

Andover Church of England Primary School

East Street, Andover, SP10 1EP

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- The headteacher has created a culture of continuous improvement which is now shared by all teachers. She provides very effective support and guidance to teachers and challenges them to be the best they can. As a result teaching has improved considerably and is now good.
- Pupils now make good progress in all classes and reach high standards in English and mathematics. They read, write and solve mathematical problems confidently.
- Pupils enjoy school. They attend regularly and behave well. They try hard in lessons. They are well mannered and confident when talking to adults.
- The headteacher has built an effective team of senior leaders and subject leaders who share responsibility for checking on the quality of teaching and giving advice to teachers.
- The Interim Executive Board (IEB) and shadow governing body hold the school closely to account for the quality of teaching, pupils' achievement and equality of opportunity.

It is not yet an outstanding school because:

- Pupils' understanding of cultural and religious diversity within the United Kingdom is limited. This means they are not fully prepared for life in modern Britain.
- Although pupils have a clear understanding of their rights, the school does not work closely enough with the local community to ensure pupils always show tolerance, respect and a sense of responsibility towards one another.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, carried out a series of short walks to look at aspects of the school's work and watched two assemblies. Of these activities, six were carried out jointly with the headteacher and deputy headteacher.
- Inspectors met with groups of pupils and talked to other pupils in lessons, in the playground and as they moved around the school.
- Inspectors looked at the work in pupils' books during lessons. One inspector scrutinized a selection of books with the headteacher.
- Inspectors heard some Years 1 and 2 pupils read and talked to other pupils about their reading.
- Meetings were held with the headteacher, deputy headteacher, other school staff, seven members of the joint IEB and shadow governing body and the school's improvement officers from the local authority.
- Inspectors took account of the 44 responses to the online Parent View survey and one letter received by a parent or carer. Inspectors spoke informally to parents and carers as they brought their children to school at the start of the day. The questionnaires completed by 19 members of school staff were also considered.
- Inspectors looked at a number of documents, including: the school's checks on how well it is doing and its plans for improvement; evidence about how teachers are set targets to improve pupils' progress; the school's information about pupils' progress over time; the school's information about how it works with parents and carers; and records relating to behaviour, attendance and safeguarding.

Inspection team

Sandra Hayes, Lead inspector

Her Majesty's Inspector

Alan Jones

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Andover Church of England Primary School is an average-sized primary school.
- Most pupils are of White British origin. Few pupils in the school speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported through school action plus or who have a statement of special educational needs is similar to that in most schools. A slightly higher proportion is supported by school action than in other schools.
- The proportion of pupils supported by the pupil premium, which is extra funding from the government to support pupils known to be eligible for free school meals (or have been eligible at any point in the last six years), children of service families and children who are looked after by the local authority, has risen in the last three years and is now similar to that in most schools.
- The school has undergone a number of changes since the previous inspection. A number of teachers left the school, including the headteacher and deputy headteacher. The current headteacher is a National Leader in Education and is also the headteacher of another school. She took part-time responsibility for the school in November 2011, following the resignation of the previous headteacher and joined the school full time in January 2012. The deputy headteacher joined the school in April 2012. At the end of October 2011, the governing body was replaced by an IEB. A shadow governing body has been working with the IEB since January 2013. A process of transferring full responsibility to the governing body is underway and will be completed by January 2014. Three members of the IEB have accepted invitations to serve on the shadow governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The local authority has used some of the teaching at the school as good exemplars to support other schools in improving the quality of teaching.

What does the school need to do to improve further?

- Deepen pupils' understanding of, and respect for, the religious and cultural diversity of the United Kingdom by:
 - implementing a more rigorous approach to teaching pupils about cultures and religions within Europe and in the wider world
 - making the most of all opportunities for pupils to experience contact with people from the diverse cultures that exist within the United Kingdom.
- Strengthen links with the local community to improve pupils' awareness and understanding of rights, respect and responsibility by:
 - establishing a steering group, including parents and carers, pupils and governors, to identify effective ways of engaging with the local community
 - implementing a community-based, structured programme that will explore issues of rights, respect and responsibility with pupils and their parents and carers.

Inspection judgements

The achievement of pupils is good

- Achievement has improved sharply since the previous inspection. Pupils now make good progress in reading, writing and mathematics.
- Children enter the Reception class with skills at below the levels expected for their age. Some have very weak skills. By the time they start Year 1 pupils have made good progress and are ready to start the National Curriculum.
- Pupils in Years 1 and 2 make good progress and reach high standards in reading, writing and mathematics. Pupils' knowledge of phonics (the sounds that letters make) has improved this year and they now use these skills confidently when reading or spelling new words.
- Pupils in Years 3 to 6 also make good progress, so standards have improved significantly since the previous inspection. Inspection evidence and preliminary results from the 2013 English and mathematics Key Stage 2 national tests show that standards are now well above average in reading, writing and mathematics.
- The achievement of pupils supported by the pupil premium has improved. They are now working at levels similar to those of their classmates in most classes. This is in contrast to the picture in the 2012 Key Stage 2 national tests, when these pupils were around two terms behind others in English and over a year behind in mathematics. The remaining gaps are closing. In some classes this is happening more rapidly than in others. This is the reason why achievement is not yet outstanding.
- Disabled pupils and those with special educational needs are catching up quickly with other pupils in English. They are catching up even more rapidly in mathematics.
- The school has worked hard to raise standards in reading. Pupils now enjoy reading. They read confidently and say they appreciate the wide range of opportunities they have to read in school. Pupils talk about favourite stories and know how to use non-fiction books to find information.
- Pupils talk enthusiastically about their writing. They write confidently and with purpose in a range of styles. Pupils' books show they are now more thoughtful about how they present their work, such as when Year 6 pupils were writing a letter to the local Member of Parliament.
- Pupils say mathematics is fun. They enjoy solving problems and are methodical in their approach to mathematical investigations.
- Pupils know how well they are doing. They use personal targets to help improve their reading, writing and mathematics. They know what levels they will reach when these targets are met.

The quality of teaching is good

- Pupils say teaching has improved. Inspection evidence confirms this view. Teaching is good and a proportion is outstanding. This is why standards have risen considerably and gaps in achievement between different groups of pupils are closing. Nevertheless, teaching overall is not yet outstanding because these gaps are not closing at the same rapid pace for all groups in all classes.
- Teachers expect pupils to try hard and behave well in all lessons. They create an atmosphere of trust so pupils readily take risks in their learning. Pupils are self-motivated and willingly do additional work at home to support what they have done in class.
- Teachers carefully plan lessons that build on what pupils already know. They match work to pupils' individual needs and give extra support where needed. Teachers keep a close check on how well pupils are learning and move them on to harder work as soon as they are ready. As a result pupils make good and sometimes outstanding progress in lessons.
- Occasionally, teachers do not quite pitch the challenge at the right level for all pupils, particularly the most able. When this happens, some pupils do not make as much progress as they could. This explains why the gaps in achievement for particular groups are closing more slowly in some

cases than others.

- Disabled pupils and pupils with special educational needs make good progress in lessons. This results from careful planning by teachers and high-quality extra help given by teaching assistants.
- Teachers and teaching assistants skilfully question pupils and discuss their ideas to deepen understanding. Consequently, pupils are increasingly able to talk about their learning with confidence.
- Teachers make good use of guided reading lessons to ensure pupils learn to read effectively. For example in a Year 2 lesson, one groups of pupils worked with the teacher to practise using phonics to read more confidently while others used their reading skills to help them find useful facts to support what they are learning in science.
- When teachers mark pupils' writing and mathematics work, they give clear suggestions for improvement. In some classes, pupils use these comments to great effect and the improvements are made quickly. In others, teachers do not always encourage pupils to respond to the comments quickly enough and so the opportunity to take this next step in learning is missed.
- Teaching supports pupils' social and moral development. They learn how to cooperate and listen to one another's opinions. They challenge others' ideas courteously. Pupils have opportunities to consider ethical issues in lessons, for example the impact of the overuse of plastic bags.

The behaviour and safety of pupils are good

- Pupils say they like coming to school. They say it cares well for them and that they feel safe.
- Pupils behave well in lessons and concentrate on their work. Teachers and teaching assistants support pupils who find it difficult to settle into school well, helping them to focus on their learning. Pupils say misbehaviour rarely gets in the way of learning.
- Pupils move around the school calmly and sensibly. They are polite and friendly towards adults. At break times they usually play together happily and enjoy the activities and equipment available. Some pupils told an inspector they do not like it when older pupils play football at lunchtime because they show off, fall out with each other and call each other unpleasant names. During the lunch break observed, no pupils were playing football. Older pupils played sensibly with each other and with younger pupils.
- Pupils know what bullying means. They can talk about different kinds of bullying, such as verbal, physical and cyber bullying. They say there is some bullying in the school but that it happens less often than it used to. On the whole pupils say teachers deal well with bullying, although it sometimes takes a while to be resolved.
- The school has improved systems for recording and responding to bullying and serious behaviour incidents this year. Records show these actions are having a significant impact, resulting in a large reduction in such issues.
- Pupils' attendance has fluctuated this year and has been particularly affected by periods of widespread illness. On the whole it is broadly average. The school continuously looks for ways to improve pupils' attendance. For example, it does not permit pupils to go on holiday during term time. Nevertheless this does sometimes happen.

The leadership and management are good

- All leaders are ambitious for the school to do as well as it can for all pupils. The executive headteacher drives this ambition with a quiet determination and a relentless expectation that teachers will do the best they can for each and every pupil. She continuously checks this is happening, giving teachers clear points to improve where needed. Teachers speak very highly of this approach, reporting it has built their skills and confidence. As a result, teaching has

improved considerably.

- Subject leaders share responsibility for improving the quality of teaching with the executive headteacher. They frequently check teachers' planning and work in pupils' books. They give helpful advice to teachers where improvements are needed and check soon afterwards that suggestions have been acted upon.
 - The executive headteacher ensures teachers' salaries reflect how well pupils achieve. Teachers have clear targets for the progress pupils should make. These must be achieved for teachers to move along pay scales.
 - The school's approach to teaching different subjects is much improved since the previous inspection. Pupils now have well-planned experiences across a range of interesting topics. These topics make good links between different aspects of learning and are supported by visits to special places or through visitors coming in to school. The school does not yet make the most of these experiences to give pupils opportunities to mix with people from different cultures, nor does it yet teach pupils about different cultures and religions well enough. As a result, pupils' appreciation and understanding of diversity in the United Kingdom is limited.
 - Parents and carers say the school has improved and that they are now better informed about what is going on. Some feel they still would like more information.
 - The school has begun to build links with the local community. This is helping pupils develop greater awareness of how to treat others with tolerance and respect. The local community support officer visits often, working with groups of pupils to help them learn to be good citizens. Nevertheless, these links are not used well enough to ensure the school and local community work together in promoting the values of respect and responsibility along with pupils' rights and expectations.
 - The local authority has provided a range of appropriate support to secure strong leadership and improve the quality of teaching. The level of support has, rightly, been reduced as the school becomes increasingly able to drive forward its own improvement.
 - **The governance of the school:**
 - The IEB has established robust systems for holding the school to account for the performance of pupils. It has worked in collaboration with the shadow governing body to ensure these systems will continue to be used effectively when transfer of responsibility to the governing body is complete. This joint group has an accurate view of how well the school is doing, including the quality of teaching and the achievement of pupils. It has a clear understanding of how this picture will inform decisions about teachers' salaries. Governors are well informed about the impact of spending decisions, such as how well the pupil premium is being used to improve outcomes for eligible pupils. The IEB has ensured safeguarding requirements are met and that the shadow governing body is well placed to carry out statutory responsibilities, including equality of opportunity, when it assumes full responsibility for the school.
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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	116269
Local authority	Hampshire
Inspection number	399984

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

Type of school	All-through
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Maureen Bax
Headteacher	Susan Waters
Date of previous school inspection	24 January 2013
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