



# Ampfield C of E Primary School

Inspection report

---

Unique Reference Number 116268  
LEA Hampshire

Inspection number 275905  
Inspection dates 29 June 2005  
Reporting inspector Barry Jones

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

---

Type of School	Primary	School address	Knapp Lane, Ampfield
School category	Voluntary Controlled		Romsey, Hampshire
Age range of pupils	5 - 11		SO51 9BT
Gender of pupils	Mixed	Telephone number	01794 368219
Number on roll	25	Fax number	01794 367115
Appropriate authority	The governing body	Chair of governors	Mr A J Knight
Date of previous inspection	23 November 1998	Headteacher	Mrs Beverly Smith

---

Age group	Published	Reference no.
5 - 11	July 2005	275905

---

---

© Crown copyright 2005

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Ampfield C of E Primary School and of the local education authority.

The inspection was carried out by an additional inspector.

## Description of the school

Ampfield C of E Primary is a very small, rural school. Pupils come from socially advantaged backgrounds although the profile for recent admissions is closer to the norm. The percentage of pupils with special educational needs is a little above the national average. All pupils have English as their first language.

Following the previous inspection there was a rapid decline, culminating in a breakdown in relationships with parents and in 2003 many withdrew their children from the school. The number of pupils on roll has declined sharply from 72 in 2002/03 to 25 currently and only nine pupils were at the school a year ago. The school has been subject to closure proposals but in March 2005 the County Council reversed its previous decision and voted to keep the school open.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Ampfield Primary School is improving from a low point in 2003, but is not yet fully effective. The school's focus until recently has been on closure and some serious weaknesses remain.

The school views leadership and management as good but inspectors judge it as satisfactory. The governing body is an effective driving force and is keen to carry out its monitoring role. The new headteacher has effectively carried out the tasks she was given, initially as acting head. However, the school relies too heavily on informal ways of judging how well it is doing and aspects of underperformance are not well analysed or documented.

The quality of teaching overall is unsatisfactory. What is unquestioned is the dedication of the staff, the high levels of care and support given to individual pupils and the hard work which has carried the school through a turbulent period. However, work is not sufficiently matched to pupils' capabilities and many do not make the expected progress. There has been underachievement by a significant number of pupils in recent years although there are indications of improvement in the 2005 Key Stage 2 tests.

The ethos of the school is good and parents comment very positively on the standards of care and the friendly and welcoming atmosphere. The school has successfully addressed the issues in the previous report and pupils now play a more active role in the school and the community. Pupils feel safe and enjoy being at this school.

In view of the underachievement by some pupils and the high cost, value for money is unsatisfactory. However, the school is in a strong position financially, is increasing its staffing and is improving. It has correctly identified the priorities for further improvement and has the capacity to implement its plans.

### Grade: 4

#### What the school should do to improve further

The school should:

- support teachers to enable them to set challenging work for all pupils
- set specific targets for pupils and ensure they are linked to lesson objectives and teachers' plans
- allocate time to the mathematics coordinator to enable her to work with other teachers to implement the new scheme and to check on standards
- provide training to the headteacher to extend her role to check on the quality of teaching and the progress made by pupils.

## Achievement and standards

Overall, the standards attained are too often below the national average and a significant number of pupils have underachieved in recent years.

Pupils joining in Reception have average or above average attainment, but this is not reflected in end of key stage tests or in pupils' work. Over a three year period, the schools' performances were generally below the national averages in writing and mathematics at Key Stage 1 and in mathematics at Key Stage 2. Groups are small and so year on year variation is to be expected, but too frequently the results are well below those achieved by pupils in similar schools and with similar starting points. For instance, although pupils achieved standards in the core subjects well above the national average in 2003, they were consistently in the bottom five or ten per cent in three other years when compared to similar schools. This degree of variation is not explained in the school's self evaluation. Results at Key Stage 2 in 2005 show improvement.

The school has correctly analysed mathematics as a priority for improvement but has not been sufficiently rigorous in identifying underachievement more generally. Procedures for tracking progress made by individual pupils have been identified as a priority but are not yet fully in place. The school is not well placed to judge the added value that it provides. While the frequent changes in the pupil roll make this process more complex, it does also increase its importance.

**Grade: 4**

### Personal development and well-being

This is a strength of the school and the inspection team agrees with the school's own evaluation. Pupils are confident in talking to adults. They speak warmly about the school and feel that it is a place where they feel safe. Parents describe the school as having a 'homely and intimate atmosphere'. One parent described how her child had hated her previous school but here 'she loves it and races in'. Pupils enjoy school and this is demonstrated by their good behaviour and attendance and their willingness to contribute in lessons.

The pupils' spiritual, moral and cultural development is good. They respect and understand the feelings of others, are polite and courteous and relationships in the school are good. The school links well with other agencies to provide good care and support for vulnerable children including pupils with learning difficulties.

**Grade: 2**

## Quality of provision

### Teaching and learning

The quality of teaching is unsatisfactory overall but there are strengths. Teachers' explanations to the pupils are clear; they use a wide range of teaching styles, including discussions, investigative and collaborative work. They are enthusiastic and willing to develop further. For instance, until 2004/5 the school was not implementing fully the national numeracy strategy and this disadvantaged pupils in the National Curriculum tests. The co-ordinator has worked hard to remedy this and monitoring by the local authority demonstrates improvement.

The weakness is in providing challenge to the pupils within a mixed-aged grouping with a wide spread of ability. Consequently some pupils do not make satisfactory progress. The task has been made more difficult by the frequent changes in the composition of the class and that information for new pupils is not always forwarded promptly by other schools. The school has introduced personal education plans for all pupils. These are potentially very useful but are not currently well used. The targets are too general and are not sufficiently well linked to teachers' plans and lesson objectives. Marking does not help pupils to understand how they might improve.

**Grade: 4**

### Curriculum and other activities

The pupils experience a wide range of activities. Since 2003, the school has worked hard to provide a broad curriculum. It has introduced a number of activities such as visits to art galleries and substantially extended the range of extra-curricular activities. The difficulties experienced by the school have meant that it has been unable to ensure curriculum continuity for all pupils and procedures for monitoring this are not yet secure.

**Grade: 3**

### Care, guidance and support

The care for pupils is good. It is well planned with regular meetings between the headteacher, teachers, support assistants and outside agencies. The school has earned a good reputation locally for the quality of its care. The school has developed well its programme for personal and social education.

**Grade: 2**

## Leadership and management

Leadership and management are satisfactory. There are considerable strengths in the way pupils are developed and the response to the crisis position in 2003. However, monitoring and evaluation of teaching quality and pupils' achievements are weaknesses.

The new headteacher has carried out the task she was given as an acting headteacher when the school was scheduled for closure. Through her leadership there have been significant improvements in the ethos, morale of staff, confidence in the headteacher, communications with parents and the quality of care for pupils. Much of her time has been devoted to securing the survival of the school.

The inspection comes at an inconvenient time for the school, so soon after the decision to keep it open. The school has identified the need to improve teaching and learning and to strengthen monitoring and evaluation procedures. However, they remain intentions and are not yet implemented. The headteacher has carried out only one formal monitoring of teaching in the last year and it did not focus sufficiently on pupils' learning and progress. The school does not have a good knowledge of the strengths and weaknesses of teaching and the progress made by pupils. The school does not analyse data in sufficient depth to determine trends and patterns. There is inadequate tracking of individual performance by pupils.

The governors support the school well, are determined to hold the school to account and have sharpened their monitoring role. The governors have challenged the school on the standards achieved and sought external advice. Unfortunately, the advice was too reassuring and the school does not have the quality of data to enable a full investigation of the issues.

There are very good levels of teaching and support staff and class sizes are small. The school has very good resources and spare accommodation. It makes best use of the limited accommodation for physical education.

**Grade: 3**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## INSPECTION JUDGEMENTS

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16-19</b>
---	-----------------------	--------------

**OVERALL EFFECTIVENESS**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>4</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	
The quality and standards in the Foundation Stage	<b>3</b>	
The effectiveness of the school's self-evaluation	<b>3</b>	
The capacity to make any necessary improvements	<b>Yes</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>No</b>	

**ACHIEVEMENT AND STANDARDS**

<b>How well do learners achieve?</b>	<b>4</b>	
The <i>standards</i> reached by learners	<b>3</b>	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>4</b>	
How well learners with learning difficulties and disabilities make progress	<b>3</b>	

**PERSONAL DEVELOPMENT AND WELL-BEING**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>	
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>	
The behaviour of learners	<b>2</b>	
How well learners enjoy their education	<b>2</b>	
The extent to which learners adopt safe practices	<b>3</b>	
The extent to which learners adopt healthy lifestyles	<b>2</b>	
The extent to which learners make a positive contribution to the community.	<b>3</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>	

**THE QUALITY OF PROVISION**

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>4</b>	
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>	
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>	

## Annex A

### **LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>4</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>4</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	

<b>The extent to which schools enable learners to be healthy</b>	<b>Delete as appropriate</b>
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	<b>Delete as appropriate</b>
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>NA</b>
<b>The extent to which learners make a positive contribution</b>	<b>Delete as appropriate</b>
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>No</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	<b>Delete as appropriate</b>
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>NA</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>NA</b>
Education for all learners aged 14-19 provides an understanding of employment and the economy.	<b>NA</b>

Alexandra House      T 0207 421 6800  
33 Kingsway          F 0207 421 6707  
London WC2B 6SE      [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



Ampfield C of E Primary School,  
Knapp Lane,  
Ampfield,  
Romsey,  
Hampshire SO51 9BT

1 July 2005

Dear Pupils

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all the activities, such as the gardening club and healthy eating competitions, that you can take part in.

- The teachers and your headteacher have worked hard to improve matters since so many children were taken away by their parents in 2003.
- This is a happy school and your parents and carers speak well of it.
- The school has good resources.
- During all the disruption of the last few years some pupils have not done as well as they should have.
- The teachers could have set more challenging work for you.

There are a number of ways in which we think the school can improve:

- Support teachers to enable them to set challenging work for all of you.
- Set specific targets to help you make good progress in your work.
- Provide time to teachers to improve the learning of mathematics in the school.
- Now that the school is staying open do the things that were delayed when the school faced closure.

Thank you again and I hope that our inspection will be useful to your school and lead to further improvements.

Barry Jones  
Lead Inspector