

Andover Church of England Primary School

Inspection report

Unique Reference Number	116269
Local Authority	Hampshire
Inspection number	357927
Inspection dates	21–22 March 2011
Reporting inspector	Peter Thrussell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	David Shields
Headteacher	Mike Edwards
Date of previous school inspection	10 September 2007
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Introduction

This inspection was carried out by three additional inspectors. Seven different teachers were observed teaching 15 lessons. The inspectors held meetings with the headteacher, members of the governing body, staff and a group of pupils. They observed the school's work and looked at documents including the school improvement plan, reports from the School Improvement Partner, data on pupils' progress and policies and procedures relating to safeguarding. Inspectors also evaluated work in pupils' books and considered the results of inspection questionnaires returned by staff, pupils and 78 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas. Whether rates of learning and progress are consistent across the school and likely to sustain the rise in attainment at Key Stage 2 seen in 2010.

- How well teachers collate and use assessment information to match work to pupils' ability and to guide them in their learning.
- The impact of leadership and management at all levels in driving improvement, particularly given the recent and frequent changes to headship.
- Whether the quality of care, guidance and support is as good as the school indicates given that attendance is declining and the school considers that behaviour is satisfactory.

Information about the school

This is an average sized, one-form-entry primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. This includes pupils with speech, language and communication difficulties and those with behavioural, emotional and social needs. Children in the Early Years Foundation Stage are catered for in a Reception class. In the current school year, staff absence and, until recently, interim arrangements for headship have disrupted the staffing and leadership of the school. A new headteacher took up his appointment earlier this term.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Learning and progress across the school are inconsistent, with too many pupils making inadequate progress. The quality of teaching is not strong enough to enable pupils to make up lost ground in their learning. Consequently, a large proportion of pupils are working at levels of attainment below age related expectations in English and mathematics. School data on attainment and progress in the current academic year, where available, have recently been collated and continue to show a high level of underachievement.

The quality of teaching has declined since the previous inspection and is now inadequate. No evidence of the school's own monitoring of teaching was available during the inspection. Inspection observations show that teachers are not assessing pupils' learning and progress on a day-to-day basis well enough. As a result, planned work is not matched closely to pupils' needs, and learning does not build sufficiently on pupils' differing abilities and aptitudes. Activities are not introduced well enough; discussion and questioning throughout lessons do not provide sufficient opportunities for pupils to share ideas and develop a fuller understanding of what is being learned. This impedes the development of pupils' independent learning skills. Pupils are at times expected to gauge their success in lessons by the completion of an activity rather than the skills and knowledge they have acquired. Not all pupils demonstrate positive attitudes to learning, especially when activities are bland and uninspiring. The school has reviewed its curriculum. This is leading to more cross-curricular work being introduced and pupils' needs and interests beginning to be met more effectively. This development is however at an early stage.

The new headteacher has started to gain the confidence of staff, parents and carers. He has quickly identified where improvements are needed and has set out actions in a draft school development plan. More efficient systems for tracking pupils' progress have been put in place, which, along with regular progress meetings, are starting to ensure that teachers are held accountable for pupils' learning and progress. The headteacher is working closely with the governing body to improve its capacity to challenge the school on its performance. There is now a recognition that leadership roles and responsibilities need to be shared and developed amongst the school's senior leaders. This determined start is, however, very recent and has yet to show a significant impact on tackling the school's weaknesses. Leaders, including the governing body, have failed to fully identify and stop

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pupils' underachievement and improve the quality of teaching and learning. The school's capacity for sustained improvement is, therefore, inadequate.

What does the school need to do to improve further?

- 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 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.

Outcomes for individuals and groups of pupils

4

Children in the Reception class make satisfactory progress from starting points that are mostly in line with those expected for their age. The exceptions are in aspects of communication, language and literacy where their skills and knowledge are less secure. Progress in Key Stages 1 and 2 is inconsistent and achievement is inadequate overall for all groups of pupils, including those with special educational needs and/or disabilities. While attainment in English and mathematics by the end of Year 6 for the last three years has been broadly average, too many pupils do not reach the levels of which they are capable. Year 6 pupils did particularly well in 2010, where progress was accelerated through good teaching. Stronger teaching remains in Year 6, but the current cohort has had numerous changes of teacher throughout its time in school. This has resulted in inconsistent progress, less positive attitudes to learning and a lowering of pupils' self-esteem. Consequently, pupils' attainment in this year group is low and they have made inadequate progress from their starting points in Key Stage 2.

Lessons observed during the inspection showed that too often activities and their purpose are not explained sufficiently well and do not take enough account of pupils' prior learning. As a result, pupils are not sure of what to do, particularly when working independently, and so they make insufficient progress. This was seen in a lesson where pupils were developing their measuring skills and recording the lengths of many different body parts using rulers and metre sticks. This proved to be too challenging for some, and the

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teaching assistant working with a group of lower-ability pupils did not manage to engage their full attention. Some other pupils did not understand how to use strips of paper to make circular measurements and were not able to complete their activity. In another lesson where pupils were preparing to write instructions, one group spent too much time cutting out a set of instructions before trying to sequence them. Other pupils were reading a set of instructions with the teacher supporting them individually as they read. However, opportunities to develop their wider understanding of the text were missed because the group was not involved in more general discussion.

Pupils' spiritual, moral, social and cultural development is satisfactory. A few pupils said that they did not feel safe in school, but knew who to turn to if they had any worries. Part of the reason for this is the concern expressed about behaviour by half of the pupils in their inspection questionnaire. The poor behaviour of a minority of older pupils has influenced the views of others. The headteacher has taken immediate action to improve this situation, involving consultation with parents and carers. This has been effective and behaviour observed during the inspection was satisfactory. Very occasionally when some pupils are not fully engaged in lessons, they become less well behaved, but they do not disrupt the learning of others. Pupils have an adequate understanding of how to eat healthily, and of the importance of physical exercise; this is supported well by a local sports partnership. Their contribution to the school and local community is satisfactory. Opportunities for pupils to take responsibility for their own learning and to work independently are not consistently promoted. Along with some weaker attitudes to learning, this means that pupils are not prepared well enough for the next stage in their education and future. For the vast majority of pupils, attendance is at an average level.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

Too many lessons are inadequate or just satisfactory and do not promote the quality of learning needed to counteract considerable underachievement. Work is not matched well enough to pupils' different abilities so that for some it lacks challenge and for others it is too difficult. In their inspection questionnaire responses, a small minority of pupils felt they did not learn enough in lessons and did not know how well they were doing. Some good informative marking and opportunities for self-evaluation were seen in books but this practice is inconsistent. Pupils have personal targets but are not always sure of their purpose in helping them to improve their work.

The planned curriculum makes adequate provision for English, mathematics and information and communication technology. The school is developing its partnerships within the local community to enhance pupils' learning and understanding of the world beyond the school. Some cross-curricular work has been introduced which is adding relevance and interest to pupils' learning. More is planned, but a whole-school curriculum which provides opportunities for pupils to use and develop their different skills in a cross-curricular approach to learning, has yet to be fully implemented. Further enrichment is provided through a range of visits and clubs, which pupils appreciate and enjoy.

Pastoral care is satisfactory and there are satisfactory links with parents and carers and outside specialists. In-school support for pupils is adequately organised and managed. This ensures that the specific personal needs of pupils, including those who have

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emotional, behavioural and social difficulties, are met satisfactorily. The school takes rigorous action to discourage and eliminate persistent absenteeism. There are effective transition arrangements for pupils moving on to secondary school.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Weaknesses in the school's self-evaluation and monitoring systems have resulted in high levels of underachievement and inadequate teaching and learning. Leaders are starting to identify the reasons for this and to set actions for improvement. However, these actions are recent and are yet to have significant and sustained impact. The governing body, under the committed leadership of the chair, is already asking more searching questions about the school's performance. However, until recently it has not fully appreciated the severity of pupils' underachievement or monitored the school's response to this. It has ensured that adequate safeguarding procedures are in place and adhered to. Child protection matters especially are acted upon diligently. Minor shortcomings in documentation were addressed during the inspection.

The school's engagement with parents and carers is satisfactory but has not been fully promoted, particularly during the period of frequent changes of headteacher. Hence, a few parents and carers recorded a number of concerns in their inspection questionnaire. Recent work with the parents and carers of Year 6 pupils has been appreciated and has helped to improve pupils' behaviour. Partnerships are used satisfactorily to promote pupils' personal development and well-being, but have yet to have sufficient impact on their learning. Weaknesses in tracking pupils' progress, to identify where additional support is required so that all can reach their full potential, mean that the promotion of equality of opportunity is inadequate. The school promotes pupils' understanding and respect of different communities satisfactorily, especially at a local level. An appropriate action plan is in place to develop and extend this aspect further.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enjoy their time in Reception. They make satisfactory progress in the different areas of learning. Good interaction between staff and children contribute to the development of children's self-esteem and confidence. Links with parents and carers are fostered well. Along with good induction procedures, this helps to ensure that children settle quickly. Established routines mean that children make a positive contribution, for example when tidying away. They behave well, develop positive attitudes, and understand the rules set for their own safety. The setting, especially indoors, is adequately resourced to reflect the different areas of learning, and there is a good balance between teacher-led and child-initiated activities. The layout of the outside area is difficult to supervise. As a result, its use is restricted, especially given the relatively low level of staffing. The school is considering relocating the Reception class to improve this aspect of its provision. Monitoring of the provision has been hindered by disruptions to the school's leadership. Nevertheless, the Early Years Foundation Stage leader has a clear understanding of the quality of provision and where it needs to be developed; this is starting to bring about improvement. She checks planning carefully and, along with the reception teacher, has a clear picture of how well children are progressing.

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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 relatively low number of parents and carers responded to the inspection questionnaire. A small minority feel that the school does not take enough account of their concerns especially about:

- their children's experience of school
- the progress their children are making
- the quality of teaching
- the extent to which the school meets their children's needs
- the leadership of the school.

Inspection found significant shortcomings in many aspects of the school's work, including the areas above identified by parents and carers. These matters are fully reported on in the main body of the report. The views expressed by parents and carers about the management of unacceptable behaviour shows that it is a particular concern. Inspection findings demonstrate however that this is now being addressed effectively and that pupils' behaviour is satisfactory overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Andover 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	49	29	37	6	8	5	6
The school keeps my child safe	36	46	34	44	6	8	1	1
My school informs me about my child's progress	30	38	37	47	10	13	1	1
My child is making enough progress at this school	31	40	33	42	6	8	7	9
The teaching is good at this school	26	33	38	49	4	5	8	10
The school helps me to support my child's learning	24	31	39	50	7	9	3	4
The school helps my child to have a healthy lifestyle	30	38	40	51	5	6	2	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)	21	27	38	49	4	5	4	5
The school meets my child's particular needs	27	35	39	50	7	9	5	6
The school deals effectively with unacceptable behaviour	9	12	37	47	12	15	13	17
The school takes account of my suggestions and concerns	20	26	31	40	12	15	7	9
The school is led and managed effectively	26	33	26	33	8	10	8	10
Overall, I am happy with my child's experience at this school	30	38	33	42	8	10	7	9

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 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 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.

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.



23 March 2011

Dear Pupils

Inspection of Andover Church of England Primary School, Andover SP10 1EP

Thank you for taking part in the inspection. We spoke with some of you during our visit, we found your views about the school to be very interesting. You were also polite and helpful. You told us what you enjoy about school and of your particular concerns. Your school does some things well but needs to improve other things very urgently to ensure that you all receive a good education. Your school has been put into 'special measures'. This means that your school will receive extra help and that you will be having regular visits from inspectors to check how well it is improving.

These are the positive things which we noted about the school.

- Children in the Reception class settle quickly and staff are working well to help children make satisfactory progress in their learning.
- The new headteacher has quickly identified where the school needs to improve and is putting plans in place to ensure this occurs.
- Behaviour has quickly improved, especially that of older pupils. We were pleased to note that behaviour is now satisfactory.
- You have good opportunities for sport and exercise.

We have asked the staff to do a number of things including helping you to do better in English and mathematics. This means explaining fully what you have to do in lessons and giving you more opportunities to talk about your work. The work you are given needs to be just right for each one of you, neither too easy nor too difficult, so that you can all make the best progress possible. Teachers need to make your work more enjoyable and interesting so that you are all keen to learn.

We have also asked that the adults who look after your school share the responsibility for checking very carefully on the quality of teaching in lessons and how well you are doing. The school's leaders, including the governing body, need to make regular checks to make sure that you are all making faster progress and achieving more highly in your work.

You can all do your bit to help by doing your best and working hard in lessons.

Yours sincerely

Peter Thrussell
Lead inspector

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