

Appleshaw St Peter's Church of England Primary School

Ragged Appleshaw, Andover, SP11 9HR

Inspection dates 15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders and governors secure school improvement through their high expectations and robust actions that effectively tackle any weaknesses.
- Pupils rightly judge that this is a good school; they are happy and feel safe at all times.
- Behaviour is good and pupils say that there is no bullying. They are absolutely confident that adults would deal immediately with any instances that might arise.
- Pupils achieve well because teachers take care to explain everything so well, the work they are set is at the right level of challenge and help is on hand if pupils get stuck.
- Pupils enjoy lessons and try hard to do well. They are enthusiastic about homework and really enjoy the topic work.
- Pupils' attendance is exceptionally high.
- The great majority of parents and carers agree with their children's positive views of the school.

It is not yet an outstanding school because:

- Pupils have limited opportunities to make decisions about their work.
- Pupils do not always have sufficient guidance in lessons to allow them to make accurate assessments of their own achievements.
- Children in the Early Years Foundation Stage are not sufficiently challenged in their learning. They rely too heavily on the direction and guidance of adults so that they do not always increase their independence.

Information about this inspection

- The inspector observed 13 lessons, all of which were joint observations with the headteacher. In addition the inspector made a number of other short visits to lessons, always in partnership with the headteacher.
- Meetings were held with pupils from most classes, two governors, and school staff including senior leaders.
- The inspector took account of the 32 responses to the online questionnaire (Parent View) in planning the inspection and spoke to some parents and carers before school.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and safeguarding records.

Inspection team

Liz Kounnou, Lead inspector

Additional inspector

Full report

Information about this school

- The school is smaller than most primary schools and has four classes.
- One in five pupils are known to be eligible for the pupil premium; this is below average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and for pupils who have a parent or carer who is serving in the regular military units of Her Majesty's Forces.
- No pupils are of minority ethnic heritage or are learning English as an additional language; this is much lower than average.
- The proportion of pupils with special educational needs supported through school action is broadly in line with the national average.
- The proportion of disabled pupils and those who have special educational needs, supported through school action plus or with a statement, is about half the national average. This small group mainly have specific or moderate learning difficulties or behavioural, emotional and social difficulties.
- The school does not use any alternative provision for disabled pupils and those who have special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several staff changes since the last inspection.

What does the school need to do to improve further?

- Raise the quality of teaching so that pupils' learning is consistently good or better by:
 - ensuring that children in the Early Years Foundation Stage have effective opportunities to develop their enquiry skills, are provided with sufficient challenge and develop greater independence in their application of early literacy and mathematical skills across the areas they experience
 - enhancing the opportunities for pupils in Years 1 to 6 to plan and manage appropriate aspects of the tasks they are set
 - ensuring that there is greater precision in the steps to success that are shared with pupils so that they can make accurate assessments of how well they meet them and in consequence have a clear view of their achievement in all lessons.

Inspection judgements

The achievement of pupils

is good

- Children in the Early Years Foundation Stage settle into school well and are very happy. Many start school with levels of attainment that exceed those typical for their age. Children make progress at the expected rate. They are not always sufficiently challenged to extend their skills, often choosing the same safe activities to complete. They tend to rely too heavily on adults for guidance about the activities they select and this is a barrier to greater independence.
- In Key Stages 1 and 2 pupils achieve well and most reach standards that are higher than those expected for their age. Pupils achieve exceptionally well in reading. In Key Stage 1, pupils make excellent use of their knowledge of how letters and sounds link together (phonics) and older pupils try really hard to improve the points recorded on their reading target cards.
- Pupils' spelling skills are strong because they understand how letters form patterns when put together, and teachers expect them to learn complex words and use them in their writing. One pupil in Year 6 chose carefully and was pleased with the use of 'abundance' in her poem, because it was on her spelling list. Writing skills are well honed and pupils achieve good standards in writing.
- Pupils are encouraged to work out mathematical problems and explain their thinking; this is a key factor of their good achievement. Pupils in Years 3 and 4 confidently explained in one lesson why it was a good idea to put a nine in the hundred column when trying to win a place value game by recording the highest number possible from the digits that turned up. More-able pupils were similarly confident about using digits to record decimal place value.
- The pupil premium funding is mainly used to fund additional support in classrooms so that teachers can work with pupils individually when necessary. In addition, staff are trained to provide some support to families in vulnerable situations, such as those with a parent or carer on active service in Her Majesty's Forces. Consequently, pupils feel safe at school and they learn successfully because they know they can ask for the support they need. Most reach high standards and the great majority make good progress.
- The school has high expectations for disabled pupils and those who have special educational needs, and ensures support extends their skills. Staff encourage pupils to work independently and to persevere with tasks. As a result they achieve very well, making better progress than their counterparts nationally given their starting points.
- Similarly, pupils with particular talents are supported very well, for example some take part in writing sessions organised at the local secondary school with pupils from other local schools who show similar talents. This provides high levels of motivation and ensures they make rapid progress and reach the levels of which they are capable.

The quality of teaching

is good

- There are some good opportunities for pupils to check how well they have done in many lessons. In contrast, in some lessons 'steps to success', which teachers share so that pupils know what is expected, are too general to help pupils assess how well they have done or what new skills they have gained. Sometimes the steps are more about completing the activity than reaching a higher standard.
- Pupils often select specific aspects of their topic work to research. They are occasionally challenged to decide how best to go about recording their work, such as when Year 2 pupils were asked to record their mathematical ideas systematically and devise their own recording formats. However, these opportunities are not a consistent feature of pupils' work. This sometimes limits their overall achievement, in particular their understanding of how some skills can be transferred from one activity to another.

- In many lessons teachers invite pupils to share their opinions and ideas with talk partners, and they are eager to do this. Pupils usually make good progress because teachers direct them well. On occasions pupils have too little room to think or make decisions for themselves and develop their skills to a higher level.
- Disabled pupils and those who have special educational needs are taught well because teachers use assessment information effectively. They ask questions at the right level, which develops pupils' understanding. Teaching assistants are particularly good at this, providing strong support for the small group who find learning more challenging.
- Pupils say one of the best things about teaching is the way that teachers explain tasks and help them when they get stuck. They say that teachers do not rush them, but give them time to go over any concerns so that their understanding is firm. These very strong relationships give pupils confidence to ask questions and to ask for help whenever they need it.
- Pupils appreciate teachers' marking, which provides praise and guidance in equal measure. Pupils say the comments are really helpful and explain that if they do not follow them up the teachers remind them to do so.
- Teachers ensure pupils know how to reach the next steps by setting clear targets for learning and discussing these regularly with pupils. Pupils make their own judgements about their progress towards the targets. They have to show that they really understand before they get a new target.
- Reading is taught exceptionally well. Guided reading sessions precisely match the pupils' next steps. Pupils rise to teachers' high expectations extremely well, working very hard but also sharing many happy moments while enjoying books with their friends.
- Pupils made special mention of homework in their discussions with the inspector, saying it is challenging and helps them understand what to do. Teachers often reshape lessons in the light of pupils' understanding, for example, a different activity was provided for some pupils in Years 5 and 6 during a mathematics lesson because they found it difficult to grasp equivalent fractions.
- Children in the Early Years Foundation Stage show a lot of enjoyment and contentment in the activities they choose. Occasionally, some lose interest when activities lack challenge. The outdoor learning environment is very popular, especially with boys, who often choose to play there. However, there is very little language or number work available to deepen children's understanding of reading, or to promote their writing and mathematical skills across the areas they experience.

The behaviour and safety of pupils are good

- Pupils are unfailingly polite and courteous to visitors, and show a high level of care for one another. Break times are happy experiences because pupils are trusted to choose and look after the equipment they want to use. Year 6 pupils take their responsibilities as play leaders very seriously and those that are not on duty nonetheless ensure that younger children are safe and happily occupied.
- Pupils show a high level of respect for one another's opinions. They know about all forms of bullying, for example a police officer explained the dangers of cyber bullying to Years 5 and 6 pupils and to parents and carers right across the school. They are adamant that no bullying occurs and are very clear that none would be tolerated; this is the main reason why they say they feel so safe at school.
- Behaviour is good in lessons and pupils work very well together, they are keen to collect team points and often support each other with difficulties or the management of resources. One boy collected a pair of scissors for everyone on his table because he realised they would all need a pair shortly. The others showed great pleasure in his forethought and thanked him straight away.
- Pupils enjoy their lessons and work hard; they talk animatedly about the topics and visits

showing a great deal of pride in their work. This is reflected in their books, which are usually neat and tidy; their reading logs are a prime example. On occasions younger children lose interest in lessons that provide insufficient challenge or have few opportunities for them to build their independence.

- Attendance is much higher than average and good systems for greeting parents and carers and children in the morning ensure a prompt and settled start to the day.

The leadership and management are good

- Leadership responsibilities are shared well among the few staff. Good systems to check the rate of school improvement provide leaders and governors with a clear understanding of the school's priorities for moving forward. Their focused approach has ensured that the school has made significant progress in most of the areas highlighted in the last inspection and is well placed to make further improvements.
- The local authority has supported this small school well since the last inspection, and its regular reviews have provided valuable guidance for school leaders taking strong action to improve teaching quality, and have helped school leaders to manage the high level of staff changes effectively.
- The robust systems for checking that pupils are doing equally well in all classes and in different subjects mean that school leaders keep a close eye on the progress of different groups. Good relationships are fostered in the whole school community. The school ethos promotes high expectations for all pupils and creates a welcoming atmosphere which is valued by the great majority of parents and carers.
- Pupils' spiritual, moral, social and cultural development has a high priority. School leaders listen to pupils' ideas and value parents' suggestions. Pupils talk with good understanding about the school's values, such as courage. There is a very strong sense of community and discrimination of any kind is not tolerated.
- The curriculum is well designed to capture pupils' interests and is adapted well to the needs of pupils in the mixed-age classes. In Key Stages 1 and 2, it ensures that pupils of all ages and abilities build on their understanding as they move through the school. There are good links between different subjects to maximise opportunities for learning, such as improving information and communication technology skills.
- Activities planned for younger children ensure they learn basic literacy and numeracy skills at a suitable rate; however children have too few opportunities to develop independence and creativity to a high level. Many of their activities are routine and lack sufficient challenge to ensure that they make good progress in all areas of learning.
- **The governance of the school:**
 - The governing body checks the quality of education at the school well and has a good understanding of the school's strengths and where there is room for improvement. Governors regularly receive training and advice from the local authority. The governing body reviews the allocation and impact of the pupil premium funding and scrutinises the outcomes of the school's performance management procedures, ensuring that only the most successful teachers are rewarded. The governing body has supported the school well since the last inspection by asking probing questions at their meetings and ensuring that school leaders take robust action to improve teaching and secure improvement. All statutory duties are met, including arrangements for safeguarding. Governors are diligent in checking the school's safeguarding records to ensure they are accurate and up to date.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116349
Local authority	Hampshire
Inspection number	405643

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Geoffrey Cooper
Headteacher	Sally Smith
Date of previous school inspection	22–23 June 2011
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