

Appleshaw St Peter's Church of England Primary School

Inspection report

Unique Reference Number	116349
Local Authority	Hampshire
Inspection number	363852
Inspection dates	22–23 June 2011
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Geffery Cooper
Headteacher	Sally Smith
Date of previous school inspection	1 November 2007
School address	Ragged Appleshaw Andover SP11 9HR
Telephone number	0126 477 2210
Fax number	0126 477 1957
Email address	headteacher@appleshaw.hants.sch.uk

Age group	4–11
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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Introduction

This inspection was carried out by two additional inspectors who saw eight lessons taught by five teachers. Meetings were held with staff, members of the governing body and pupils and inspectors spoke to some parents and carers. They observed the school's work and looked at documentation about pupils' progress and policies, particularly those for safeguarding, as well as school development planning and evidence of self-evaluation. They considered 33 questionnaires returned by parents and carers.

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

- Is teaching good enough to push forward progress at a fast pace?
- How accurate is self-evaluation?
- What is the degree of urgency with which all leaders act to drive improvements?
- How effectively is the school acting to improve children's progress in the Early Years Foundation Stage?

Information about the school

Appleshaw St Peter's Church of England Primary is a smaller-than-average sized primary school and pupils come mainly from a White British heritage. Almost all pupils speak English as their first language, and none is in the early stages of learning English. There is one class with Reception-aged children. There are three other classes, one with Years 1 and 2 pupils, one with Years 3 and 4 pupils and one with Years 5 and 6 pupils. The proportion of pupils known to be eligible for free school meals is well-below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has Healthy School status and Activemark. The school has experienced significant disruption to staffing in recent years although it is currently stable.

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

2

Main findings

Appleshaw St Peter's Church of England Primary is a satisfactory and improving school. The quality of care, guidance and support is good and the school is well supported by effective links with external agencies and good relationships with parents and carers. One wrote, 'Our child's progress has gone beyond what we expected. All staff are helpful, friendly and approachable. A great school with a caring ethos.'

Pupils' attainment is broadly average and some pupils achieve above-average levels of attainment. Pupils speak and read with confidence. The great majority have a wide vocabulary and use complex sentence structures in their speech, and explain their ideas well. However, when they write, the same level of fluency and use of complex language is not always employed, and spelling and punctuation are sometimes inaccurate. Attainment in mathematics is average, and much improved on recent underperformance. Pupils carry out mental calculation activities competently, they know their times tables, and use a wide range of approaches to carrying out mathematical problems. Progress is satisfactory overall over time but is improving rapidly and in lessons is now mostly good. Pupils are now catching up on past interruptions in learning caused by disruptions to staffing. Pupils with special educational needs and/or disabilities make satisfactory and improving progress, and some make good progress. In general, pupils' achievement is satisfactory and improving.

Good teaching is leading to the fast improvement in progress, and the rise in attainment in mathematics. Teachers accurately assess pupils' performance and mostly plan work to meet their individual needs, although occasionally work does not match pupils' learning needs and the pace of learning falters briefly. While marking is regular and tells pupils how to improve their work, sometimes there are no opportunities for pupils to follow up on the guidance given. Nevertheless, pupils know how well they are doing and what are the next steps in their learning. The curriculum is well planned, and provides a wide range of activities that are supported well by visits and visitors and which encourage pupils' interest and enthusiasm for learning. The wide range of out-of-school activities is enthusiastically supported by pupils. Links with the local church are strong and reinforce the caring nature of the school effectively with its Christian principles. In Reception, the teaching of literacy and numeracy is good, but there are too few opportunities for children to choose their own learning activities and to develop inquisitiveness.

Pupils enjoy school. Their behaviour is good, sometimes exceptionally so, and their attendance rate is high. Pupils report that bullying and unacceptable behaviour are very rare and that incidents are dealt with quickly and effectively. They say they feel safe at school, and know whom to go to if they need help. Pupils are friendly, polite and kind in their dealings with each other, and polite and helpful to adults. They have a good

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understanding of how to be physically fit and healthy. They take on responsibilities willingly and carry them out well.

Leaders and managers are effective. The headteacher provides good direction for improvement, and she is well supported by other leaders. Self-evaluation is accurate. The school has correctly identified areas it needs to work on, and has been effective in improving the quality of teaching and driving up attainment in mathematics. Priorities for improvement are clear and the school has started to target pupils' punctuation and spelling, although the impact of this action is at an early stage. The governing body works closely with the school to help steer improvements, and new members of the governing body are rapidly gaining the expertise they need to support the school effectively. In the Early Years Foundation Stage the school is rightly focusing on widening the range of teaching approaches to help improve children's progress. The capacity for the school to sustain further improvement is good.

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?

- Raise attainment by ensuring pupils:
 - produce written work that is fluent and uses complex sentence structures, similar to those used in their speech
 - spell correctly and punctuate written work accurately.
- Improve teaching so that:
 - work is always matched to the learning needs of pupils/pupils have opportunities to respond to the guidance teachers give in their marking.
 - pupils have opportunities to respond to the guidance teachers give in their marking.
- Improve progress in the Early Years Foundation Stage by making sure that children have opportunities to initiate their own learning and to follow up on their inquisitiveness.

Outcomes for individuals and groups of pupils

3

Children start school with skills that are generally in line with expectations for their age but this changes from year to year because of the small numbers in each year group. This has an impact on the school's overall attainment, and in 2010, for example, attainment was below average, and lower than in previous years. Pupils use adjectives and connectives that contribute effectively to the use of complex sentences and fluent speech. For example, in a lesson using war poems as a stimulus to developing language skills and ability to analyse texts, pupils explained the poet's choice of particular vocabulary and sentences well, choosing their own words carefully to describe in detail the feelings expressed in the poems. However, throughout the school pupils' written explanations and descriptions do not convey the fluency and complexity of sentence structure seen in their speech. In addition, pupils' spelling of frequently used words and inaccurate use of punctuation sometimes spoil their work. Pupils' progress over time is satisfactory but in

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lessons it is now often good. The progress of all pupils is improving and although it has not fully made up on past underachievement, good progress is spreading through the school. In a sample of pupils' work in mathematics, for example, pupils' explanations of how they work out problems and why answers are not necessarily as they expect show they make good progress in mastering basic mathematical processes and in sharpening their mental calculation skills. The progress made by pupils with special educational needs and/or disabilities is improving as they gain confidence to work independently, and to express their own ideas and work out problems for themselves.

Pupils speak enthusiastically about school and they are generally keen to work. They readily contribute to the life of the school. For example, some pupils helped design the outdoor classroom, others contributed to choosing new computers; and others look after younger pupils, organise games in the playground, and contribute to decisions on staff appointments. Pupils have a good understanding of the importance of a healthy diet, and the majority take part in a wide range of physical activities, including tennis, netball, football, judo and tri-golf, reflecting the school's Activemark and Healthy School status. Pupils' spiritual, moral, social and cultural development is good, with pupils having a good understanding of the traditions and values of different people living in the United Kingdom. They have an improving understanding of different lifestyles associated with city and country life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Lessons are usually challenging and stimulating, with work that meets the majority of pupils' learning needs. Good teaching is driving up attainment and accelerating pupils' progress. For example, in an effective lesson on data handling, a wide range of activities met the needs of the highest and lowest ability pupils. They ensured that pupils gained confidence in collecting numerical information, checking its reliability, presenting it in bar chart, graphical and tabular forms and explaining and extracting other information. Pupils' learning was good because they collaborated effectively over collecting data and thoroughly enjoyed what they did. However, occasionally, work does not challenge pupils enough and learning slows temporarily. Teachers make sure pupils know how well they are doing, what their targets are and how they can do better, but they do not always provide the time for pupils to act on any advice given. Classroom support is effective, providing help for any pupil who needs it, and helping promote the improvement in progress.

The curriculum is well organised to provide a stimulating learning environment. Links between subjects enable pupils to explore, for example, the art, religion, geography, music and history of India, and gain an insight into the culture of that country. Links with other schools enable pupils to experience sports and craft activities and use equipment they would otherwise not normally encounter. Visits help promote learning well. For example, a visit to a birds-of-prey conservation centre contributed well to pupils' ecological and scientific knowledge, and also to their art work. Opportunities to consolidate pupils' basic skills are well established in all subjects. Out-of-school activities, for example gardening, art, information and communication technology and country dancing, are well supported by pupils.

Effective support is leading to the improving progress of pupils with special educational needs and/or disabilities. Most parents and carers take an active part in the review process, and in setting targets for these pupils' learning. The school has well-established links with external services to support those pupils whose challenging circumstances make them vulnerable. Parents and carers are well informed about pupils' progress, and have many opportunities to meet staff and discuss pupils' progress. Relationships with homes are good, and play a significant part in ensuring the high level of pupils' attendance. Transfer arrangements are effective, and based on good relationships with pre-school providers and secondary schools.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher works closely with other staff to monitor the effectiveness of the school. Most staff have leadership responsibilities, and contribute to whole-school improvement effectively. For example, they ensure all teachers are equipped with the necessary skills to drive planned improvements in literacy. The governing body takes effective action to ensure its members are fully equipped to support the school in driving improvements. Members visit the school with increasing frequency to help them become fully informed about school performance. The school engages parents and carers effectively and receives good support for consultation evenings and curriculum guidance sessions. For example, about three quarters of parents and carers attended the mathematics workshop when the school was focusing on improving attainment in mathematics. Partnerships with other schools, support agencies and other services are good and promote pupils' learning, well-being and attendance. The school promotes community cohesion well, especially in relation to developing pupils' knowledge and understanding of other cultures in the United Kingdom and around the world.

Safeguarding requirements are fully met, and the school responds well to the views of pupils, parents and carers, and the governing body, to ensure the grounds are safe and secure. Taking into account recent improvements in mathematics, improving progress, and the occasional differences in progress by some pupils, the school's promotion of equal opportunities is satisfactory. Procedures to eliminate all forms of discrimination are effective and embedded in the life of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make satisfactory progress overall, and they often make good progress in developing their literacy and numeracy skills. By the time they enter Year 1, the majority of children reach average levels of attainment. In particular, children speak and write well. They have a wide vocabulary and explain what they do well, and with confidence. For example, children give detailed explanations about why they are writing letters, and what they are putting in them. When writing, most form letters accurately and many write short statements clearly. Their behaviour is good and mostly they follow directions well. The quality of care for children is good and rightly appreciated by parents and carers. Relationships with homes are very good, enabling children to settle into school quickly and happily. Teaching is satisfactory overall and has a significant strength in promoting children's literacy and numeracy skills. Modelling word pronunciation in particular is good, and encourages clear, accurate speaking. On the other hand, opportunities for children to initiate their own learning activities to explore their own curiosity in things around them are limited because adults direct learning too much. Outdoor provision is improving fast, with a recently installed covered area, and improvements to the surface areas are due to be completed during the summer holidays. Leadership and management are satisfactory, with sound awareness of areas for improvement, and well-organised plans for development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

A little fewer than half of parents and carers returned the questionnaire. The great majority of responses were positive and supportive of the school. A small number of parents and carers did not feel the school deals with unacceptable behaviour well. However, inspectors saw only good and sometimes excellent behaviour. Pupils commented that behaviour was almost always good and that the rare unacceptable incidents were dealt with swiftly. A small number of other parents and carers feel that the school does not take their concerns into account. Inspectors found that generally the school responds quickly to concerns, and provides a wide range of opportunities for parents and carers to raise their concerns with teachers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Appleshaw St Peter's Church of England 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	55	14	42	0	0	1	3
The school keeps my child safe	20	61	12	36	0	0	1	3
My school informs me about my child's progress	14	42	17	52	1	3	1	3
My child is making enough progress at this school	12	36	20	61	0	0	1	3
The teaching is good at this school	14	42	17	52	0	0	2	6
The school helps me to support my child's learning	14	42	18	55	0	0	1	3
The school helps my child to have a healthy lifestyle	16	48	16	48	0	0	1	3
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)	14	42	15	45	1	3	1	3
The school meets my child's particular needs	13	39	17	52	2	6	1	3
The school deals effectively with unacceptable behaviour	10	30	19	58	3	9	1	3
The school takes account of my suggestions and concerns	12	36	18	55	0	0	1	3
The school is led and managed effectively	12	36	19	58	0	0	1	3
Overall, I am happy with my child's experience at this school	13	39	19	58	0	0	1	3

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 June 2011

Dear Pupils

Inspection of Appleshaw St Peter's Church of England Primary School, Andover, SP11 9HR

Thank you for being so welcoming when we visited your school. We judged that you are at a satisfactory and improving school. You make satisfactory progress, which continues to improve. The following things are particular strengths of the school.

- Teaching is good, lessons are interesting and teachers make sure that activities hold your attention and are enjoyable.
- The headteacher, governors and staff are successful in making sure the school improves, and work hard to make sure improvement continues.
- You feel safe, you behave well, and you treat everyone considerately.
- Many of you have responsibilities and you carry them out well.
- You have a good understanding of how to stay healthy. Most of you take part in physical exercise and eat sensibly.
- The school takes good care of you and ensures you are safe.

In order for the school to be even better, we have asked your teachers to make sure that:

- you write as well as you speak, with sentences using connectives and adjectives, and that you spell correctly and punctuate your work accurately
- work is always suited to your learning needs and that you have opportunities to follow any advice you are given on how to improve your work
- children in Reception have opportunities to plan some of their own learning and to follow up on things they find interesting or curious.

You can help by making sure your spelling and punctuation are accurate, that you try to write with the same detail with which you speak, and follow any advice given on how to improve your work.

Yours sincerely

Ted Wheatley Lead inspector

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