

Andoversford Primary School

Inspection report

Unique reference number	115735
Local authority	Gloucestershire
Inspection number	379136
Inspection dates	26–27 April 2012
Lead inspector	Jenny Batelen

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Alison Palfrey
Headteacher	Linda Hall
Date of previous school inspection	30 September 2008
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Age group	3–11
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Introduction

Inspection team

Jenny Batelen

Additional inspector

This inspection was carried out with two days' notice. The inspector spent four hours watching 10 lessons, observing two teachers. She heard pupils read from Years 2, 4, 5 and 6. The inspector also held meetings with pupils and staff, as well as with members of the governing body. She took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including policies, school action plans, pupils' work and records of their learning and progress. She observed and discussed behaviour and the school's safeguarding procedures. The inspector analysed 46 completed questionnaires from parents and carers, as well as 35 questionnaires completed by pupils and 11 by members of staff.

Information about the school

The school is very much smaller than the average-sized primary school. While most pupils are from White British backgrounds, a small number come from a range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of disabled pupils and those who have special educational needs is average, as is the proportion with a statement of special educational needs or supported by school action plus. Pupils throughout the school are organised in mixed-age classes. The governing body manages a pre-school based in the school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has achieved the National Healthy Schools, Active Schools and bronze Eco Schools awards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils make good progress from their starting points and attainment is above national averages. Good-quality safeguarding ensures that every pupil feels safe. The school is not outstanding because pupils' progress is not yet rapid enough over a sustained period of time to ensure that attainment is well above average and subject leaders are not yet skilled enough to take a lead in whole-school development.
- The leadership of teaching and learning, and the management of teacher performance, have been effective in improving teaching and learning. As a result, teaching is consistently good, with some outstanding practice evident across the school. Tasks generally ensure that all pupils make at least good progress in their learning, although sometimes whole-class sessions do not fully engage every pupil.
- Skilled teaching of sounds that letters make (phonics) enables pupils to develop successful strategies for reading and writing and to achieve well. Well-planned support for disabled pupils and those who have special educational needs ensures that they make good progress. Pupils are now being challenged to use higher-order thinking skills and this is becoming particularly beneficial in enabling more-able pupils to achieve high levels.
- Pupils behave well around school and in lessons. They respect and care about each other and display positive attitudes, and there is no evidence of any disruption to learning.
- Leaders and managers, including the governing body, have a very clear focus on the right priorities to improve the school further. Rigorous moderation of the work done in the school has ensured rising attainment. The use of targets and ongoing assessments, including pupil self-assessment, means that pupils know how well they have done and what they must do to improve.

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What does the school need to do to improve further?

- Raise the quality of teaching and learning so that progress is outstanding and attainment well above average across the school by July 2015 by:
 - ensuring that all pupils are fully involved in all whole-class sessions
 - developing pupils' higher-order thinking skills.
- Strengthen the skills of subject leaders so that they are more able to effectively contribute to and lead further development of the school.

Main report

Achievement of pupils

The small numbers in each year group mean that there is some variation in the skills and understanding with which children enter the Early Years Foundation Stage. However, in recent years, levels on entry have been above those expected for their age. The range of activities and skilled adult support ensure that children make good progress throughout the pre-school and Reception Year. This good start is continued throughout Key Stages 1 and 2, and pupils leave school at the end of Year 6 with attainment that is well above average in reading, writing and mathematics. School assessment data, pupils' work and lesson observations confirm the good progress in English and mathematics. This was clear in an English lesson for Key Stage 2 pupils as they developed their skills of describing a character and demonstrated their excellent understanding of different features of description that would enhance their writing. Parents and carers agree that their children make good progress throughout their time in school. The inspector agreed with the school's evaluation that developing higher-order thinking skills would enable pupils to make even more progress and raise their levels of attainment still higher.

Phonics is taught skilfully to pupils in the Reception Year and Key Stage 1, and, consequently, standards in reading are now above average at the end of both key stages. Pupils read confidently and talk with enthusiasm about the books they read both in school and at home. Children in the pre-school learn to like stories and develop their phonic understanding through the story-telling project, which they share with the children in the Reception Year. Throughout the school, writing tasks and many activities in mathematics link to the topics being studied and, therefore, pupils are able to link their learning to real-life situations. This was clearly demonstrated as pupils in Reception and Key Stage 1 explored making amounts of money in order to buy Mole's seeds as part of their *Wind in the Willows* topic. They confidently found the correct coins to pay different amounts and some were challenged to decide how much change to expect.

Disabled pupils and those who have special educational needs are very well

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supported to make good progress because their needs are clearly identified. As a result, they make as good progress as their friends in school and often exceed the standards met by their peers nationally. Pupils from different backgrounds make good progress because, as they told the inspector, their friends and teachers help them understand any slight differences, such as in language used. There is strong support for pupils whose circumstances may make them vulnerable, so that they are able to work hard and make good progress. Parents and carers comment positively on the support for their children enabling them to learn and make progress.

Quality of teaching

Parents and carers agree that their children are taught well. Pupils enjoy their learning and feel that they are helped to make good progress. Teachers make good use of ongoing and accurate assessments so that they have a clear understanding of how well pupils are doing. As a result, lessons are well planned with varied tasks that are adjusted to meet the pupils' needs. In the mixed-age classes, teachers are careful to ensure that pupils are able to access the learning at the appropriate level. However, in whole-class sessions, it is sometimes difficult to engage the whole age range and the school acknowledges that consistent use of the skilled teaching assistants to work with groups when necessary, as well as ensuring all pupils are encouraged to answer questions, would increase pupils' involvement and enhance the learning that takes place at these times.

Pupils are very clear about what they are learning and how they will know if they have been successful in meeting the learning intention. They understand what targets they must meet in order to move to the next level of learning. Clear and consistent written and oral feedback helps pupils to be very clear about what they have done well and how they can make further improvements. Pupils in Years 1 and 2 talked confidently about their task to write a chronological report about the life of Vincent van Gogh. They understood the new word they had learnt and knew what 'steps to success' to use in order to complete the task successfully.

Disabled pupils and those who have special educational needs have very clear programmes of work with specific targets that help them make good progress. Support is sometimes individual and, at other times, within small groups or the whole class. More-able pupils are being challenged to reach higher levels, as demonstrated when Year 6 pupils used logical thinking to solve problems associated with the Olympic Games.

Children in the Early Years Foundation Stage have many opportunities to develop their learning through adult-led and independent activities, both inside and outside. Children in the Reception Year shared in learning about Vincent van Gogh. They enjoyed choosing to 'be an artist' like van Gogh and later made excellent progress in writing sentences, using phonic skills and knowledge of punctuation, with some adult help.

Strong links made between topics across the curriculum mean that pupils understand

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the relevance of their tasks. There are many opportunities for pupils to reflect on their learning, work together, listen carefully to each other and reflect on the lives of people who follow different cultures and traditions. Pupils in Key Stage 2 discussed the Olympic and Paralympic values and related these to the school values of 'Enthusiasm, Confidence, Commitment and Respect', before using geographical skills to locate venues for previous Olympic Games.

Behaviour and safety of pupils

Pupils' good behaviour in lessons and around school indicates that there is no disruption and pupils are able to thrive. Pupils typically demonstrate very positive attitudes to their learning which means that they are keen to get on with their tasks and support each other well when working in groups and pairs. Pupils understand about their own feelings and how these can affect the way they behave. The school effectively helps those who may find it difficult to manage their own behaviour, with the result that they are able to handle classroom relationships, stay on task and make progress.

Pupils understand about different types of bullying and know how to respond to any difficulties, such as cyber-bullying. They showed a clear understanding about the use and misuse of social networking sites and the rules regarding these. Pupils are confident that there is no bullying and that any incidents of bad behaviour are effectively dealt with by the school, so that recurrences are rare. Inspection evidence, including school logs, shows that behaviour over time is consistently good and that there are very few reported incidents. Parents and carers agree that behaviour is good and that their children's lessons are not disrupted by bad behaviour.

Pupils feel very safe at school, and parents and carers agree with them. Pupils understand how to keep themselves safe in a range of situations, including when using modern technology. Attendance is above average and parents and carers comment on how their children like coming to school.

Leadership and management

Leaders and managers have correctly identified the priorities that will enable them to improve the school further. Since the previous inspection, the monitoring and evaluating of pupils' progress has become more rigorous and now allows prompt action to be taken to ensure no pupils fall behind. Consequently, progress for all pupils is good. The action taken to improve parents' and carers' involvement in, and perception of, the school has been effective. As a result, the vast majority feel well informed and able to support their child's learning.

Staff value the support they receive and welcome whole-school professional development that allows them to focus on areas for development. Leaders and managers appreciate the support that comes from external sources such as the local authority and a nearby secondary school. Members of the governing body have a

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range of skills that enables them to effectively monitor the work of the school and to challenge and support. This is clearly demonstrated in the record of visits to school, discussions and recommendations made that contribute to school development. Strong leadership of the Early Years Foundation Stage ensures good progress in pre-school and a smooth transition into school. Subject leaders are clear about the priorities for their particular areas, but do not demonstrate sufficiently precise action planning that will enable them to give clear input into school development.

The well-balanced curriculum provides pupils with memorable experiences. Visits and visitors enrich pupils' understanding of the topics they are studying and also deepen their understanding of differences and similarities with other communities. The local community value the school and enjoy the opportunities to participate in school activities and to support pupils' learning through, for instance, hearing pupils read. Extra-curricular opportunities, including residential visits, are valued and encourage independence and resilience. Members of the governing body, senior leaders and staff effectively ensure that there is no discrimination and that all pupils have equal opportunities to access the full curriculum.

The school promotes spiritual, moral, social and cultural development well. Pupils' cultural development has been enriched by working with an artist and in partnership with another school. Pupils are able to participate in leading developments in the school through the school council and Eco-committee.

The school has effective procedures for safeguarding and risk assessment. These meet government guidelines and include high-quality checks on adults, including robust arrangements for vetting staff appointments and staff training, and a carefully planned approach to managing the safety of pupils. Parents and carers expressed no concerns about their child's safety.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 April 2012

Dear Pupils

Inspection of Andoversford Primary School, Andoversford GL54 4HR

Thank you for making me so welcome when I visited your school recently. Thank you also to those of you who returned questionnaires about your school. I enjoyed joining in your lessons, assembly, talking to you and sharing books with you.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things that impressed me.

- You behave well, are very polite, help each other and have a good knowledge and understanding of how to keep yourselves safe.
- You listen carefully to your teachers and work hard in lessons.
- All the adults in the school care a lot about you and make sure that you are safe and well supported.
- You enjoy the topics you study and the visits and visitors that make them fun.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

We have asked the school to do three things to make it even better.

- Make sure that teachers and teaching assistants encourage you all to take part in whole-class sessions and 'have a go' at answering the questions.
- Develop your thinking skills so that you can tackle harder tasks and so reach even higher standards.
- Ensure that the adults who lead the different subjects develop their skills so that they can help make the school even better.

All of you can help by making sure you answer questions, thinking hard about your work and remembering to have 'Enthusiasm, Confidence, Commitment and Respect'.

Yours sincerely

Jenny Batelen
Lead inspector

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