiently specific about how the activities will enable children to reach the next steps in learning. As in Key Stage 1 and 2, lesson plans have more detail about the activities than the learning gains expected each day. A temporary leader, in post for only a few weeks, has worked in partnership with other staff to improve the learning environment significantly.



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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>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers hold positive views of the school. Some wrote to express thanks for the caring attitude and hard work of staff. Parents' and carers' concerns are mainly about the high level of staff changes and the impact this has on their children. The inspector agrees that, though unavoidable, the extent of staff changes in this small school has limited its ability to make good progress since the last inspection. Governors are receiving a good level of support from the local authority to make permanent appointments and they are determined to appoint good quality staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Ampfield Church of England Primary 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	46	12	50	0	0	0	0
The school keeps my child safe	17	71	6	25	0	0	0	0
My school informs me about my child's progress	10	42	13	54	1	4	0	0
My child is making enough progress at this school	10	42	13	54	0	0	1	4
The teaching is good at this school	12	50	11	46	1	4	0	0
The school helps me to support my child's learning	12	50	11	46	1	4	0	0
The school helps my child to have a healthy lifestyle	11	46	12	50	1	4	0	0
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)	9	38	12	50	3	13	0	0
The school meets my child's particular needs	10	42	13	54	0	0	1	4
The school deals effectively with unacceptable behaviour	12	50	8	33	4	17	0	0
The school takes account of my suggestions and concerns	8	33	14	58	0	0	0	0
The school is led and managed effectively	8	33	11	46	2	8	0	0
Overall, I am happy with my child's experience at this school	12	50	11	46	1	4	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



13 October 2010

Dear Pupils

**Inspection of Ampfield Church of England Primary School, Romsey, SO51 9BT**

Thank you so much for welcoming me to your school. I very much enjoyed my visit. You behaved well in the lessons I saw. I found your comments very helpful. You told me that your teachers are kind and help you whenever you are stuck. Your school is satisfactory and your teachers are helping you to make sound progress.

These are some of the things I liked most:

- the happy atmosphere in every class
- there are a lot of opportunities in lessons for you to make decisions in teams, pairs and by yourselves
- you are proud of your new responsibilities, such as being House Captains and Blue Kangaroos
- you take part in a lot of interesting trips and activities such as the trampolining competition
- there are a lot of sports activities to help you stay healthy.

To help you make better progress, I have asked the governors, headteacher and staff to improve some lessons by making sure they are challenging enough for you, and that you know exactly what you need to do in each lesson to succeed. You all could help by checking your work to make sure you have done just as you were asked. I have also asked the school to make better checks on how well you are doing and to make sure that any new plans really do help you to achieve more.

Thank you again for talking to me about your school and making me welcome.

Yours sincerely

Liz Kounnou

Lead inspector

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