

Ampfield Church of England Primary School

Knapp Lane, Ampfield, Romsey, SO51 9BT

Inspection dates

27–28 March 2014

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires Improvement | 3 |
| | 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.

- Standards at the end of Year 2 have risen and are well above those usually seen in most schools. Pupils' writing is an emerging strength across the school.
- Pupils now achieve well. There are clear trends of improvement both in teaching and learning. Children in the Early Years Foundation Stage make good progress in developing their early learning skills, particularly in writing, as a result of good teaching.
- Pupils enjoy school and feel extremely safe. Behaviour and attitudes to learning are good.
- Teaching is good. Previous weaker practice has been eliminated.
- Pupils supported by the pupil premium funding make good progress. Provision for disabled pupils and those who have special educational needs is good and they make rapid progress.
- Leadership is good. Governors, senior leaders and managers are constantly seeking to improve teaching, achievement and opportunities for pupils. Effective use is made of staff expertise across both schools.
- Systems which set teachers' targets for improvement are rigorous and highly effective.
- Governors are knowledgeable and effective. They provide a good level of challenge to school leaders in relation to standards and pupils' progress.

It is not yet an outstanding school because

- Although pupils' progress is improving rapidly, standards remain broadly average by the end of Year 6.
- There is little use of information and communication technology to enrich and extend pupils' learning.

Information about this inspection

- The inspector observed seven lessons, all of which were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body of the federation and six other governors, the school's senior and subject leaders, and a representative of the local authority.
- The inspector took account of the 10 responses to the staff questionnaire. There were insufficient responses to the online questionnaire (Parent View), but the inspector looked instead at the school's own recent survey of parental views.
- The inspector observed the school's work and looked at a range of school documents, including records of the school's checks on the quality of teaching, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils' progress. He also looked closely at pupils' written work from the current school year, and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional inspector

Full report

Information about this school

- Ampfield is a much-smaller-than-average primary school. The number of pupils has fluctuated considerably in recent years, but is now rising rapidly, particularly in Reception and Year 1.
- The vast majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils for whom the school receives the additional funding known as pupil premium (for pupils known to be eligible for free school meals, those looked after by the local authority and those with a parent in the armed services) is below average.
- An above-average number of pupils are admitted to and leave school at times other than the usual time of entry.
- Few pupils in the recent past have had their full primary education in this school.
- Currently the school offers three classes. Reception children and those in Years 1 and 2 have separate classes. Pupils in Years 3 to 6 are in the third class.
- For several years the school struggled to recruit a permanent headteacher. In September 2012 the school entered into an informal collaboration with John Keble Church of England Primary School, Hursley. This became a formal federation from September 2013, with a single governing body. The executive headteacher has overall responsibility for both schools, with separate heads of school on each site.

What does the school need to do to improve further?

- Build upon the better achievement now evident in Key Stage 2, so that pupils attain higher standards by the end of Year 6, by enriching the way that subjects are taught and enhancing pupils' learning through more imaginative and effective use of information and communication technology.

Inspection judgements

The achievement of pupils

is good

- There have been significant developments in pupils' achievement since the last inspection. Better teaching is supporting increasingly rapid progress. Recent improvements are particularly evident in Reception and Key Stage 1, where pupil numbers are higher and year groups are more stable. The above-average number of pupils admitted to and leaving school at times other than the usual time and low numbers have, in the past, adversely affected achievement in Years 3 to 6. However, with better teaching and a highly personalised approach to planning the curriculum and meeting pupils' varied needs, these pupils also now achieve well.
- Children enter Reception with skills broadly in line with those expected for their age. Good teaching, a high level of engagement with adults and a stimulating learning environment all ensure that children make particularly good progress. Although outcomes at the end of Reception have varied widely, recent year groups have left Reception with knowledge and skill levels considerably higher than those typically found. The recent focus on writing has ensured that this is now a strength. Staff make thorough checks on children's knowledge and skills so that their learning is secure.
- Pupils' attainment at the end of Year 2 rose significantly in 2013 and was well above average. School data and the work seen in lessons indicate that current pupils are making rapid progress and are working, overall, at levels above those expected for their age.
- Attainment at the end of Year 6 varies with the very small numbers of pupils. Typically, pupils have attained broadly average standards, but with increasingly rapid progress, standards are beginning to rise. This is particularly the case for writing and for grammar, punctuation and spelling, which were weaker elements in 2013.
- There were no pupils supported by pupil premium funding in Year 6 in either 2012 or 2013. Across the school, however, the few funded pupils benefit from targeted support and make progress at least in line with, and sometimes exceeding, that of the others in reading, writing and mathematics.
- Pupils who join partway through Key Stages 1 or 2 make good progress. This is because the school implements individual achievement plans for new arrivals to ensure that provision is tailored precisely to their needs.
- An average proportion of Year 1 pupils attained the expected standard in the phonics screening check in 2013. Improved teaching of phonics (the sounds that letters make) is ensuring an improvement in pupils' knowledge. Progress in reading across the school is now good.
- This is a welcoming school. Disabled pupils and those who have diverse special educational needs are supported well and make progress in excess of what is expected nationally. More-able pupils are now being challenged to achieve higher standards.

The quality of teaching

is good

- Senior leaders have successfully addressed the historic issues around weaker teaching, building a team of effective teachers with high expectations. Pupils' current good progress and the improved quality of their work indicate that these efforts have been largely successful.
- The best teaching provides pupils with a high level of challenge. This was seen in a successful Year 1 and 2 mathematics lesson where pupils tackled simple problems involving numbers of differing sizes. The least confident pupils were working with two-digit numbers, while the most advanced were confidently manipulating four-digit numbers. This provided an appropriate level of challenge. Pupils maintained a high level of engagement for a sustained period.
- Pupils' learning is less effective when the work is not as hard as it could be and pupils are not immediately involved in their learning. The school has consistent and effective systems for checking and improving pupils' progress. Marking has been a recent focus. It is now thorough, particularly in writing, and indicates the next steps in learning. A system of targets allows pupils

to judge how their learning should develop.

- Children in the Early Years Foundation Stage benefit from well-organised teaching which supports good progress. Staff, including teaching assistants, regularly observe children when they are working and have a clear understanding of how to move learning on.
- Detailed tracking of progress, alongside carefully targeted support, ensure that pupils for whom the school receives pupil premium funding make good progress.
- The teaching of reading is now good. There is good provision for the teaching of phonics and good opportunities to assist pupils to catch up. Pupils read confidently and with understanding.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The positive attitudes and enthusiasm for learning, particularly of the younger pupils, contribute strongly to their increasingly rapid progress.
- Inappropriate behaviour or exclusions are rare. The recently reviewed behaviour management systems ensure a consistent and effective response to any issues. No parents and carers who gave their views in the school survey, or otherwise, indicated any concerns about behaviour.
- Pupils look out for each other. With so few pupils, everyone participates in most activities. Pupils eagerly undertake responsibilities around the school, so contributing to the school community.
- The school's work to keep pupils safe and secure is good. There has been input recently to ensure that pupils are aware of fire safety. Pupils are regularly reminded of road safety matters and participate in cycle training. Site security has been further enhanced. Consequently, pupils feel safe and are confident that adults will deal with any difficulties.
- Pupils have a good appreciation of risk. Year 6 pupils understand how to keep themselves safe in many situations. They are particularly aware of issues relating to cyber-bullying, and are thus well prepared for secondary school.
- Bullying is rare. Pupils understand that bullying may take many forms, and that these will be addressed rigorously by the school.
- Attendance has improved and is currently above average. Persistent absence has been largely eliminated.

The leadership and management are good

- The school has experienced significant change in a short time, as the new leadership team has implemented improvements. A new head of school, previously on the staff of the partner school, is currently developing her role.
- The leadership team is highly ambitious and all aspects of leadership, including governance, are very focused on improving achievement still further. Leaders have established effective procedures, including rigorous systems, to check that this will happen. The school has good capacity for further improvement.
- Within the federation, staff are used creatively, so that, for example, one member of staff has oversight of English, another of mathematics, across both schools. This draws well on existing expertise and enables key staff members to embed good practice across both schools. This strategy is contributing strongly to the improvements in achievement.
- Weak teaching has been eliminated. All staff now have similar high expectations. Assessment practice, a recent focus, is now consistently implemented. The monitoring and evaluation of teaching is exceptionally thorough, evaluating all aspects of a teacher's work.
- The school's view of itself is accurate. School improvement plans reflect the correct priorities.
- Performance management systems are comprehensive, informed by aspirational targets and supported by good professional development opportunities. All staff have targets for improvement. These rigorous procedures are supporting improved standards of teaching. There is now a very close link between teachers' performance and pay progression.

- Senior and middle leaders closely monitor the impact of pupil premium funding and adjust provision to ensure maximum impact. This funding is contributing significantly to better gains in learning for qualifying pupils. All pupils benefit from the finely tuned provision, focused on individual needs.
 - Senior leaders have improved the curriculum so that pupils are more fully engaged. Currently, the curriculum meets most pupils' needs well. Although there is a significant focus on literacy and numeracy, there is an emphasis on topic work which explores other subjects more deeply. As yet, information and communication technology has a low profile in the curriculum. Extra-curricular provision has been very limited.
 - Planning for the use of the primary sports funding is effective. Alongside ongoing staff training to ensure the work continues, the school has introduced additional coaching, plus lunchtime sports clubs and swimming for Key Stage 2 pupils.
 - Support from the local authority has been effective in ensuring that the current, new arrangements work and can continue to do so.
 - Pupils' spiritual, moral, social and cultural development is a strength. There are very close links with the parish church. Community links and partnerships with other schools are much improved. This contributes well to the sharing of best practice. Links with parents and carers have improved considerably.
- **The governance of the school:**
- Governance is a strength. The new governing body has established itself well in the brief time since formal federation. Governors bring considerable expertise, skills and understanding and ensure that the school has a clear strategic direction. They regularly undertake training. They are realistic and are fully involved in school self-evaluation and school development planning. They have a secure understanding of school and national information on performance and can readily compare the school's performance with that of others. They are effective in holding school leaders to account and provide good challenge. This is evident in governors' minutes. Governors are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. They have a good understanding of the quality of teaching. Pay and promotion are firmly aligned to evidence about teachers' effectiveness. Governors carefully evaluate the impact of decisions about the use of pupil premium funding to close gaps in pupils' achievement. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements. All statutory duties are met.

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 | 116268 |
| Local authority | Hampshire |
| Inspection number | 432141 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 42 |
| Appropriate authority | The governing body |
| Chair | Bryan Vint |
| Headteacher | Julie Carrington |
| Date of previous school inspection | 7 November 2012 |
| Telephone number | 01794 368219 |
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