

# Inspection of Andoversford Primary School

Old Gloucester Road, Andoversford, Cheltenham, Gloucestershire GL54 4HR

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Inspection dates: 6 and 7 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils are at the heart of this inclusive village school. Leaders have high expectations of what all pupils can achieve. Pupils feel safe and value their close friendships. Most parents support this view. They appreciate the care and support provided for their children.

Pupils enjoy coming to school and attend regularly. Pupils talk positively about the range of opportunities provided for them both in and outside of the classroom. They articulate the ASPIRE values of the school and how these support their personal development.

Pupils are polite, confident and mature. They behave well in lessons and around the school site. Pupils socialise well across all ages and show understanding and respect for each other. They are adamant that bullying does not happen. They felt that if it did, staff would deal with it quickly.

Pupils develop a positive understanding of tolerance and respect. Leaders' careful curriculum planning enables pupils to learn in detail about equality and diversity. They see everyone as being unique and have a deep understanding of difference. Pupils form strong relationships with the adults that work with them.

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

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Staff highly respect the determined leadership of the headteacher. They appreciate the support and training opportunities provided for them, including those new to the profession.

Leaders prioritise reading. Younger pupils learn to read well through the consistent and effective approach to the teaching of phonics. Staff in the early years create a language-rich environment. Children speak confidently about stories they have listened to and learned. Staff expose pupils to a wide range of texts that develop their reading skills but also their understanding of equality and diversity. Pupils practise their reading using books that are matched well to their phonics knowledge. Careful assessment means that pupils who could fall behind are given appropriate support to enable them to catch up.

Leaders have carefully crafted the mathematics curriculum. It considers the mixed-age classes well. Teachers have good subject knowledge. They are quick to identify and resolve pupils' misconceptions. Pupils enjoy mathematics and talk confidently about their learning. They know how to build on what they have learned before when they approach new concepts. Staff in the early years plan a range of mathematical learning opportunities to support pupils' understanding of number. As a result, pupils are curious and achieve success.

Some subjects within the wider curriculum are not planned in sufficient detail or sequenced effectively. The key knowledge teachers want pupils to know is not explicit. For example, in design and technology, the curriculum does not build consistently on what pupils have learned before. As a result, it is not clear what pupils should know and by when. In some subjects, assessment is not always used well enough to identify where pupils have gaps in their knowledge. As a result, some teachers do not have an accurate picture of what pupils know and remember over time.

Staff know and understand pupils' needs well, including those with SEND. Leaders ensure pupils with SEND are included fully in all aspects of school life. Staff adapt learning appropriately so that these pupils can access the same curriculum as their peers.

Pupils display positive attitudes to their learning. They are not afraid to make mistakes. Pupils behave well. They take pride in their work. Consequently, the school is a purposeful place to learn.

Leaders ensure pupils' personal development is promoted well. Pupils understand the importance of believing in themselves and persevering with their learning. They have strategies to support their own physical and mental well-being. Pupils understand and can talk about difference and how people have the right to be different. Staff provide pupils with a range of opportunities to take on responsibilities such as house captains, sports ambassadors and eco warriors. As a result, they are developing into responsible citizens.

Governors are knowledgeable about the school's effectiveness, priorities and their responsibilities. They share the ambition of leaders in wanting all pupils to succeed. Governors are clear about their role in keeping children safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of keeping pupils safe. Staff are knowledgeable and have regular up-to-date safeguarding training. Systems for reporting concerns are effective. Staff understand exactly what to do if they are worried about a child.

Staff carry out necessary checks on the suitability of staff to establish whether they are safe to work with children. Pupils feel safe. They know who to go to if they have a concern. Leaders have ensured that the curriculum supports pupils' understanding of risk, including how to stay safe online and road safety.

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

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

- Leaders have not sufficiently considered the important knowledge pupils need to learn in some wider curriculum subjects. It is not always explicit what pupils should know and by when. Leaders should ensure that staff identify, sequence and plan core knowledge precisely so that pupils have the building blocks for future learning.
- In some subjects within the wider curriculum, staff do not use assessment information well enough to check what pupils understand. As a result, some pupils have gaps in their knowledge. Teachers need to check what pupils know and can do when implementing the curriculum to ensure pupils are learning all the essential knowledge they need.

## 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 information from Ofsted Parent View 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>	115735
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10227988
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sharon Hewlett
<b>Headteacher</b>	Rachel Bradley-McKay
<b>Website</b>	<a href="http://www.andoversford.gloucs.sch.uk">www.andoversford.gloucs.sch.uk</a>
<b>Date of previous inspection</b>	21 February 2017, under section 8 of the Education Act 2005

## Information about this school

- Andoversford Primary School is a small rural primary school with four classes.
- The current headteacher took up her post since the previous inspection.
- The school does not use alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator, groups of staff, a representative from the local authority and members of the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and design technology. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The lead inspector spoke to the curriculum leader about other subjects including history, geography and religious education.
- The lead inspector listened to pupils in Years 1, 2, 3 and 6 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke with pupils to discuss their views about the school.
- Inspectors considered the 38 responses to the online survey, Ofsted Parent View, including 30 free-texts responses. They also considered 43 responses to the pupil online survey and 11 responses to the staff survey.

### **Inspection team**

Heather Barraclough, lead inspector                      Her Majesty's Inspector

Dale Burr    Her Majesty's Inspector

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