

Tribal
1–4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 3115307
Direct F 0117 3150430
Direct email: emma.thomson@tribal
group.com



12 October 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 10–11 October 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 fourth 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 be appointed with the agreement of the monitoring HMI.

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 fourth monitoring inspection on 10–11 October 2012

Evidence

The inspector observed the school's work, scrutinised a range of the school's documents and a sample of the pupils' work. She met with the executive headteacher, the Chair of the Interim Executive Board, a parent governor from the Interim Executive Board, and representatives from the local authority. In addition, she met with senior and middle leaders, and a group of pupils.

Context

A number of staffing changes have taken place since the last monitoring visit. The Year 1 teacher, who was absent at that time, in addition to a teacher and two learning support assistants, employed on a temporary basis, have left the school. A new permanent member of staff has been appointed; she joined the school at the beginning of the current term and is teaching the Year 4 class. With the exception of the Reception class, all teachers employed at the school are now teaching a different year group to the one they were teaching at the time of the last monitoring inspection. The executive headteacher's leadership role at the school has been extended until December 2014 further to agreement with the governors of the school where she is the substantive headteacher. The number of pupils on roll has remained stable at 175.

Achievement of pupils at the school

Pupils are making better progress overall and where teaching is at its strongest, pupils consistently achieve well. In a Year 5 literacy lesson, for example, pupils were challenged to justify their views on the character, Mr Reynolds; links with pupils' targets in reading, to justify their thoughts and views, were clearly made. However, teaching is still not consistently good.

The school's data, in addition to the validated and unvalidated outcomes of national tests and assessments taken by pupils in the summer of 2012 in Year 2 and Year 6 respectively, confirm that pupils' attainment in reading, writing and mathematics has improved. This is mainly as a result of the effectiveness of intervention strategies used to close the gaps in pupils' learning. For example, pupils have benefited from one-to-one tuition, small-group work and focused intervention programmes. This type of support and intervention, driven by the executive headteacher and well supported by senior leaders, has underpinned pupils' improved achievement throughout school.

The effective monitoring and evaluation of intervention programmes by the special educational needs coordinator have identified where further improvement is required, for example, to ensure that pupils who have an individual education plan for their special educational needs have their identified targets carefully met in all lessons. Even so, pupils' progress overall has improved at an accelerated pace since the last monitoring visit.

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

- Raise attainment and progress in English and mathematics – good

The quality of teaching

Central to the drive for improvement has been the support provided for teachers and learning support assistants through: training; the use of advanced skills teachers and other consultants; and the monitoring and evaluation carried out by the senior leadership team, the Interim Executive Board and the local authority. The staff have responded well and improvements are being made. However, inconsistencies in the quality of teaching remain. Where teaching is at its strongest, pupils' learning is fun and meaningful, and their needs are met well through the effective planning of independent tasks. However, this is not always the case and concerns raised at the time of the last monitoring inspection remain. Such issues relate to times when pupils are not actively engaged in a lesson, occasions when individuals are left with nothing to do and teachers' planning of activities for different groups of pupils, which is not always good enough. Where this is the case, pupils who have special educational needs do not have suitable work planned for them or more-able pupils are not clear what is expected of them in terms of the challenge set, which is not always challenging enough. Gaps in pupils' learning are being narrowed, however, and overall, pupils are achieving better than they were. Instrumental in this is the quality of the interventions in place, support provided for individual teachers and teachers' better understanding of assessment data and the confidence they have developed in this respect.

Behaviour and safety of pupils

Pupils generally enjoy lessons and most feel challenged to do their best, particularly in literacy and mathematics; however, they do not feel as positive about lessons in other subjects. During the inspection, inconsistencies in the quality of the afternoon curriculum, both in the planned activities and the time given to subjects, were evident. However, pupils very much enjoy experiences, for example, the visit made by Year 2 pupils to Andover when they were 'street detectives'. One pupil said how much she had enjoyed looking for clues and was delighted to find a sign telling her where the station was. Such activities have a positive impact on pupils' enjoyment, engagement and learning, as observed during the pupils' literacy lesson that followed the visit. Pupils play together well and adopt safe practices. However, some

have concerns about their morning break when there are no play resources available for them, unlike at lunchtime when there are many and they have clubs organised by Year 6 pupils which they can join. Pupils also commented on the 'buddy' system and said if they go to the 'buddy bus stop' on the playground they cannot be assured that someone will come to them and ask if they want to play. Notwithstanding these issues, pupils' more positive engagement in school is reflected in their improved attendance and behaviour.

The quality of leadership in and management of the school

The senior leadership team has correctly focused on accelerating pupils' progress and leaders have made significant improvements to the quality of the systems used to track and analyse the progress made by different groups. This analysis of data has identified where pupils need additional support. Leaders have also identified that boys' improved engagement in writing would aid their achievement still further. The school's planning for improvement covers these aspects of the school's work. Similarly with the curriculum, which is in the early stages of development, more is planned to ensure that all subjects are relevant, interesting, develop pupils' skills effectively and are taught well by all teachers.

The monitoring and evaluation of the school's provision, for example interventions that have been implemented to aid pupils' learning, are much improved. All leaders are involved in monitoring the quality of teaching and this work has identified areas for teachers' development. Teaching observations do not, however, focus enough on the progress made by pupils in lessons, for example, of the more able or those who have English as an additional language or special educational needs. Similarly the recorded observations do not make clear why teaching is not good or, if it is good, what is required to make it outstanding. While teaching is improving, more can be done to share consistently good practice that exists in school and to make increased use of visits to other schools where good and outstanding teaching is the norm.

The Interim Executive Board continues to be effective in its role to monitor and challenge the work of the school and benefits from the strong leadership of its chair. Individual governors, new to governance, are developing in their expertise and comment positively on the support and training received, for example on pupils' progress data, from the executive headteacher. A key element of work completed has been to secure the leadership of the school for the next two years. The next key action planned is to form a shadow governing body and this will be fully in place from January 2013.

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

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

External support

The school continues to benefit from the effective support and challenge provided by the local authority. Support is organised in close collaboration with the executive headteacher to ensure that the school's needs are well met. Similarly, members of the senior leadership team are benefiting from the high-quality role-modelling of the executive headteacher who is a National Leader in Education. She provides strong leadership for the school. Leaders and governors comment positively on the impact of the support that has been received.