

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0117 311 5319  
Direct F 0117 315 0430  
Direct email: matthew.parker@tribalgroup.com



25 January 2013

Susan Waters  
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, with Susan Gadd Her Majesty's Inspector and Sandra Hayes Her Majesty's Inspector, to your school on 24 January 2013, 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 fifth 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 – good

Newly qualified teachers may be appointed further to discussion with 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 fifth monitoring inspection on 24 January 2013**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, members of the school's leadership team, groups of pupils, the Chair of the Interim Executive Board and representatives from the local authority.

#### **Context**

A member of the teaching staff left school at the end of the autumn term to begin maternity leave. Two teachers, who work at the school on a part time basis, have the shared responsibility of teaching her class. The Year 5 teacher's leadership role as mathematics coordinator is being covered, during her absence, by the deputy headteacher. All but one of the members of the school's shadow governing body have been appointed. The shadow governing body will become operational as soon as this appointment is formally confirmed.

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

The majority of children in the Early Years Foundation Stage are making accelerated progress; this reflects improved provision and teaching in the Reception class. The school's data and pupils' work confirm a similar picture in the rest of the school. Pupils' progress in Key Stages 1 and 2 is accelerating and is particularly evident in Year 2 where strong teaching is a consistent feature. Action taken to develop pupils' writing skills has been a significant feature of the school's work. The staff are also focusing on mathematics, for example, to aid pupils' effective application of the skills they have learnt to new tasks. However, pupils do not always make enough progress in class during 'guided reading'. In the best sessions, adults use pupils' knowledge of phonics (the sounds that letters make) to reinforce the learning of new words in different contexts and where this was seen, pupils responded well. In another 'guided reading' session, learning was not planned and only the pupils working with the teacher made good progress, while others did not.

Pupils continue to benefit from planned interventions to 'close the gap' in achievement, between different groups of learners, where concerns are identified. Issues remain, however, with the consistency of the progress made by groups of pupils in some lessons, such as those who are more-able. This reflects the teachers' development needs, however, rather than any trend of underachievement that is being made by any particular group of pupils in school. Notwithstanding these facts, pupils' achievement in English and mathematics is improving.

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

- raise attainment in English and mathematics – good

### **The quality of teaching**

Teachers are making better use of strategies to engage learners, for example, pupils talk about their learning with a partner, or they work effectively in groups, and this motivates pupils to engage effectively in their lessons. Pupils with special educational needs are benefitting from effective support provided by learning support assistants and the strong lead provided for all staff in this respect by the special educational needs coordinator. From a scrutiny of the pupils' work, it is evident that pupils are making accelerated progress, particularly in their writing. Teachers' marking of pupils' written work is effective and this aids pupils to consider how best they might improve their work. There is evidence of a dialogue between teachers and pupils, and pupils respond thoughtfully to the suggestions made. This good practice, however, is not consistent across the marking of pupils' mathematics or topic work.

Lessons observed during the monitoring visit still show that, although teaching is improving, it is not consistently good. Strong features of teaching continue to demonstrate effective challenge for all pupils, regardless of their different needs or abilities, and so pupils make good progress, as seen in a Year 2 literacy lesson. In some lessons, however, planning remains an issue as the challenge provided for different groups of pupils is not evident. For example, in one lesson a pupil with English as an additional language was not supported well enough, while in others, more-able pupils were not challenged sufficiently; as a result, these pupils did not make enough progress. Such issues are not seen in every lesson but do reflect the inconsistency in teaching and the teachers' different development needs. Teachers are now confident, however, to use assessment information about pupils' progress to inform the pupils' next steps in learning. Even so, not all teachers use this information routinely in lessons, for example through open-ended, independent and challenging tasks, so that all groups of pupils make good progress.

### **Behaviour and safety of pupils**

Most pupils enjoy school. Younger pupils talk positively about their lessons and how they enjoy the practical activities they are doing in mathematics and their science investigations. Older pupils spoke similarly about the visits they have at the start of a topic, such as their recent visit to a real rain forest; it was evident from discussions in class that this was making learning both interesting and enjoyable. Some pupils told inspectors, however, that although they have targets to help them improve their work, they do not know what they are, or they are confused by them or do not understand what they mean. This was exemplified in a lesson when a more-able pupil read her writing target to an inspector but didn't know what it meant.

Younger pupils feel that behaviour 'is looked after better now' and, as a result, they feel safe in school. However, older pupils spoke about occasions when teachers did

not manage pupils' behaviour well enough in lessons and that sometimes they felt unsafe. Pupils also reported, as they did at the last monitoring visit, that the 'buddy stop' system on the playground is still not working and that pupils going there at play time are left on their own. It was evident during the inspection that most members of staff manage pupils' behaviour well. When it is at its best, pupils are enthusiastic about their lessons. This was seen in religious education lessons when pupils in Years 3 and 4 engaged positively with others to consider complex subjects such as 'the creation'. However, when teachers talk for too long, the pace of lessons slows or pupils are not challenged enough, pupils lose concentration and their behaviour deteriorates and this situation is not managed well enough by all teachers.

The attendance of pupils has improved over time. This is because of the strategies used to engage positively with parents and others, and to encourage and reward pupils for their regular attendance at school. Although pupils' attendance during the autumn term in 2012 was lower than that seen during autumn 2011, the decline was largely due to illness. The school is quick to tackle attendance issues when they arise and evidence shows that positive results have been seen as a result.

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

The executive headteacher provides a strong lead for the schools work. She has widened the responsibility for driving improvement to her senior leaders who, working with the local authority, are gaining in experience to monitor and evaluate teaching and learning. This places them in a better position to contribute to the school's overall development through, for example, their subject action plans. These plans add to the raising achievement plan which highlights improvement areas for the current term. The impact of such planning is evident in the better sharing of good and outstanding practice. An advanced skills' teacher has worked with staff to improve their teaching. Lessons have been recorded and evaluated by teachers to identify where improvements can be made. Teachers are also better aware of what it takes to make a lesson good through improved feedback from others. Such work is making a positive difference to teaching and the progress that pupils make.

The tracking of pupils' progress continues to be used well. An outcome of this is to identify where pupils are not making expected progress. The special educational needs coordinator has been effective in her work to ensure pupils who have particular needs receive appropriate support. She has clear evidence of the impact of action taken; for example, in the teachers' better use of targets from pupils' individual education plans so that next steps for pupils' learning are made clear.

The work of developing the curriculum is being led by the deputy headteacher. The impact of her work, together with all staff, is evident in the pupils' enjoyment of the opportunities they have for problem solving, investigation and independent work. Topic work is proving to be popular with the pupils, particularly the related visits out of school. The tracking of pupils' skills in the different subjects is being taken on

board by class teachers, subject leaders and the deputy headteacher, and it is planned that over time pupils will experience an enriched and purposeful curriculum.

The school continues to benefit from the strengths of the interim executive board and, in particular, the leadership of the chair. Challenging questions in respect of the raising achievement plan, and its impact, are an integral part of the board's work. Working closely with the executive headteacher, the school's improvement planning is to be extended to provide a longer-term strategic overview. In the short term, the board has a clear and effective strategy to transfer responsibility to the shadow governing body by September 2013.

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

- improve self-evaluation and leadership and management at all levels – good

### **External support**

The local authority is responding effectively to the identified needs of the school. Working with the executive headteacher, a National Leader in Education, training and support is being placed where most needed. The impact is evidenced in improvements seen in both leaders' and teachers' skills and confidence, in addition to the pupils' achievement in English and mathematics which has also improved.