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28 January 2013

Mrs J Carrington  
Executive Headteacher  
Ampfield Church of England Primary School  
Knapp Lane  
Ampfield  
Romsey  
Hampshire  
SO51 9BT

Dear Mrs Carrington

**Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Ampfield Church of England Primary School**

Following my visit to your school on Friday 25 January 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the executive headteacher and head of teaching and learning, teachers, representatives the governing body and a representative of the local authority. The school improvement plan, the raising achievement plan (RAP) for writing and the post-Ofsted action plan were evaluated. The inspector looked at documents used by leaders, including governors, to monitor and evaluate the school's work and looked at pupils' progress through a learning walk and scrutiny of books.

**Context**

Since the inspection the collaboration between the executive headteacher's two schools has continued and strengthened. An additional leader has been seconded, from another Hampshire school, to develop further the quality of teaching and

learning. This has included the introduction of extra help for pupils identified with gaps in their learning. Two new governors have been appointed.

## **Main findings**

The executive headteacher and governors have taken robust and positive action since the inspection. The executive headteacher has produced a comprehensive post-Ofsted action plan which is supplemented by a detailed RAP plan for writing. The plans identify realistic timescales for the introduction of new initiatives and training activities for staff. The monitoring activities have detailed key milestones to help check the school is making the expected progress towards becoming a good school. Changes that had started in September have accelerated further. As a result, there is a clear momentum of rapid improvement demonstrated in all aspects of the school's work. The secondment of an additional leader since January, who works in both Ampfield and its partner school, has brought additional focus to improving the quality of teaching.

Staff are completely behind the changes being made and are very positive about the collaboration within the school and with the partner school. They are particularly enthused by the clarity of the vision and direction for the school's future work. Staff feel involved in making decisions, identifying the next steps for improvement and in sharing in the successes already achieved. They say they feel refreshed by the creative approaches to teaching and being able to make lessons more exciting by 'thinking outside the box'. The new 'individual aspiration plans' that have been produced for each pupil have raised teachers' expectations and aspirations of pupils' capabilities and clearly identify the specific next steps in learning for each child. Pupils' targets are identified clearly; they are unique to each child and are highly visible in their books to remind them of their learning aims. Teachers recognise that this has increased pupils motivation, the pace of learning and pupils are eager to learn even more.

Teachers have benefited from training and coaching from the executive headteacher, the head of teaching and learning and local authority consultants for English. As a result, the quality of teaching is improving quickly. They appreciate the opportunities to work in collaboration with their partner school for joint training events and to share effective practice. Teachers use of observation and assessment to adapt work in lessons and the application of criteria to assess how well pupils are learning have become embedded quickly. These ensure that all pupils have work that better matches and challenges their learning. This has resulted in pupils making much faster progress than previously. Pupils are rapidly reaching and exceeding nationally expected standards in all age groups.

Governors have quickly strengthened their roles and responsibilities for monitoring and evaluating the schools work. They have worked closely with the executive headteacher to revise their visiting policy including the procedures to record their findings and identify next steps in improvement. A programme of monitoring

activities has already started. They recognise that a real sense of collaboration and an open working relationship have been established between senior leaders and governors to move the school forward. They say they feel much more a part of the school. A good programme of training, for all governors, is planned with the executive headteacher and local authority officers. This will include how to support, challenge and hold the school to account more robustly. They are focused firmly on improving pupils' achievement and becoming a good school as quickly as possible.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- send a copy of the executive headteacher reports and raising achievement plans to the inspector at the end of each term.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority is providing highly effective support which is helping to improve the school's work, beginning with the successful brokering of the executive headteacher and the head of teaching and learning to lead the improvements needed. The executive headteacher has the complete confidence of local authority officers, governors and staff to bring about rapid and sustained improvement. She has ensured highly productive collaborative work between the two schools that is supporting rapidly improving teaching and pupils' achievement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services Hampshire.

Yours sincerely

Judith Rundle  
**Her Majesty's Inspector**