

Test Valley School

Roman Road, Stockbridge, Hampshire, SO20 6HA

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress throughout the school because teaching is good.
- Pupils enjoy school and are keen to do well.
- Pupils behave well and say that they feel safe. They say bullying does not happen often and that it is dealt with well.
- The headteacher provides good leadership. She works closely with governors and other leaders to raise standards and to improve the progress made by pupils.
- Leaders provide good training to improve the quality of teaching.

It is not yet an outstanding school because

- Occasionally, teachers do not use assessment information well enough to make sure work meets the needs of all pupils.
- Sometimes teachers' questioning does not fully involve pupils in discussing their work so that they improve their understanding.
- When marking pupils' work, teachers do not always tell pupils how well they are making progress towards their targets, what they need to do to improve their work, or make sure that they follow the advice given.

Information about this inspection

- Inspectors observed 39 teachers in 40 lessons or parts of lessons. Four of these were observed jointly with senior leaders to check how accurately they evaluate teaching.
- Meetings were held with staff, pupils, governors and a representative of the local authority.
- Inspectors examined documents about the school's work, including information about the achievement of pupils, development planning and the school's self-evaluation.
- They took account of 84 responses to the Parent View online questionnaire, and of the school's own survey of parents' and carers views.

Inspection team

Ted Wheatley, Lead inspector	Additional Inspector
Stephanie Matthews	Additional Inspector
David Butler	Additional Inspector
Heather Ward	Additional Inspector

Full report

Information about this school

- The school is smaller than most secondary schools.
- The proportion of pupils who speak English as an additional language is well below average and no pupils are at the early stages of learning English.
- The proportion of pupils supported through school action is below average, and the proportion supported at school action plus or through a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and children who have a parent in the armed forces.
- A small number of pupils are partly educated at Andover and Sparsholt College or within the Andover Area Consortium of schools, to provide them with opportunities to gain work-related qualifications.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by making sure that:
 - teachers always use available assessment information to provide work that meets the learning needs of all pupils
 - teachers' questioning ensures all pupils have opportunities to discuss their work to help them improve their understanding
 - when teachers mark work, they give pupils clear information about how well they are making progress towards their targets, what they need to do to improve their work, and then check that pupils follow any guidance they are given.

Inspection judgements

The achievement of pupils is good

- Standards are above average by the end of Year 11, and except for 2012 when GCSE results dipped, have been above average for several years and improving in recent years. The reasons for the fall in results were quickly identified and improvements were made that led to a considerable rise in standards in the present Year 11. This represents good progress from pupils' average levels of attainment on entry to the school.
- The proportions of pupils gaining five or more GCSE passes at A* to C grades, and the highest A* to A grades in all subjects, are rising.
- Pupils read well, and this is supported by reading aloud in class, and reading to find information in most subjects. Most pupils explain their understanding and knowledge well. Their written work is usually accurate, detailed and well presented.
- Pupils have above-average mathematical skills. These are reinforced by being used in different subjects, and also by good teaching in mathematics lessons. Pupils calculate, draw and interpret graphs, and deal with mathematical problems well.
- The small number of pupils who take their mathematics GCSE examinations early, and who do well, go on to study AS or A level mathematics.
- Disabled pupils and those with special educational needs make good progress. The help they receive from support staff is good, successfully encouraging them to gain the skills they need, to be confident and to work well independently.
- Able pupils make good progress because the work is usually carefully matched to their learning needs.
- Pupils who attend the local college or other schools for work-related courses do well and achieve good results in the courses they follow.
- Pupils supported by the pupil premium funding make good progress. Funding is used well to provide individual support for pupils, and to make sure they have the full range of opportunities that other pupils receive. The standards they reached in 2012 were lower than those achieved by other pupils, and represented being about two years behind other pupils. Pupils in the current Year 11 are about five terms behind other pupils in both English and mathematics, and this gap has narrowed considerably since they joined the school.
- Pupils who start school with weaker English and mathematical skills than other pupils catch up quickly because they receive individual support until they reach the standards they should be at.

The quality of teaching is good

- Teaching is usually challenging and tailored to the needs of all pupils. Mostly, teachers use detailed assessment information well to plan their teaching, and to make sure pupils do as well as they can. Teachers use their knowledge of how pupils learn effectively to provide extension activities for able pupils and support for less able pupils.
- Teachers have good subject knowledge, and are skilled in using computer technology to add interest to lessons and to help pupils take part in lessons and demonstrate their own learning.
- In most lessons there are many opportunities for pupils to work together and to collaborate in their learning. This works well in encouraging pupils to express their understanding and knowledge well and to learn to cooperate with other people. It contributes well to pupils' social and moral development.
- In the best lessons, teachers provide opportunities for pupils to make their own decisions about how they learn. In these lessons, pupils work to very clearly stated learning objectives, which guides their learning effectively.
- In these lessons also, teachers encourage pupils to assess their own and each other's performance, using examination mark schemes and the learning intentions of lessons. This

contributes well to pupils' learning and to their confidence in their own skills and knowledge.

- Teachers promote pupils' literacy, numeracy and computer skills well. Lessons frequently include opportunities for pupils to write independently, to calculate and to use computers for research.
- Classroom assistants work well with teachers. They plan work carefully and support pupils effectively. They make sure pupils learn for themselves and give them opportunities to practise what they learn so that they gain confidence in their own understanding and knowledge.
- The range of subjects taught is good and well planned to meet pupils' academic and future education and employment needs. The suitability of the curriculum, whether it is in school or at the local colleges, is regularly checked to make sure it fully meets pupils' needs. The curriculum is well supported by a wide range of trips and residential visits.
- Occasionally work is not demanding enough because teachers do not use available assessment information well enough to match work to pupils' learning needs.
- Teachers' questioning is often good and involves all pupils in thinking hard. This draws pupils into discussions so that their understanding is strengthened. However, sometimes teachers do not involve all pupils enough when they question, and take answers only from a few pupils, so that others do not develop or show their own understanding.
- Teachers' marking is usually good. It mostly gives pupils a clear indication of how well they make progress and how to improve the quality of their work. Most pupils follow guidance they receive. However, sometimes teachers do not tell pupils how well they are progressing compared with what is expected of them, or how to improve their work. Occasionally teachers do not check that pupils follow guidance when it is given.

The behaviour and safety of pupils are good

- The behaviour and attitudes of pupils are good. Pupils are keen to learn. In lessons they concentrate well and many attend the after-school and holiday-time revision classes.
- Pupils take on many responsibilities. For example, some Year 10 pupils train as counsellors and support younger pupils to help them settle into the school smoothly. Many pupils take an active role in helping organise parents' evenings and other activities, for example, the StockFest annual fair.
- Pupils take part in the wide range of musical, drama, sports and other out-of-school activities enthusiastically.
- Relationships are very good. Pupils are polite and friendly towards adults and treat each other with consideration and respect. They work well together, and share resources and discuss their work with each other maturely.
- Pupils behave safely around school and know how to stay safe themselves. In workshops and science laboratories they use equipment safely, obeying the safety rules they have been taught.
- Pupils have a good understanding of the different forms of bullying. They say there is occasional bullying, and that it is dealt with well. They feel confident going to any member of staff or older pupils for help if they feel they need it.
- Pupils' attendance is above average and rising. It has improved in recent years, and persistent absence has decreased. The school works effectively with pupils and families to encourage regular attendance.

The leadership and management are good

- The headteacher provides good direction for the school's improvement and she is well supported by other leaders and staff. Leaders have accurately identified what the school needs to work on to improve, and have started actions to make sure this happens.
- Leaders have effective procedures to check on the quality of teaching and have successfully eliminated inadequate teaching. Training and support for teachers and those in management positions are good. Teachers have challenging targets to help them improve. These are linked to

the progress made by pupils, teachers' professional development and the school's priorities for improvement.

- The school has good links with the local authority. These are effective in supporting and confirming the accuracy of the school's self-evaluation, and in supporting improvements in teaching.
- The school organises the subjects it teaches well. It works effectively to make sure pupils have the subjects they need to support their academic and vocational aspirations. The out-of-school range of activities is wide and includes art, music, drama and sports activities and sports competitions, which are well supported by pupils. These help promote pupils' spiritual, moral, social and cultural development well.
- The school is effective in encouraging tolerance and understanding, and in eliminating all forms of discrimination. It ensures pupils of all abilities and backgrounds make good progress. Standards are rising, teaching is good and becoming better, and pupils' attendance has improved. These improvements demonstrate the school's strong capacity for further improvement.
- Parents and carers are mostly pleased with the school, and the school has effective procedures to respond to parents' concerns as they arise.
- **The governance of the school:**
 - The governing body is well informed about the school's work and governors are well trained in order to carry out their responsibilities. They know how well pupils do compared with pupils nationally, and take an active part in working with the school to plan improvements. They check how effectively funds are spent, and have a good understanding of how well expenditure drives improvements made in progress by different groups of pupils, especially those supported through pupil premium funding. They make sure that the school has effective procedures to check how good teaching is, and know how teachers' progress up the salary scale is linked to pupils' progress, professional training and the school's priorities. They fully meet their responsibilities in regard to safeguarding and in making sure that the school makes thorough checks on all new staff before they take up their appointments.

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	116426
Local authority	Hampshire
Inspection number	412775

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	The governing body
Chair	John Smith
Headteacher	Louisa Hiscock
Date of previous school inspection	1–2 December 2009
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