

# Preston Candover Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	116308
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290495
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Olson Davis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	144
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Cammack
<b>Headteacher</b>	Mrs C M Harris
<b>Date of previous school inspection</b>	7 May 2001
<b>School address</b>	Preston Candover Basingstoke RG25 2EE
<b>Telephone number</b>	01256 389278
<b>Fax number</b>	01256 389178

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small primary school serves a relatively advantaged area. The percentage of pupils eligible for free school meals is much lower than the national average. The vast majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and disabilities is above the national average. The school has experienced a change in intake over the past three years. An increasing number of pupils now join the school with learning difficulties and statements of educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good standard of education with some outstanding features. Excellent provision for pupils' care, guidance and support contribute significantly to their outstanding personal development and good achievement. Pupils greatly enjoy learning and are keen to do well in their work. They behave excellently and have very positive attitudes in class and around the school. Pupils make an excellent contribution to the school community. This is seen in the work of the school council and pupils' eagerness to raise money for a Christian charity in Mozambique.

The effective headteacher and senior leadership team provide a clear direction to the work of the school ensuring that all adults work closely as a team to do their best for the pupils. As a result, pupils achieve well. Good partnerships with parents, outside agencies and the local secondary school enrich the curriculum and provide benefits for pupils' learning. One parent commented, 'A child succeeds when teachers and parents work together with the child and I do believe this is happening with our children.'

Provision in the Foundation Stage is good and provides children with a good start to their education. Children experience a good balance of teacher directed activities and activities they choose themselves within an attractive learning environment. Pupils achieve well from the Reception class to Year 6. This is the result of good teaching, good provision for pupils with learning difficulties and disabilities and a good curriculum. Pupils make good progress in their lessons because teachers have high expectations of what pupils can do and give them interesting work which is well matched to their abilities. Standards are well above average overall but attainment in mathematics is not as high as in English and science. The school's improvement planning has already identified the need to provide more opportunities for pupils to apply their mathematical knowledge in real-life, problem-solving situations.

Good leadership and management ensure that school leaders react quickly to dips in pupils' progress. There are very well organised systems in place to ensure that pupils' needs are met. Self-evaluation is good and provides an accurate picture of the school strengths and weaknesses. Issues from the previous inspection have been successfully tackled and pupils' writing by the end of Year 2 has improved. This demonstrates the school's good capacity to improve. Subject leaders offer useful support and advice to colleagues throughout the school. However, their broader role in monitoring the quality of teaching within their subject responsibility is underdeveloped. Governors are effective. They are very supportive but also challenge the school through their role as a 'critical friend'.

### What the school should do to improve further

- Build on the current planning and actions to raise standards and pupils' achievement in mathematics to the same high level as that of English.
- Develop the role of subject leaders to ensure that each has proper oversight of the quality of teaching in their subject across the school.

## Achievement and standards

### Grade: 2

Pupils achieve well and standards are generally well above average, although there is room for improvement in mathematics. Children make good progress in the Foundation Stage in their

personal, social and emotional development. Recently many children have not reached the expected goals for writing because of their low starting points but the school is working successfully to improve this. In 2006 standards at the end of Year 2 in writing dipped to below average and the more able did not achieve as well as they should. This cohort included a higher than average proportion of pupils with learning difficulties. The school data show that children make good progress in the light of their starting points and circumstances. The current pupils in Year 2 will reach higher standards in their writing as the result of the school's successful work in this area. Standards at the end of Year 6 have generally been well above average since the last inspection. In 2006 pupils made good progress to reach exceptionally high levels in English and above average standards in science. Pupils' attainment in mathematics was not as high as in the other subjects because pupils did not have enough opportunities to apply their mathematical skills in real life situations. The school is taking effective steps to address this as part of its school improvement planning. Pupils are set to meet the challenging targets set for them this year in all subjects. Pupils with learning difficulties and disabilities and pupils with statements of educational need make good progress because of the effective support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils' outstanding personal development is shown by their evident enjoyment of school, their excellent attitudes to work and their good attendance. These qualities are enhanced by their eager participation in the many activities offered by the school. Pupils are polite, friendly and enthusiastic learners. Their spiritual, moral, social and cultural development is outstanding. Their excellent moral and social awareness means that they respond very well to the many opportunities they are given to take on responsibility. The school council speak confidently about their role and are pleased with the contribution they make to improving the school and raising money for charity. The 'playground squad' and peer mentors ensure that younger pupils have someone to play with and occasional squabbles are ended amicably. Pupils have an excellent understanding of the importance of healthy living. One commented, 'a balanced diet and lots of exercise keeps you healthy'. Pupils are acquiring the good basic skills and excellent social skills that are preparing them well for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Good relationships are a strong feature of the classrooms and contribute positively to pupils' outstanding personal development. Pupils work well independently and know what to do because teachers explain the tasks thoroughly. Teachers check pupils' understanding through good questioning. One pupil said, 'Teachers are kind and make sure that we understand before we go off to do our work.' Teachers have improved their skills in promoting pupils' mathematical knowledge and this has increased the opportunities for pupils to apply these skills in real situations. Teachers make good use of resources such as the interactive white boards to enliven their teaching and to support pupils' thinking. Pupils with learning difficulties and disabilities make good progress because they are supported by well trained learning assistants. Teaching within the Foundation Stage is good. The teacher provides a wide range of well organised and carefully managed activities that meet the needs of the children.

## **Curriculum and other activities**

### **Grade: 2**

The school has a good curriculum which is matched to the needs of its pupils and makes learning interesting. Teachers make good links between subjects to reinforce ideas and to make learning more relevant for pupils. There is an effective emphasis on developing pupils' basic skills in literacy, numeracy and information and communication technology (ICT). Although pupils' reading skills are good the school recognises a need to extend pupils further in developing more sophisticated skills. The curriculum is enriched by a wide range of extra-curricular activities and themed events such as arts week, raising pupils' awareness of global issues, maths enrichment week and healthy eating week. All of these contribute well to pupils' physical, social and cultural development and add greatly to their enjoyment of school. Pupils are learning to live healthy lives and to stay safe through the school's effective personal, social and health education programme and through activities such as cycling proficiency training.

## **Care, guidance and support**

### **Grade: 1**

Provision for pupils' care, guidance and support is outstanding. Systems for safeguarding pupils' health and safety are securely in place. Rigorous checks are made of adults working with children. Adults know the pupils well. As a result pupils feel very safe and valued. The school's care for their children is greatly appreciated by parents. One commented, 'I always feel that I can approach any of the teachers if any problems arise'. Pupils with learning difficulties and disabilities are very well supported. There are excellently organised systems for identifying and meeting their needs. Systems for keeping track of pupils' progress are rigorous. Pupils are set specific targets which are written so that they are easily understood. As a result, pupils know exactly what they need to do to improve, particularly in writing and mathematics.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There is a strong sense of teamwork in the school, with headteacher, staff and governors clearly focused on fostering the academic and personal development of all pupils. Assessment data is used well to identify pupils at risk of underachieving. As a result, weaknesses in pupils' performance are quickly spotted and effective action taken to bring about improvement. The headteacher checks on the quality of teaching on a regular basis. Subject leaders play an important role in raising standards by scrutinising pupils' work, examining teachers' planning and supporting staff through workshops and interviews with pupils. However their role in monitoring the quality of teaching is underdeveloped. This means that they are not fully aware of the strengths of teaching and those aspects that need improving within their particular subject areas across the school. The leadership of the school's provision for pupils with learning difficulties and disabilities is very good and has a beneficial impact on the progress of these pupils. Planning for improvement is good. Priorities arise out of careful analysis of school information and discussions between staff and governors. The school seeks the views of pupils and their parents regularly and acts upon them when appropriate. Governors monitor and evaluate the school's work effectively to ensure initiatives are implemented well.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### 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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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 Preston Candover Church of England Primary School, Basingstoke, RG25 2EE

Thank you for making me welcome when I visited your school recently. I appreciated the help you gave me when I looked at you working and when you shared your ideas about the school. I took careful note of what you and your parents had to say about the school.

Your school is good. There are some outstanding features too, namely your personal development and the care, guidance and support that the staff provide for you. Here are some of the many things that I consider are good about your school:

- you work very hard and get on very well with each other
- older pupils care very well for the younger pupils
- you enjoy school very much and your behaviour is excellent in lessons and around the school
- your teachers are skilful and help you to learn well in your lessons
- the adults look after you very well and you say that you feel safe in school
- you take lots of exercise and know a great deal about healthy living
- your headteacher, staff and governors run the school well and are continually trying to make it even better for you.

I have asked the staff and governors to carry on working on some areas. They include helping some of you to improve your work in mathematics so that you reach the same high standards as you do in your English. You can help by always doing your best and trying hard to solve mathematical problems. I have also asked them to provide opportunities for teachers who are in charge of particular subjects to observe lessons in other classrooms. This will help them to check that you are being taught well and that you are making good progress.

I hope that you will help your teachers as they work hard to make your school even better for you.

Yours sincerely

Olson Davis

Lead Inspector