

Awbridge Primary School

Inspection report

Unique Reference Number	115856
Local Authority	Hampshire
Inspection number	290348
Inspection date	25 May 2007
Reporting inspector	Graham Stephens

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	144
School	
Appropriate authority	The governing body
Chair	Mr Mark Stileman
Headteacher	Dr Iain Barnes
Date of previous school inspection	20 May 2002
School address	Danes Road Awbridge Romsey SO51 0HL
Telephone number	01794 340407
Fax number	01794 341620

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This rural school is smaller than most primary schools. The majority of pupils come from relatively advantaged backgrounds in the immediate neighbourhood although a significant minority are transported from nearby villages. The number on roll from the local catchment area is falling. The proportion of pupils eligible for free school meals and with learning difficulties and disabilities is below average. The number from ethnic minority groups is well below average and none are at an early stage of learning English. There have very recently been several changes of staff including the appointment of a new headteacher in January 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'Awbridge is a friendly school and the children are interested, well behaved and polite. There is a definite family feel about the school', commented one parent, a sentiment overwhelmingly supported by the majority. Inspectors agree that this is a good school providing a good quality of education. Despite recent staff changes, the headteacher, governors and staff have strived successfully to maintain a caring, friendly environment. Pupils feel secure and are encouraged to work hard and succeed. From broadly average starting points pupils achieve well and gain above average standards by the end of Year 6.

Pupils are proud of their school and anxious to describe the exciting things that they do such as making designs for the school grounds. They know exactly what is expected of them and work very well together, tackling work with enthusiasm. Their behaviour is excellent. Teachers are very good role models and this is reflected in the care shown by pupils to one another. Pupils talk confidently about what constitutes a healthy lifestyle and have many opportunities to take part in sporting activities. The school council is very active and represents the views of others well.

The quality of teaching is good overall but is not consistent throughout the school. Despite concerns expressed by some parents about class size in the older classes, pupils make very good progress in their final two years. Pupils in Year 1 and Year 2 also make good progress. Children in the reception class satisfy their curiosity by exploring a range of well prepared activities and progress well although there is a limited range of resources in the outdoor learning area. A good start has been made to further raise standards in mathematics. The current objective to present more challenge for more able pupils is appropriate. The curriculum is planned well taking into account the mixed age classes. There is an appropriate focus on the teaching of basic skills in literacy and numeracy although the progression of skills taught in other subjects could be further developed. Teachers plan well but systems to track pupils' progress over time are at an early stage of development. Information gained is not yet used consistently in all classes to support pupils' progress.

Leadership and management are good. The recently appointed headteacher has responded very well to recent staff changes enabling some well established teachers to assume further responsibilities and supporting them effectively in their new roles. Consequently priorities are being addressed well and a clear vision for the future of the school is being established. Systems to further analyse and review school performance are being developed and the school has a good capacity to improve.

What the school should do to improve further

- Remove any inconsistencies in the quality of teaching.
- Use assessment information gained from the recently introduced tracking procedures more consistently to plan work that is well matched to the needs of individuals and groups.

Achievement and standards

Grade: 2

The large majority of pupils, including those with learning difficulties and disabilities, and the more able achieve well in relation to their starting points. Good teaching helps most children reach or exceed the expected learning goals by the end of their reception year. In Years 1 and

2 pupils of all abilities continue to make good progress as a result of close attention to individual needs. In Years 3 to 6 however, the rate of progress varies from satisfactory in Year 3 to rapid in Years 5 and 6. This is largely because the large turnover of staff in recent years has led to inconsistencies in the quality of teaching and learning. Standards at the end of Year 6 tend to fluctuate from year to year reflecting the particular range of ability within each small year group. Standards in Year 6 are currently above average. This year the recent decline in mathematics has been reversed although English and science remain relatively stronger. This is because it is too soon to see the full effects of the whole school focus on mathematics. Pupils' progress in writing has accelerated since the last inspection.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. The spiritual, social, moral and cultural development of the pupils is also excellent reflecting the successful emphasis that the school places on all aspects of personal development. Pupils contribute to school life very well through the school council. In addition they take on other responsibilities around the school such as fund raising for Children in Need with enthusiasm and pride. This reflects the very positive and supportive relationships across the school. Pupils say that they feel safe and cared for and love coming to school. This is reflected in consistently above average attendance. Pupils are very aware of what to do to enjoy a healthy life-style and are keen to take part in the many sporting activities. They have frequent opportunities to work either together or independently and to make choices and decisions. This, together with the good level of their literacy and numeracy skills, prepares them well for their future life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall but there is some variation in quality. Newly appointed teachers have responded well to the support they have received and have quickly developed very good relationships with pupils. There is a good climate for learning in all classes and this stems from teachers' high expectations of behaviour, the effective use of praise and the pupils' enjoyment of learning and commitment to hard work. Although planning is detailed and teachers are skilled at assessing what pupils have learned and understood in lessons, the use of information gained from the tracking of pupils' progress is not used consistently when setting pupils' learning targets. Learning support assistants are skilled. They work closely with the teachers and support all pupils well including those with learning difficulties and disabilities.

Curriculum and other activities

Grade: 2

The curriculum is good. Personal, social and health education is promoted very well. Opportunities to take part in sporting activities, the creative arts and a wide range of extra-curricular activities are strengths. Visits and visitors and annual focus weeks such as Healthy Schools and Book Weeks also enhance the curriculum. The needs of pupils with learning difficulties and disabilities are very well addressed through their carefully constructed individual education plans. The needs of other groups are met such as establishing a football club for girls and selecting the work of Quentin Blake to successfully motivate younger boys in literacy.

There is planned, systematic and progressive development of skills in subjects across the curriculum but this is inconsistent. The range of resources available for the youngest pupils in the outdoor learning area is satisfactory although both the range of wheeled vehicles and the planting area could be further extended.

Care, guidance and support

Grade: 2

Care, guidance and support are good with outstanding aspects. The care and support given by all staff is highly effective and promotes pupils' personal development and achievement very well. It is greatly appreciated by parents and pupils alike. 'All teachers and staff are really kind - they sort things out for us,' said one pupil. Pupils with either learning or behavioural difficulties are identified at an early stage and very good provision and close partnerships with parents help them achieve well. The school is successfully extending the provision made for more able pupils. The school has robust health and safety procedures to ensure compliance with child protection and other requirements. Academic guidance is good overall. Pupils are clear what they need to do from their individual targets. As yet, information from the very recently improved tracking of pupils' progress is not used consistently to ensure that pupils in all classes build well on what they know and can do.

Leadership and management

Grade: 2

Since his very recent arrival the headteacher, working closely with both governors and staff, has successfully managed staff changes, kept parents well informed and established a clear vision for the future. The good progress being made by pupils has been maintained. He has quickly gained, through effective monitoring, an accurate understanding of the strengths in teaching and the areas where weaknesses need to be addressed. He has encouraged and enabled experienced staff to become involved in establishing short term aims and begun to address the need to regularly track pupils' progress over time. This work will give the very effective governing body more information on current standards and progress and further develop its role, enabling it to hold the school to account for standards currently achieved. The very good partnerships with outside organisations have been maintained well and help promote pupils' well being.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 June 2007

Dear Pupils

Inspection of Awbridge Primary School, Romsey, SO51 0HL

I would like to thank you very much for being so polite and helpful when inspectors came to visit your school. We really enjoyed meeting you, looking at your work and hearing about all the interesting things that you do.

We think that you go to a good school and this is why.

- You do well in your work because you work hard and teachers plan interesting things for you to do.
- The teaching you are given is good in most classes.
- Your behaviour is excellent. You listen well and take notice of what your teachers say.
- You help each other when you can both in class and around the school.
- All the adults in the school work hard to make sure you are really well looked after.
- Your headteacher and all the other people that help run your school are doing a good job.

Every school, even yours, has something that could be better. We have asked your headteacher, staff and governors to make sure that every lesson you are taught is good. That means it is well planned, interesting, makes you think and helps you learn even more! Also your school has started to regularly check how well you are doing. This is good but we think your teachers need to use this information even more to make sure that you are given work that is challenging and that builds well on all the things you already understand and can do. We are sure you that you would enjoy this and it would help you make even better progress than you do at the moment.

With very best wishes for your future success

Graham Stephens

(Lead inspector)