

# Inspection of a good school: Abbots Ann Church of England Primary School

Duck Street, Abbots Ann, Andover, Hampshire SP11 7FE

---

Inspection dates:

3 March 2020

## **Outcome**

Abbots Ann Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Parents and pupils describe Abbots Ann as a 'wonderful place to learn'. Leaders and teachers have created an ambitious and inclusive environment. Pupils flourish and every child has a voice. Children have very individual induction programmes when they start school. This high level of care and support continues throughout their primary years. The school's values of love, respect, courage, responsibility and honesty are lived every day, reflecting the school's strong Christian ethos.

Teachers know pupils very well. They have very high expectations of what pupils can learn and how they need to behave. The youngest pupils settle quickly. They learn in a secure and safe environment gaining confidence and making friends easily. Pupils enjoy their learning, behave well and work hard in lessons. They are given many opportunities to discuss their learning. Pupils feel empowered by this. They say this helps them think for themselves. Pupils independently set up the Eco committee, to help their friends appreciate the importance of looking after the environment.

Pupils have high levels of trust in school staff. They say, 'There is always someone to listen to you if you are upset.' They feel completely safe and secure and describe school as 'bullying-free.'

## **What does the school do well and what does it need to do better?**

Leaders have maintained a good standard of education since the previous inspection. Leaders and teachers have high expectations for what pupils can achieve. Leaders have a clear vision of how and what they want pupils to learn. They have looked at the order in which knowledge and skills are taught. In subjects such as English, mathematics and science this work has been effective, improving pupils' learning. In other subjects, while this work is under way, it is not yet fully completed. As a result, in a few subjects, pupils' opportunities to practise skills and remember their learning from one year to another are not as good as they could be. Leaders have a sensible phased plan in place. They recognise the importance of completing this work in all subjects.

Before children start school, teachers make every effort to get to know them. Very individual induction procedures, such as extra home visits, help children to make a confident start. Children settle into the very structured routines that make them feel happy, safe and secure. Teachers encourage children to talk about their learning right from the start. As the pupils get older and develop their vocabulary, teachers continue to allow them to do so. Older pupils enjoy the opportunities to talk about their work and challenge their friends. This has proved a very effective way of enabling pupils to remember more across a range of subjects. It is a key feature of learning in the school.

The teaching of reading is a strength of the school, reflected in above average attainment. Phonics (letters and the sounds they represent) is very well taught, right from when children first start school. Teaching is very well structured so that pupils can continually build on their learning. There is good support for those pupils who find reading difficult. These pupils are quickly identified. Swift action is taken before they begin to fall behind. Older pupils focus on examining the text they are reading. They know that they have to find evidence within the text to justify their answers. One pupil commented, 'It can't just be your own opinion; you have to find something in the text.' Pupils' love of reading and positive attitudes reflect leaders' strong commitment to making reading a top priority.

Teaching of mathematics successfully focuses on basic skills. Extensive opportunities are provided to apply these skills through reasoning and problem-solving. Consequently, pupils develop a deep understanding and recall of their mathematical knowledge.

Pupils have very positive attitudes to their learning and there is little or no misbehaviour in lessons. They work hard and enjoy the interesting tasks and activities that teachers plan. For example, Reception children effectively practised directional vocabulary in geography. Teachers had put up cards with specific directions around the school site. Pupils had to follow the directions, making the learning purposeful, helping them understand and remember terms such as 'turn', 'right' and 'over'.

Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers make sure that they get the extra help they need through extra assistance in class or additional learning opportunities. Special programmes such as 'Lego therapy' and 'therapeutic' writing, focus on building pupils' confidence and resilience. These pupils then bring those skills back to assist learning in class.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors have developed a strong culture of safeguarding in the school. Procedures for keeping children safe are clear. Adults at all levels receive high-quality ongoing training to make sure that they are confident to act promptly should a safeguarding issue arise. Record-keeping is detailed and all concerns are recorded and followed up swiftly. Staff, parents and pupils receive online safety training. Pupils have a good understanding of how to stay safe online. When appropriate, referrals are made to

outside agencies. These are followed up meticulously to ensure that pupils and families get the help they need.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have looked carefully at the order in which the knowledge and skills are taught in different subjects. In subjects such as English, mathematics, science and computing this has been highly effective in identifying opportunities for pupils to practise their skills over time. Curriculum planning is not yet as effective in all subjects. Leaders must continue to implement their improvement plan so that this is completed for all subjects. This will enable pupils to know and remember more of their learning, across the full range of curriculum subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Abbots Ann Church of England Primary School to be good on 3–4 July 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	116266
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10133180
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Robert Stavelly
<b>Headteacher</b>	Jane Hall
<b>Website</b>	<a href="http://www.abbottsann.hants.sch.uk">www.abbottsann.hants.sch.uk</a>
<b>Date of previous inspection</b>	6 July 2016, under section 8 of the Education Act 2005

## Information about this school

- The numbers of pupils on roll at the school has fallen slightly since the previous inspection.
- The school is a Church of England voluntary controlled school in the Diocese of Winchester. It was last inspected under section 48 of the Education Act 2005 in 2016 and graded outstanding. These inspections take place every three to five years.

## Information about this inspection

- We held meetings with senior leaders and the governing body, including the chair. We also held a telephone conversation with a representative of the local authority.
- We gathered a range of evidence regarding safeguarding, including discussions with pupils and staff, training logs and safeguarding records.
- We considered 17 responses to the Ofsted online questionnaire, Parent View, including 16 free-text responses. We took account of the views of 11 pupils via the pupil survey and seven staff via the staff survey.
- Deep dives were undertaken in these subjects: reading, mathematics and geography. This involved meeting leaders who are responsible for these subjects and visiting

lessons to observe learning. Meetings were held with pupils to talk about their learning and with teachers to discuss pupils' understanding.

### **Inspection team**

Bill James, lead inspector

Ofsted Inspector

Alan Jenner

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020