

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



7 March 2017

Mrs Elizabeth Wylie
Amery Hill School
Amery Hill
Alton
Hampshire
GU34 2BZ

Dear Mrs Wylie

Short inspection of Amery Hill School

Following my visit to the school on 7 February 2017 with Ann Fearon, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You provide determined leadership aimed at ensuring high-quality and challenging education for every pupil regardless of their ability or circumstances. The caring and stimulating culture you have created encourages all pupils to do their best. As a result, pupils achieve well. Your staff respect and support your vision and work very hard to continue to improve the strengths of the school.

Pupils' behaviour is typically good. They are kind and respectful towards each other and their teachers. Pupils are very proud of their school and take good care of the environment. There is no litter or graffiti and the many displays celebrating pupils' work and achievements are well maintained. The staff at the school provide an exceptional range of well-attended clubs and activities before and after school. These extra activities, which support academic and personal development, are valued by pupils and parents. Pupils enjoy school and the majority have good levels of attendance. Attendance has improved for pupils who have special educational needs and/or disabilities.

You have tackled the areas for improvement identified in the last inspection. Consequently, most disadvantaged pupils and those who have special educational needs and/or disabilities now make better progress. You have rightly identified that leaders need to improve the support given to pupils whose circumstances or learning difficulties make them particularly vulnerable, so these pupils achieve more

highly. Governors work effectively with leaders to plan a curriculum that addresses the needs of pupils of all abilities. Therefore, the rate of pupils' progress, particularly those who arrive with low levels of attainment, is now more rapid.

You have developed strategies to ensure subject and progress leaders monitor pupils' progress and the quality of teaching effectively. As a result, leaders and governors know the strengths of the school and where further improvement is needed, notably in modern foreign languages and for pupils whose circumstances make them vulnerable.

Governors know the school well and provide strong challenge to leaders to fulfil the vision that all pupils achieve academically and develop into well-rounded citizens. Parents and pupils speak highly of the school and nearly all would recommend the school to friends and family.

Safeguarding is effective.

Governors and the leadership team have ensured that safeguarding arrangements are fit for purpose and that records are detailed and of a high quality. All staff and governors are trained well on how to keep children safe from abuse, sexual exploitation, radicalisation and extremism.

There is a team of staff who work determinedly, yet sensitively, with pupils, parents and external agencies to provide help to some pupils as and when they need it. As a result, when pupils show signs that they may need extra support leaders are able to intervene quickly and effectively.

Pupils value the regular reminders through lessons and assemblies about how to keep themselves, friends and family safe. Pupils say they feel safe at school and that they know who they can turn to if they have concerns.

Inspection findings

- During the inspection, inspectors focused on the following lines of enquiry: how successfully leaders are tackling areas for improvement from the previous inspection; the current progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities; how effectively the current curriculum matches the needs of pupils; and the extent to which standards in languages are improving.
- The leadership team has introduced a wide range of initiatives to help disadvantaged pupils make progress and has evaluated their impact. Leaders and teachers now monitor closely the progress of all pupils whose circumstances make them vulnerable to underachievement. Consequently, teachers are swift to provide specific additional help to support pupils at risk of falling behind.
- The progress of most disadvantaged pupils now closely matches the good progress of other pupils at the school. Disadvantaged pupils attend extra mathematics lessons at a local college. These lessons not only improve pupils' mathematical skills but also encourage pupils to aim for a college place. The

extensive mentoring system that leaders have introduced means that every pupil at risk of not achieving his or her best has personal support. Pupils whose circumstances make them particularly vulnerable are well supported in their personal development. However, you have correctly recognised that these pupils do not make good academic progress.

- Most pupils who have special educational needs and/or disabilities now make good progress because of the strong support they receive. One example of this support is the breakfast club for younger pupils whose reading is weak. Over time, the pupils involved have made rapid progress with their reading. Teachers appreciate the helpful advice they receive from the special needs department. In lessons, pupils with learning difficulties are well supported and take pride in their work and the progress they make.
- The leadership team is beginning to take effective action to improve the progress of pupils in modern foreign languages. The new subject leader has adjusted the curriculum to more closely match pupils' needs. Senior staff are providing extra support for language teachers. Pupils' work shows that progress in languages is starting to improve.
- You have an appropriate and challenging curriculum which encourages pupils to study a wide range of subjects. There is valuable extra support for pupils who need to catch up in English and mathematics. As a result, pupils are well prepared for the next stage in their education or training.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers continue to strengthen the academic support given to pupils whose circumstances make them particularly vulnerable so that they make good progress
- the quality of teaching and the progress of pupils in modern foreign languages continue to improve.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Anne Turner
Ofsted Inspector

Information about the inspection

During the inspection inspectors met with you, leaders, governors, staff and pupils. We visited classes to observe learning and looked at the quality of work in pupils' books. We observed pupils at break, at lunchtime and as they left the school. We considered documentary evidence, including that related to safeguarding, attendance, and the progress of current pupils and the work of governors. We took account of 118 responses to the Ofsted online survey, Parent View and the outcomes of a staff survey.