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Mrs P Simpson
Headteacher
Kimpton, Thruxton and Fyfield Church of England Primary School
Kimpton
Andover
SP11 8NT

Dear Mrs Simpson

Requires improvement: monitoring inspection visit to Kimpton, Thruxton and Fyfield Church of England Primary School

Following my visit to your school on 9 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- add greater detail to the school improvement plan about how you will improve leadership and the outcomes for more able pupils
- develop teachers' skills to enable them to select the most relevant activities to promote learning
- ensure teachers provide appropriately open-ended activities to challenge more able pupils.

Evidence

During the inspection I met with you, the deputy headteacher, the English leader, the Chair of the Governing Body and vice chair and two representatives from the

local authority, to discuss the action taken since the last inspection. I also visited classrooms, scrutinised work in pupils' books and evaluated the school improvement plan.

Context

You are retiring at the end of this term and an interim executive headteacher, who is currently the headteacher at a local school, will lead Kimpton, Fyfield and Thruxton School from January for two terms.

Main findings

You have taken purposeful action to tackle the areas requiring improvement. The school improvement plan gives details of how you will improve outcomes for all pupils, but the actions to improve leadership and enable more able pupils to achieve at a higher level are not as sharply focused as they need to be.

Governors understand the school's strengths and areas for improvement well. They now recognise that progress over-time has not been rapid enough and are keen to obtain the necessary information to hold the headteacher to account. Governors' temporary appointment of an executive headteacher is positive in securing leadership at the school and offers potential for teachers and leaders to observe good practice by working with the other school.

Your actions to improve teaching are positive, such as the way you now focus on the learning of specific groups of pupils during lesson observations. Similarly, your work with teachers to raise their expectations of pupils, is also helping teachers to be more ambitious for what can be achieved.

The staff training and one-to-one feedback to ensure teachers are planning activities which match pupils' abilities has been effective and, in most lessons, pupils are now working at the correct level. You recognise that some of the activities are not as purposeful at supporting learning as they need to be, so pupils do not make as much progress as they should. You also identify that some activities are not open-ended enough to provide sufficient challenge for more able pupils. You and the deputy headteacher have plans to tackle this.

The changes you have made to improve pupils' achievements in grammar, spelling and punctuation are helping pupils to make more progress. The increased teaching sessions by a specialist teacher and the focus on high frequency words, especially for those pupils who join the school at a later stage, are showing that pupils are spelling more accurately and that they are more aware of how to use grammar correctly.

The inclusion co-ordinator now meets regularly with teachers and support assistants to review the progress of pupils who are eligible for additional funding (pupil premium grant). Where support is required, it is being put in place quickly and it is good to see it is checked to make sure it is helping those pupils to make accelerated progress.

In the Early Years Foundation Stage we saw effective teaching and purposeful learning activities. The mathematics activity was fun and relevant at helping children to recognise patterns, but as for older pupils, was not open-ended enough to provide opportunities for the most able by allowing them to go further in their learning. You are aware that there is more to do here in terms of the learning environment and appropriate activities to extend the most able children.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You make good use of the support provided by the local authority. Advisors' work with subject leaders has been useful in helping to develop their skills and understanding, however there is more to do in order for leaders to be able to evaluate lessons accurately and bring about rapid improvements to teaching. The local authority's intention to adapt the support once the executive headteacher is in post, is appropriate.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire and the Diocese of Winchester.

Yours sincerely

Louise Adams

Seconded Inspector