

Itchen Abbas Primary School

School Lane, Itchen Abbas, Winchester, SO21 1BE

Inspection dates 13–14 March 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment in both English and mathematics is above average, although it is higher in English. All groups of pupils make good progress because teaching is consistently good.
- Since the last inspection there has been significant improvement in the provision for Reception children. They now make a confident start because of well-planned and exciting learning activities.
- The school provides strong guidance for pupils' spiritual, moral, social and cultural development and this underpins the excellent relationships and mutual respect between adults and pupils.
- All pupils are very well known to adults and are warmly welcomed into a caring, family atmosphere. As a result they enjoy coming to school and feel very safe and well cared for. Pupils' attendance is good and they are exceptionally well behaved and polite.
- The acting headteacher is successfully building a new school team following a recent period of high staff turnover. The whole school community is fully committed to realising their vision of becoming an outstanding school. Governors and the local authority are offering useful support.
- The school is benefiting significantly from new partnerships with neighbouring schools.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Some pupils do not know what they need to do to improve their work in mathematics.
- Pupils do not practise their mathematical skills enough in other subjects and this affects their progress.

Information about this inspection

- The inspector visited seven lessons and observed four teachers along with a number of teaching assistants working with small groups of pupils. The inspector also talked to pupils about their work and heard individual pupils from Years 2, 4, and 6 read.
- A wide range of documents were scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing and how it plans to improve. Records of monitoring the quality of teaching and the minutes of the governing body meetings were also examined.
- The inspector looked at samples of pupils' work across a range of subjects and ages.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority.
- Questionnaires from 11 members of staff were analysed. The inspector took account of the views expressed in 40 online responses from Parent View and comments from parents during informal meetings before school on both days of the inspection.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Full report

Information about this school

- Itchen Abbas is a smaller than average-sized primary school. Pupils attend from the village and the wider local area.
- Reception children are taught in a single-age class but all other pupils are taught in mixed-age classes.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average as is the proportion of pupils supported by school action plus or with a statement of special educational needs.
- The proportion of pupils eligible for additional funding (pupil premium) is below average. Pupil premium is funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed services.
- There are a very small number of pupils from minority ethnic groups and none is in the early stages of learning English.
- 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?

- Develop the quality of teaching by providing more opportunities for teachers to observe outstanding teaching.
- Improve achievement in mathematics so that it is as good as it is in English by ensuring:
 - pupils have more opportunities to practise their mathematical skills in other subjects
 - marking makes clear to all pupils how they can improve their work.

Inspection judgements

The achievement of pupils is good

- Levels of knowledge and skills when children join the school are typical for their age. Children are warmly welcomed into the well-organised Reception class. Daily routines and excellent relationships with adults ensure that children quickly become confident in their surroundings. Exciting and carefully planned learning supports their good progress. For example, while working with the teacher to write a different ending to the story of the Three Little Pigs, children were totally engrossed and animated. Because of effective teaching they made rapid gains in their learning as they excitedly planned the food for the pigs' party and learned to spell and write many new words.
- Last year the national screening check in Year 1 for the sounds that letters make (phonics) showed attainment to be average. These results included pupils with particularly complex learning needs. Evidence gathered during the inspection showed the teaching of phonics and pupils' progress to be good. Reception children already know many complex sounds and standards are above average this year.
- Pupils read very well and reach high standards. They told the inspector, 'reading is very important'. Younger pupils tackle unfamiliar words confidently and correct their own errors. Older pupils read with great fluency and expression and talk confidently about their choice of books and authors.
- All groups of pupils make at least good progress from their various starting points.
- The teaching of writing is well planned and systematic and pupils have many opportunities to practise their writing skills regularly in other subjects. As a result writing in pupils' books is of a high standard. They take a great pride in their work and it is beautifully presented.
- Although standards in mathematics are above average they are not as high as standards in English. Throughout the school pupils do not have enough opportunities to practise their mathematical skills in other subjects so they do not learn as quickly as they could.
- The most able pupils across the school do well and in Year 6 they make especially good progress. Some reach levels that are much higher than those expected in reading, writing and mathematics.
- Pupils at risk of not doing well and those who need extra help are well supported by both teachers and skilled teaching assistants. New programmes to reinforce basic skills in English observed during the inspection are particularly effective. Most make particularly good progress in reading and reach standards that are similar to all other pupils.
- The gap in attainment between those pupils who have extra funds to support their learning and all other pupils has reduced over time. Results in 2013 showed that these pupils reached standards in reading and writing that were above average nationally and the same as those of pupils in the school, indicating clearly that the gap in these areas has closed. The gap in mathematics showed these pupils as being two terms behind their classmates and nationally.
- Current school information shows that some pupils currently receiving funds are continuing to reach standards that are the same or higher than those found nationally. However, some pupils throughout the school receiving funding also have complex learning needs and although they make good progress from their starting points they do not reach the same standards as other pupils.

The quality of teaching is good

- The quality of teaching has been good over time; it is not outstanding as teachers have not had enough opportunities to improve their practice through observing outstanding teaching.
- Teachers have very high expectations of work and behaviour and pupils know very clearly what is expected of them. As a consequence they listen attentively, work hard and remain on task.

- The pace of lessons is sharp. Pupils say they enjoy their lessons because they find tasks are challenging and enable them to reach their full potential, particularly in writing. Years 5 and 6 pupils made exceptional progress in writing when writing up reports of a visit to the Ashmolean Museum. Pupils said how much they had then enjoyed using these reports and adding pictures to create a short film of the visit.
- Pupils know that when they are 'stuck' they can often find the help they need from useful displays of information on classroom walls, for example spellings and number facts. This supports their learning well.
- Highly trained teaching assistants ably support pupils who find some aspects of learning difficult.
- In English teachers mark pupils' books thoroughly and show them how to improve their work. Pupils respond really well and there is clear evidence to show that they use the suggestions from the teacher and this helps them to make more rapid progress. But this is not the case in mathematics where marking does not always explain to pupils where they have made mistakes and what corrections are necessary.
- A variety of different, regular homework tasks give pupils good opportunities to practise their research skills at home.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Exclusions and incidents of challenging behaviour are very rare. Pupils, and other adults, support this view and they all get on extremely well together.
- Parents spoken to informally during the inspection commented very positively on pupils' very good behaviour.
- The school's development of pupils' spiritual, moral, social and cultural development makes a substantial contribution to their very good attitudes and they are keen to learn. Pupils are always willing to 'have a go' at challenging tasks and do not give up easily. A group of more able pupils in the Years 3/4 class persevered well with a mathematical investigation. This prepares them exceptionally well for learning and for the next stage in their education.
- Pupils play a very full part in school life and the smooth running of the school. They thoroughly enjoy all the responsibilities they are given, for example they help in the dining room and playground at lunchtimes. Others are librarians or members of the school council. These opportunities make an important contribution to their very good social skills.
- Behaviour in assembly and around the building during the inspection was impeccable and pupils were unfailingly polite, warm and friendly towards visitors.
- Attendance has risen since the last inspection and is now above average. The school has rigorous procedures in place to deal with non-attendance.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and this view is supported by parents.
- The school takes all aspects of pupils' safety very seriously. Pupils are involved in risk assessments and 'safety' walks. They have a very good understanding of internet safety, referring to instructions on display in classrooms. They know how to deal with bullying should it arise but say there is none in the school and are rightly proud of this fact. Should pupils have any kind of worry they know exactly what to do and who to go to and are confident that an adult will help them.

The leadership and management are good

- The school has recently experienced a period of considerable staff changes, including senior leadership. The newly appointed acting headteacher, strongly supported by the local authority, is bringing renewed challenge and a sharper focus to the school's work.
- The governing body and staff are fully assisting the acting headteacher's determined effort to secure further improvement. The way in which the school is positively embracing changes and

already making rapid improvement shows that together they have the drive and ambition required to meet their goal to become an outstanding school.

- Senior leaders have a thorough plan of exactly what needs to be done and new initiatives are rapidly driving forward necessary developments. Top of the list is to make teaching outstanding.
- Teachers recognise that their performance must be measured against national standards. New systems are in place and the quality of teaching is now regularly checked and teachers have appropriate targets to meet. Training needs are being identified and met through a robust development programme including successful new partnerships with other local schools and support from local authority advisers.
- Middle managers are developing their skills and knowledge further through valuable opportunities to observe how their subjects are taught across the school. This is enabling them to identify training needs to improve teaching and raise achievement.
- Newly developed and more rigorous tracking of pupils' progress and regular meetings to discuss the progress of those pupils not doing well enough are ensuring that pupils receive the help they need to secure higher achievement. This is particularly the case for less able pupils.
- The subjects pupils are taught are well organised into topics and pupils spoke enthusiastically about visits, for example to the Ashmolean Museum, Fishbourne Roman Palace and Winchester Cathedral. Music is a strength of the school. Many pupils play instruments and Years 5 and 6 pupils created a most memorable moment in assembly during the inspection when they all played the recorder together. Valuable after-school clubs and visitors further enrich pupils' learning.
- Additional funding for sport is being used effectively to provide an introduction to a variety of sports such as lacrosse, football and cricket. This is helping to improve pupils' physical skills and their understanding of how to lead a healthy lifestyle. Teachers are being trained which is enabling them to teach a wider range of activities.
- New partnerships are being established with local schools and this is supporting the school's drive particularly well and helping them to improve what they are offering to pupils in teaching expertise across a variety of subjects.
- Parents spoke very positively to the inspector during the inspection about the work of the school and the help they had received with the learning and development of their children.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. The governing body and school staff make sure that safeguarding procedures are followed rigorously.
- **The governance of the school:**
 - The governing body brings a variety of important skills to the school from the world of work. These have been especially useful regarding the appointment of a new headteacher. Through undertaking a wide range of specific governor training, particularly over the last year, the governing body has become more informed about the school's performance, enabling it to ask challenging questions about the school's strengths and weaknesses as well as to support further development. Governors have a useful knowledge of the spending and impact of additional funding for the pupil premium and primary school sport. Governors carefully link teachers' performance with pay and the progression of pupils. Rigorous objectives have been set for the current acting headteacher but arrangements have yet to be made for setting the new headteacher's annual objectives. Some governors have specific responsibilities and carry out their duties diligently. Safeguarding requirements are all in place.

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	115920
Local authority	Hampshire
Inspection number	431411

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Frank Burrows
Headteacher	Aimee Dear
Date of previous school inspection	3 June 2009
Telephone number	01962 779310
Fax number	01962 779310
Email address	admin@itchenabbas.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

