

# Inspection of Andover Church of England Primary School

East Street, Andover, Hampshire SP10 1EP

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Inspection dates: 28 and 29 September 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

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

Pupils are starting to benefit from recent improvements at this school. Leaders have ensured that pupils' well-being and safety are a priority. There is a culture of kindness and respect. Pupils look after each other and play together well. They know who they can talk to if they have any worries. Pupils are ready, respectful and safe. Bullying is not tolerated. Pupils are rightly certain it will be dealt with if it happens.

Leaders are ambitious for pupils. Making sure they learn to read is a high priority. A new curriculum is being developed to improve pupils' achievement. Pupils benefit from a variety of trips and an increasing range of clubs that enrich their learning. Leaders are determined to help all pupils participate in these. Pupils and their parents are very positive about the recent changes. As one pupil commented, 'My lessons are nicer now and I have lots of friends to play with'. However, much of this work is at an early stage so is not having enough impact yet.

Pupils learn about positive relationships, growing and changing in an age-appropriate way. Leaders ensure that pupils have opportunities to learn about living life successfully in modern Britain.

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

Leaders are creating a culture where reading is valued. They understand how pupils become fluent readers. The new phonics scheme and matching books are helping pupils learn to read quickly. Careful assessment ensures that pupils succeed when they first begin to read independently. All staff, including Reception and key stage 1 teachers, have received training which is helping them to ensure that even the most vulnerable pupils learn to read. Leaders have not yet ensured that pupils in key stage 2 are taught to read and comprehend well, so that they achieve in line with national curriculum expectations. Teachers have not yet received the necessary training to help pupils make better progress in reading after mastering phonics.

Foundation subject curriculum plans do not clearly identify what pupils need to know from Reception through to Year 6. Leaders have identified the teaching of subject-specific vocabulary as a priority. However, they have not included this information in curriculum plans. As a result, pupils are not able to discuss key ideas using subject-specific vocabulary.

Pupils do not easily remember information they have learned in lessons. Activities do not always provide them with the opportunity to recall or apply knowledge. Pupils find it difficult to link learning from the past to current learning. As a result, they are not making connections within subjects or across the curriculum. Although activities are enjoyable, they do not always lead to pupils applying or remembering what they are learning.

In mathematics, leaders have identified the exact knowledge pupils need to learn from Year 1 through to Year 6. Teachers know what to teach pupils and how to teach the curriculum. As a result, in mathematics, pupils are starting to make better progress, learning and remembering more of the curriculum.

Pupils with special educational needs and/or disabilities have already benefited from the appointment of the new special educational needs coordinator at the school. Plans to improve provision are well thought through. Additional adults have developed positive relationships with pupils. They are proactive in lessons and work effectively to engage pupils in learning. Where pupils are taken out of lessons for additional interventions, the sessions are not always effective.

Leaders have developed opportunities for pupils to contribute to the school community. For example, Year 6 pupils have been assigned a Reception pupil as a 'buddy'. They read a story with them once a week and sit with them in collective worship. This gives younger children a positive role model to learn from. Pupils also benefit from a specialist physical education teacher who helps them learn how to be active and develop healthy habits.

The members of the new early years team know the children in their care well. They are starting to implement a well-considered curriculum. However, the approaches chosen do not always reflect the needs of the most vulnerable children. As a result, adults are not always clear about how to help children develop and learn.

Leaders have effective plans to continue the improvements they have started. Governors are determined to see the school flourish. Staff are proud to work at the school and say they value the improvements being made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance which helps to ensure that all pupils are safe and well looked after. They know the pupils and their families well. Leaders monitor the impact of actions taken and, when necessary, challenge authorities so that pupils are supported effectively. Staff have received quality training which has contributed to a positive safeguarding culture. Pupils have confidence in the ability of staff to help them.

Leaders closely monitor the attendance of pupils. This action is having a positive impact on improving the attendance of pupils.

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

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

- Reading in key stage 2 is not taught as well as it should be. Pupils are not always meeting the standards expected for their age. Leaders need to ensure that all staff understand how to teach reading effectively so that greater numbers of pupils, particularly the most vulnerable, achieve in line with national curriculum expectations.
- Curriculum plans for foundation subjects are not yet fully developed. Pupils do not achieve as well as they could. Leaders need to continue to review and refine the curriculum so that the progression of knowledge and skills from Reception through to Year 6 is clear.
- Subject leadership in many foundation subjects is at an early stage of development. This is hindering pupils' progress and attainment. Leaders need to continue to make sure that subject leaders are supported to develop their expertise and skills to play a full role in improving the quality of education.
- The curriculum and teaching in the early years do not ensure that the most vulnerable children learn well. Too few disadvantaged children achieve a good level of development. The curriculum needs to be planned and reviewed so that leaders are able to ensure that all children receive teaching which helps them to make progress and be ready for Year 1.

## 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.

## 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>	116269
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10241831
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nicky Parker
<b>Headteacher</b>	Kate Wallace
<b>Website</b>	<a href="http://www.andover-pri.hants.sch.uk">www.andover-pri.hants.sch.uk</a>
<b>Date of previous inspection</b>	16 May 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a single-form entry, smaller-than-average primary school.
- The previous headteacher left during the previous academic year. An interim headteacher is currently leading the school. Governors are working with the local authority to secure a permanent school leadership.
- The governing body is newly formed.
- The school is not currently using any alternative provision.

## Information about this inspection

- The inspectors carried out this graded 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.

- The lead inspector met with the interim headteacher, members of the senior leadership team and the governing body, including the chair, and the school improvement adviser from the local authority.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, art and music. This involved discussion with leaders about these subjects and the curriculum plans, visits to lessons, scrutiny of pupils' work and discussions about the subjects with pupils and teachers from the lessons visited.
- To evaluate the effectiveness of safeguarding, the inspection team spoke with staff and pupils. They met with members of the designated safeguarding team to examine leaders' knowledge, records and actions. This included reviewing checks on the safer recruitment of staff. Inspectors sampled case files to explore how the school identifies and supports pupils at risk of harm.
- Inspectors spoke to pupils from all year groups to gain their views of the school.
- The views of staff, including 13 responses to Ofsted's online staff survey, were considered.
- The 40 responses to Ofsted Parent View, including written responses, were also taken into account.

### **Inspection team**

Francois Walker, lead inspector

Ofsted Inspector

Mary McCarthy

Ofsted Inspector

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