

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0117 3115489  
enquiries@ofsted.gov.uk **Direct F** 0117 3150430  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct email:** rebecca.jackson@tribalgroup.com

1 June 2012

Mrs S Waters  
Executive Headteacher  
Andover Church of England Primary School  
East Street  
Andover  
SP10 1EP

Dear Mrs Waters

**Special measures: monitoring inspection of Andover Church of England Primary School**

Following my visit to your school on 30–31 May 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in March 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board, the Director of Children's Services for Hampshire and the Diocese of Portsmouth and Winchester.

Yours sincerely

Elisabeth Linley  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2011**

- 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 the 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.

## **Special measures: monitoring of Andover Church of England Primary School**

### **Report from the third monitoring inspection on 30–31 May 2012**

#### **Evidence**

The inspector observed the school's work, and scrutinised documents and pupils' work. She met with the executive headteacher, senior and middle leaders, pupils, the Chair of the Interim Executive Board and representatives from the local authority.

#### **Context**

There have been a number of staff changes since the school's last monitoring inspection. Two additional and temporary members of staff who were in school at that time, and working as acting deputy headteacher and special educational needs coordinator, have left the school. A permanent deputy headteacher has now been appointed; she joined the school on a full-time basis in April 2012. The deputy headteacher is teaching the Year 3 class; the permanent class teacher of Year 3 left the school at the end of the spring term. A new special educational needs coordinator was seconded to the school for one day a week and has been appointed on a permanent basis for two days per week from June 2012. The permanent appointment of another teacher has also been confirmed; she is currently teaching in Year 1. The Year 1 teacher and the Year 2 temporary teacher are absent from school; the Year 2 class is being taught by a supply teacher. The number of pupils on role has declined slightly to 175.

#### **Achievement of pupils at the school**

The school's data show that pupils are making better progress than previously seen in reading, writing and mathematics. The tracking of pupils' progress has improved and, as a result, the interventions planned to aid learning have been focused more sharply to meet pupils' needs. The analysis of progress information and scrutiny of pupils' work show that interventions, for example in spelling and reading, are making a positive difference to pupils' achievement. During the monitoring visit, pupils were observed to be making at least satisfactory progress in lessons and, where teaching was good, pupils achieved well. This was seen in a Year 3 lesson on poetry where a good introduction engaged all learners well and pupils of different abilities were clear about what was expected of them. Some pupils, however, have lost much time to learning where there has been disruption with changes of teachers and where pupils have experienced inadequate teaching in the past. Good teaching is helping pupils make accelerated progress. However, the quality of teaching throughout school is not consistently good; as a result, the progress that pupils make in some classes is slower than in others.

Progress since the last monitoring inspection on the areas for improvement:

- raise attainment and progress in English and mathematics – satisfactory.

### **The quality of teaching**

The quality of teaching is improving; there is more good teaching in school and no inadequate teaching was observed during the inspection. This is having a positive impact on the rate of progress that pupils make, particularly for those who receive consistently good teaching. Where this occurs, pupils' accelerated progress is underpinned by effective challenge in the work that their teacher has planned for them, well-focused questioning that promotes pupils' thinking and assesses their learning well, and a good pace to lessons that maintains pupils' interest. However, satisfactory teaching is not improving at a fast enough pace and issues remain that need to be resolved. For example, teachers' planning often focuses more on tasks to be completed rather than outcomes of learning for different groups of pupils. Where this occurs, learning outcomes might relate to more-able pupils completing their tasks independently whereas other pupils will be expected to complete their tasks in pairs or with support. Such planning does not make clear what new skills, knowledge or understanding the different groups of pupils will have gained by the end of the lesson. Some effective support is provided in class, for example, by a learning support assistant, and examples of good questioning and positive relationships with pupils were seen within such groups. However, staff sometimes miss the fact that not all pupils are actively engaged in the session and, as a result, time is lost to learning. Nonetheless, pupils report that they now know what to do to improve their work. This is helped by improved marking and the use of targets for individual pupils. Staff also have a better understanding of their pupils' attainment in reading, writing and mathematics. This is underpinned by the accurate assessment of pupils' work and meetings held with leaders, supported by the local authority, to consider pupils' progress and whether interventions are needed.

Work on the curriculum continues and staff have identified the skills that pupils need to develop in each subject and year group. Cross-curricular links are being made and teachers take advantage of opportunities to promote pupils' writing skills in lessons other than English. However, currently, teachers do not focus well enough on the skills to be developed in individual subjects. As a result, the focus of a lesson may well be to develop literacy skills, for example, rather than the subject being taught. Much has been done, however, to aid improvement through staff training, for example in phonics (letters and sounds), and by working with teachers in other schools. This has been much appreciated by the staff concerned. The positive outcome of such support and commitment by staff is evident, for example, in the Early Years Foundation Stage. Here, the quality of provision is much improved and children enjoy stimulating and purposeful learning opportunities both indoors and outside.

## **Behaviour and safety of pupils**

Pupils say their lessons are more interesting than they were and more enjoyable, which is reflected in their improved attendance. Pupils comment positively on the certificates they receive for attending school regularly and are clearly proud if their class has the best attendance of the week. Pupils confirm that they feel safe in school, that behaviour has improved and that it is managed better by staff. They are correct; the low-level disruption in lessons observed at the time of the last monitoring visit has reduced. Pupils were also observed to be playing very well together at lunchtime, and with the midday supervisors; pupils are clearly benefiting from their effective supervision at this time and the increased number of play resources now available. Pupils take their responsibilities in school seriously, as shown in the way they prepare the hall for assemblies. Their enthusiasm is also reflected at times of collective worship when their singing of hymns fills the hall with music that can be enjoyed by everyone.

## **The quality of leadership in and management of the school**

The senior leadership team has been strengthened by the recent appointment of the deputy headteacher and the increased confidence, and expertise, of the English and mathematics coordinators. The improved monitoring and evaluation of the school's provision is enabling leaders to become increasingly self-evaluative. For example, with the support of the local authority and executive headteacher, the English and mathematics coordinators have scrutinised pupils' work, observed lessons and held some pupils' progress meetings. However, internal systems to record the evidence gathered, and its evaluation, are not yet sufficiently rigorous and senior leaders are mindful of the action required in this respect.

The Interim Executive Board is holding the school to account effectively by asking challenging questions and monitoring the school's work through visits to school and in their regular meetings. The school's raising attainment plan clearly identifies the Board's questions alongside planned action for improvement and the impact that is required. As a result, the Board is very clear that a key factor in the school's continued improvement is the pace of change that is required to secure consistently good teaching in school. They are equally clear about the progress pupils are making; anonymous information about pupils' progress is shared with the board which has been facilitated as a result of the school's improved systems for tracking pupils' progress. With the deputy headteacher taking on the role of assessment coordinator, the school is now poised to increase the analysis of data by groups of pupils to identify underachievement and what needs to be done as a result.

Since the last visit, leaders and staff have worked together to provide an overview of the curriculum that will aid teachers' future planning. The next planned steps are to gather pupils' views about the curriculum, and changes made are due to be implemented in September 2012. Work with parents and carers is ongoing, and

positive feedback has been received on 'reading time with parents' and a proposed mathematics evening planned to help parents and carers aid their children's learning both at home and in school. Plans to improve the school's approach to homework are also underway and are set to reflect greater liaison with parents and carers in this aspect of the school's work.

Progress since the last monitoring visit on the areas for improvement:

- improve self-evaluation and leadership and management at all levels – satisfactory.

### **External support**

The school continues to benefit from support and challenge provided by the executive headteacher, a National Leader in Education, and the local authority. Support through the use of consultants has been well focused on the needs of the school and reflects how these needs are changing. In addition, secondments of key staff, for example of a deputy headteacher and special educational needs coordinator, organised by the local authority, have provided both stability and expertise. The strong lead provided by the executive headteacher, working with the local authority, underpins the school's developing capacity to improve.