

Awbridge Primary School

Danes Road, Awbridge, Romsey, SO51 0HL

Inspection dates 27–28 February 2013

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|--------------------------------|----------------------|--------------|----------|
| 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 | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher is inspirational in her leadership. She has ensured rapid improvements since the federation began, ably supported by other leaders and governors. Joint ambition and drive ensure all pupils achieve well.
- Attainment by the end of Key Stage 2 has improved rapidly and is now above average.
- Most children in the Early Years Foundation Stage and all pupils across the school make sustained progress, including those eligible for pupil premium funding.
- Teaching is good overall, with an increasing proportion that is outstanding. Teachers observe, give timely feedback and adapt lessons quickly to help pupils improve their work further.
- The quality of support from teaching assistants, especially for the most vulnerable pupils, is a strong feature of the school's work.
- Pupils' behaviour and attitudes are outstanding, in lessons and around the school. They are polite and courteous with each other and adults, and show high levels of care.
- The curriculum provides a good breadth of experiences in lessons and through enrichment activities.
- Governors have worked rigorously to ensure the federation secures the best possible learning experience for all pupils. They use their broad range of expertise to support and challenge the school. They ensure pupils and staff are safe.

It is not yet an outstanding school because

- Achievement in writing, especially that of more able pupils, is not as strong as achievement in other areas.
- Teachers, and especially middle leaders, have not ensured that all subjects are taught in such a way that pupils consistently enjoy the same exciting and relevant activities.

Information about this inspection

- The inspector observed ten lessons and a number of smaller teaching groups. In all, seven teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the executive headteacher, head of teaching and learning, staff members and parents and carers.
- The inspector took account of the 28 responses to the on-line questionnaire (Parent View) in planning the inspection and talked to a number of parents during the inspection.
- The inspector held a discussion with a representative of the local authority and met with her at the feedback at the end of the inspection.
- The inspector looked at pupils' work, and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is average.
- The proportions of disabled pupils, and those who have special educational needs supported through school action and school action plus, are broadly average. There are no pupils with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since September 2010, the school has been part of a federation with Wellow Primary School, with which it shares a governing body. They are also in a formal collaboration with Halterworth School. The headteacher of Halterworth is currently the Executive Headteacher of the three schools.
- All the teaching staff have changed since September 2012.

What does the school need to do to improve further?

- Ensure that all pupils, especially those who are more able, make the best possible progress in writing, and achieve the same standards as in mathematics, by:
 - ensuring all teachers consistently implement shared plans
 - enabling middle leaders to plan and manage aspects of the curriculum effectively across the federation so that the curriculum consistently offers pupils the most exciting and relevant activities.

Inspection judgements

The achievement of pupils is good

- Most children enter the Reception class with developmental levels in line with those expected for their age. They make good progress especially in their personal, social and emotional development, understanding the world, and numeracy skills and make a good start to their education. A large majority attain the expected levels by the time they leave the Reception class, with nearly a third achieving better than expected. This year, there has been rapid progress in writing, but this remains the weakest aspect of children's learning.
- Pupils' achievement by the end of Key Stage 1 has not been as rapid as other age groups but has shown real improvement this year with the school's improved focus on the teaching of phonics (sounds and letters). Expectations are now consistently high to ensure all pupils are challenged appropriately for their ability.
- Attainment by the end of Key Stage 2 has risen sharply since the inception of the federation, with pupils attaining above average levels in English and mathematics in last year's national tests. Standards in mathematics are particularly strong, with increasing proportions attaining the higher Level 5. All pupils enjoy mathematics lessons and display good calculation and problem solving skills in all age groups.
- Older pupils are now showing rapid and sustained progress. The school's focus on improving pupils' speaking, listening and reading skills ensures they are able to access learning across the curriculum. The pupils' levels of achievement in writing are not as high as those in other subjects.
- The extensive school records show that, even allowing for the differences in writing, all pupils make the expected progress during Key Stage 2, which is better than the national average.
- The school spends additional pupil premium money to good effect on additional teaching support for the pupils who qualify for it. These pupils, those eligible for free school meals, and the most vulnerable, make better progress than the same groups nationally because of this well-targeted support and additional activities and they reach similar levels of attainment to other pupils in the school in both English and mathematics, as measured by their average points score at the end of Key Stage 2.
- The rigorous work of the federation's inclusion manager and teaching assistants ensure that all pupils with a disability who are identified with special educational needs make the same good progress as others in the school.

The quality of teaching is good

- The leaders' rigorous focus on improving the quality of teaching and supporting the new teachers in the school has resulted in good teaching overall, and an increasing proportion being outstanding. In the outstanding lessons, teachers used questioning very effectively to extend pupils' initial responses to strengthen their independent thinking and reasoning skills. In most lessons, pupils have excellent opportunities to identify what they want to learn during the subject and each topic.
- Teachers use assessment information well to plan work that matches the needs of different abilities and age groups in one class. As a result, pupils enjoy their learning and make consistently good progress.
- Occasionally, expectations for higher ability pupils are not high enough so they are not challenged consistently in all lessons, and some are capable of even more. The differences in teachers' approach to the delivery of different subjects are being analysed and discussed in order to ensure that pupils enjoy the same exciting and relevant activities in all lessons.
- Children in the Early Years Foundation Stage have many good opportunities to experience a mix of self-initiated and teacher-directed activities, supported through a broad range of exciting and interesting resources. They particularly enjoyed using their hands to plant sunflower seeds and predict how high they would grow.

- Teaching assistants are deployed very well and strong partnerships already exist between them and teachers to ensure all pupils are included in lessons and make progress. They are highly skilled at providing one-to-one support in lessons, particularly for pupils with special educational needs.
- Teachers use positive praise effectively to reinforce the learning objectives and intervene at the right time with verbal feedback to promote progress and increase the rate of learning. Written feedback is mostly good, and pupils have become skilled at self- and peer assessment.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is consistently thoughtful and caring because there are very clear systems in place to encourage this, which are understood by all and implemented consistently. Consequently, pupils' behaviour in lessons and around the school is outstanding.
- Pupils are unfailingly polite and courteous. They are very respectful of their teachers and one another. As a result, the school is a very harmonious community.
- Almost all parents believe that pupils behave well in school, and this is supported by pupils who confirm the significant improvements that have been made in recent years. Parents are very pleased with the homework their children receive and enjoy joining in with their learning.
- Pupils have very enthusiastic attitudes to learning. They are keen to learn and offer their ideas enthusiastically. They support each other very well in pairs and groups when required to do so. This is indicative of how well the school fosters good relationships and promotes pupils' social, moral, spiritual and cultural development.
- Pupils have increasing opportunities to take responsibilities within the school and they take their roles seriously. They were enthusiastic about being school councillors and peer mentors and give clear examples of how their roles benefit others. The preparations for being a peer mentor are starting to prepare pupils well for living in a democratic society.
- Pupils have a very good understanding of different kinds of bullying. This is because the school promotes awareness of these issues very strongly, for example in the prominent displays around the school of awareness of computer safety. Discrimination and derogatory language of any kind are not tolerated. Pupils say that incidents are almost unheard of and are dealt with very effectively by staff. Consequently, pupils feel extremely safe and well cared for. This is a view supported very strongly by almost all parents responding to Parent View.
- Pupils' attendance is above average. The school is improving attendance with robust monitoring procedures which recognise high attendance and reinforce the importance of regular attendance to parents.

The leadership and management are good

- The executive headteacher is inspiring staff and has made a significant impact on the school's work since the federation and collaboration with two other schools. [In partnership with the new head of teaching, senior staff at the schools and the governors, she has brought about swift and positive changes and has shown wholehearted commitment to setting up a programme of improvement and high expectations. As a result there is an outstanding capacity to improve.](#) The senior leaders have the full confidence of all staff and parents. Governors recognise that the Executive Head has achieved the right balance of dictating changes and involving staff and pupils in making decisions about the changes they want in the school.
- The executive headteacher and heads of teaching have worked closely together and enabled the many new staff to settle quickly and raised the morale of all other staff. As a result, all staff say they are now all working together because they share the same vision and want pupils to have the best opportunities and to achieve well.
- Teachers with additional responsibilities are now being given good opportunities to develop their roles across the federation, although, as the school leaders recognise, there is some way to go to make sure they can all take a full part in developing, monitoring and improving their area or

subject even further.

- Leadership of the Early Years Foundation Stage is good. Facilities and resources have improved significantly. There is a highly collaborative approach to learning and a real sense of a cohesive team working together to support children's learning.
 - The comprehensive programme of training, monitoring and evaluation activities has improved the quality of teaching, and the proportion of outstanding teaching is increasing rapidly. Feedback to individual teachers is precise and helps them understand what would be 'even better if' and their specific next steps of improvement.
 - The school holds a wealth of information and data about pupils' achievement and this is summarised succinctly into one place to support the easy evaluation of this aspect of the school's work.
 - The curriculum is adapted well to meet the needs and interests of pupils of different ages and abilities, including disabled pupils and those with special educational needs. Teachers need to make some further refinements and work together to ensure that pupils' interest is sparked by a range of topics and the most able pupils are consistently challenged.
 - The curriculum promotes pupils' spiritual, moral, social and cultural development extremely effectively, for example by enabling them to learn about different faiths, ways of life and global issues.
 - The local authority has provided very effective support to help the school through the federation transition. The school has strengthened community and home links and makes good use of external services when needed.
 - **The governance of the school:**
 - Governors visit schools in the federation regularly, always with a specific focus for improvement. As a result, they understand how well pupils achieve in comparison with those in other schools locally and nationally. They have a good balance of professional skills that they use to monitor and challenge school leaders, and talk confidently about the quality of teaching and ensure that systems for performance management are robust, particularly in regard to the link between performance and teachers' salary progression. They ensure that the pupil premium funding is spent to provide enrichment activities for the eligible pupils as well as to support them to access the curriculum. Governors undertake relevant training to equip them for their roles. For example, training on recruitment has been invaluable, as has training on child protection procedures, which has enabled them to ensure that the school complies with all requirements for safeguarding pupils.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 115856 |
| Local authority | Hampshire |
| Inspection number | 401543 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 124 |
| Appropriate authority | The governing body |
| Chair | Di Chamberlain |
| Executive Headteacher | Jo Cottrell |
| Date of previous school inspection | 12 May 2010 |
| Telephone number | 01794 340407 |
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