

# Alresford Primary School

## Inspection report

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<b>Unique Reference Number</b>	114734
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357600
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Geof Timms

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>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Roscoe
<b>Headteacher</b>	Robert Collins
<b>Date of previous school inspection</b>	11 September 2007
<b>School address</b>	Ford Lane Alresford CO7 8AU
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## Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons taught by four teachers. Meetings were held with members of the governing body, members of the school council and staff. Inspectors observed the school's work, and looked at a range of policies, assessment data and records, improvement planning and 44 parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to improve progress in reading and writing.
- How well teachers use assessment information to plan pupils' learning.
- How well the school has managed the falling rolls and changes to senior leadership.
- The accuracy of the school's self-evaluation.

## Information about the school

This is a smaller-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The vast majority of the pupils are from a White British heritage with very few from other heritages. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average but high in some year groups. The number of pupils who join or leave the school at times other than the usual points of transfer has been significantly above average for a number of years.

The school has a Healthy School award and an Activemark award. There is a privately-run pre-school sharing the same site and this is inspected separately.

**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

This satisfactory and improving school has maintained a sound quality of education through some significant changes to the number of pupils on roll and to senior staff. These difficulties have been well dealt with by the strong and effective governing body and the headteacher. A number of aspects of the school's work have improved since the last inspection. One of the school's major strengths is its accurate and honest self-evaluation. This has meant it has a good understanding of areas requiring improvement and shows a satisfactory capacity to improve further in the future.

Standards remain at an average level in reading, writing and mathematics. Given their attainment on entry to the school, which is broadly in line with that expected, this represents satisfactory learning and progress. Teachers have worked hard to introduce some new initiatives intended to raise standards further in reading and writing, and these are having a positive impact on outcomes. However, teachers do not always plan as well for the more-able pupils and too few reach the higher levels by the time they leave the school. Pupils with special educational needs and/or disabilities make at least satisfactory and in some cases good progress due to the good support they receive. Pupils who join the school from other countries are also well supported and make equally sound progress. An above average proportion of pupils join the school at times other than normal and the data shows this has a negative impact on outcomes. However, the pupils who spend longest in the school often make good progress and reach higher standards in all three subjects. The school is effective in teaching pupils how to stay safe and healthy, and how to make a good contribution to their community. Their spiritual, moral, social and cultural development is good overall, and pupils' attendance is above average.

The progress gained is the result of satisfactory teaching over time. A number of lessons observed during the inspection had good characteristics but these are inconsistent. The school has suffered a number of significant changes to staffing recently which has led to inconsistency in provision. Teachers have good relationships with pupils and this promotes the evident good behaviour as well as positive attitudes towards learning. However, teachers do not always make full use of assessment data especially when planning activities that would challenge all pupils sufficiently. The marking of pupils' work does not always help them understand what they have done well and how they can improve. Teaching assistants often provide very effective support especially for those pupils with learning difficulties.

Leadership and management are satisfactory. Staff changes have had an impact on the make-up of the senior leadership team and on the leadership of subjects. The school is aware of the need to review these aspects of its work. The governing body has worked hard and successfully to ensure the impact of falling rolls and staffing changes have not had a negative effect on the care provided for pupils. There are good links with a wide

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range of external agencies and other schools and with parents and carers. The school has recognised that it is not yet providing pupils with sufficient understanding of how people in other parts of this country or in other countries live.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Continue raising standards in reading, writing and mathematics by embedding recent changes to the curriculum to make pupils' learning and progress consistently good.
- Ensure that the majority of teaching is consistently good by
  - using assessment data more effectively to ensure all pupils are sufficiently well challenged
  - ensuring the marking of pupils' work is more helpful in telling them what they have done well and how they can improve.
- Review the senior leadership team and ensure subject leaders are more effective in monitoring provision and raising standards.
- Develop and implement a cohesive plan for improving pupils' understanding of how people from different backgrounds live.

**Outcomes for individuals and groups of pupils****3**

In the lessons observed, and in looking at pupils' work, evidence indicates that the majority of pupils make satisfactory progress and reach the levels expected of them. For example, in mathematics lessons, Year 2 pupils demonstrate a sound understanding of how to show data on a bar chart. By Year 6 they are able to work out some complex square numbers. There are no significant variations in the progress made by most groups of pupils, although the small size of the year groups means results can alter substantially from year to year. However, the school does not help enough pupils to reach the higher levels and more remains to be done to ensure learning for the most able is sufficiently challenging.

When the school recognises a weakness it is quick to address it. For example, on seeing a fall in the progress being made in reading and writing, the school introduced some new initiatives intended to raise standards. These have already had a positive impact and pupils now produce some good quality writing for a range of purposes. The oldest pupils demonstrated a good understanding of the themes underlying a Shakespeare play and they could write these in different styles. However, throughout the school, handwriting and spelling remains inconsistent.

Parents and carers, and the pupils themselves, agree that the school teaches them how to stay safe by, for example, in their work about road safety. Pupils can talk knowledgeably about healthy foods and the benefits of exercise. They grow vegetables and make healthy choices when eating snacks. Pupils' behaviour is good in and out of lessons and this has a positive impact on their learning. They take responsibility willingly and are conscientious about carrying out roles such as being on the school council. In addition, the pupils

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represent the school at a number of local events and raise money for local charities that they then visit to see how the money is used. The school develops pupils' appreciation of local history and the natural world well. In one science lesson, pupils in Years 3 and 4 demonstrated genuine awe and wonder as they uncovered a variety of creatures around the school field. This promotes a strong sense of the spiritual and adds to their good social and moral development, evident in the way they work and play together. Parents are positive about how well older pupils care for the younger ones, for example.

*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>2</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>	2
<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?**

Staff work together effectively and are keen to do the best they can for their pupils. Teaching is satisfactory overall and has a number of good qualities. Teaching assistants and the special needs coordinator provide very good support for those pupils with special educational needs and/or disabilities and this is a strength of the school; these pupils have full access to the day-to-day curriculum. As a result many make satisfactory and occasionally good progress. Teachers' use of assessment is less effective in planning sufficiently challenging work that fully extends the learning of the most-able pupils.

The satisfactory curriculum is enriched by a range of extracurricular activities with some good visits and visitors helping to inspire pupils' learning in a range of topics. For example, a recent history project benefitted from a visit by an expert on the Tudors who was able to display a variety of artefacts that helped bring learning to life. The school provides good

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care, guidance and support for pupils in a number of ways. Recent effective work, for example, with some Traveller children has been recognised and praised by a national organisation. This is also the case for those with learning difficulties or who are most vulnerable due to their circumstances.

*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?

The school has been led well by the headteacher and senior staff through a time of falling rolls and financial difficulties. This has contributed to a satisfactory quality of education being maintained and good levels of care and support provided for pupils. Although this has taken up a lot of time and effort, the school is aware that more time is now required in focusing on academic issues and developing the subject leadership once a settled staffing structure is in place. The governing body is good. It has provided very good support for the school since the last inspection. It is well led by the chair and there are effective and robust systems for monitoring the work of the school and challenging it to improve. The school is fully inclusive and promotes equality satisfactorily.

The school is outward looking and willingly seeks support when needed from a good range of outside agencies and the local authority. It contributes well to other local institutions through the letting of the swimming pool and links with the local church and parish council are strongly supported through the governing body. Parents and carers run a strong association, support the school well, and are largely positive about its work. Safeguarding arrangements are robust and meet requirements. The school recognises that due to staffing changes, planned developments to extend pupils' understanding of how others live have not taken place and this remains a priority.

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*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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 children in the Early Years Foundation Stage are taught in a mixed-age class with Year 1. The teacher plans their work separately and taking account of the appropriate early years curriculum. She is well supported by good teaching assistants who are particularly successful; working with and fully integrating children with special educational needs and/or disabilities. The staff observe, record and assess children's progress in some detail. This data shows that from their broadly typical levels of attainment on entry they make satisfactory progress and by the end of the Reception year most children have reached the levels expected of them. Staff plan so there is a balance of adult-led and child-led activities. Children are taught about ways to keep themselves healthy and the promotion of personal hygiene has a high priority. Their physical development and the personal, social and emotional development are strong. They play and work together well, making satisfactory use of a good outside classroom area.

*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



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## **Views of parents and carers**

An above average proportion of parents and carers completed the questionnaire. Their views are largely positive. All of those who responded felt the school taught their children to stay healthy. The vast majority say the school keeps their children safe and they enjoy school. These positive views are supported by the inspection evidence. A few felt that behaviour issues were not always well dealt with. The school has a number of pupils who have emotional and behavioural needs but these are well catered for and any incidents dealt with appropriately. The vast majority of the behaviour in the school is good. A few felt the school did not take into account their suggestions or concerns. The inspection found no evidence to support this and the school is open and welcoming with staff available at the start of the day.

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

Ofsted invited all the registered parents and carers of pupils registered at Alresford Primary School 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 inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	68	13	30	0	0	0	0
The school keeps my child safe	37	84	6	14	1	2	0	0
My school informs me about my child's progress	20	45	21	48	3	7	0	0
My child is making enough progress at this school	17	39	23	52	3	7	0	0
The teaching is good at this school	16	36	23	52	3	7	0	0
The school helps me to support my child's learning	15	34	25	57	2	5	0	0
The school helps my child to have a healthy lifestyle	22	50	22	50	0	0	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)	21	48	18	41	1	2	0	0
The school meets my child's particular needs	17	39	24	55	2	5	0	0
The school deals effectively with unacceptable behaviour	16	36	19	43	5	11	1	2
The school takes account of my suggestions and concerns	15	34	24	55	4	9	1	2
The school is led and managed effectively	16	36	25	57	2	5	0	0
Overall, I am happy with my child's experience at this school	23	52	19	43	2	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



22 June 2011

Dear Pupils

**Inspection of Alresford Primary School, Alresford, Essex, CO7 8AU**

I am writing to thank you for the way you welcomed and helped the inspectors when we recently visited your school. I enjoyed talking to you and it was especially useful to meet the school council and hear their positive views about the school.

We think your school is satisfactory and improving. It is providing you with a good level of care. You make satisfactory progress in reading, writing and mathematics. We also enjoyed seeing you learning about your local history and about the environment. Your school has been through a lot of changes in recent years and it is much smaller now. Even so, the school has managed these changes well and staff are all working hard to do the best they can for you.

To make the school even better in the future we have asked the headteacher, governing body and staff to do the following things:

- help you get better at reading, writing and mathematics
- make more of the teaching consistently good
- reorganise the senior leadership and subject leadership because of the staff changes
- teach you more about how other people live in this and in other countries.

Thank you again for your help. Enjoy your time at Alresford and keep working hard.

Yours sincerely

Geof Timms

Lead inspector

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