

Andoversford Primary School

Inspection report

Unique Reference Number	115735
Local Authority	Gloucestershire
Inspection number	312046
Inspection date	30 September 2008
Reporting inspector	Colin Lee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	56
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	5
Appropriate authority	The governing body
Chair	Louisa Coxwell-Rogers
Headteacher	Joseph Kinane
Date of previous school inspection	15 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Old Gloucester Road Andoversford Cheltenham GL54 4HR
Telephone number	01242 820407
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated in detail the following issues:

pupils' achievement and standards in writing

the tracking of pupils' progress and the school's response where progress is less than expected
pupils' own involvement in evaluating their own learning and progress.

Evidence was gathered from discussions with the headteacher and the senior teacher in her role as English subject leader, other staff, pupils and the chair of governors, and from the parental questionnaires. Lessons were observed, school self-evaluation and other documentation and samples of pupils' current and previous work were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified.

Description of the school

The school is smaller than average. Most pupils are from White British backgrounds. Children's attainment on entry is slightly below the levels expected for their age. The percentage of pupils with learning difficulties and/or disabilities is above average, as is the proportion with a statement of special educational needs. Pupils are taught in three mixed-age classes, one less than last year. Re-organisation has been necessary with falling numbers of pupils and has resulted in children in the Early Years Foundation Stage provision (EYFS) being taught in a class with Year 1 and 2 pupils. The school provides childcare through breakfast and after-school clubs, and a playgroup is to be registered this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory standard of education. It has some good features, most noticeably in aspects of subject leadership and pupils' personal development.

Children's attainment on entry to the EYFS varies annually owing to the small numbers and the proportion of each cohort with learning difficulties and/or disabilities. This impacts on standards attained in each year group. Whilst standards overall are broadly average, there are significant variations between year groups. The most recent assessments and national tests, completed in the summer term, showed standards to be well above average at the end of the Reception year, above average at the end of Year 2 but below average at the end of Year 6. Year 6 results were above average in previous years.

Achievement is satisfactory but has fluctuated between year groups in the past. The good progress from Reception to Year 2 has not been maintained in Years 3 and 4, where there has been significant underachievement in reading, writing and mathematics. This has left too many pupils having to catch up in Years 5 and 6 in order to attain the targets set for them by the time they leave the school. A significant factor affecting achievement has been a lack of rigour in the way that pupils' progress has been checked and weaknesses in teaching addressed. This is starting to improve with the recent adoption of systems to monitor progress regularly and provide specific support wherever a pupil or year group is underachieving. The effect is most evident in improved achievement and standards in reading and writing across the school, and this is also due to a better quality of learning and teaching.

Learning and teaching are satisfactory, but there is variation between year groups. Teaching is outstanding in Years 5 and 6. All teachers have good relationships with their pupils. Collaboration between teachers and teaching assistants is effective and most have a sound understanding of the specific needs of individual pupils. This understanding has improved since the introduction of systematic checking of progress and the setting of specific targets for pupils in their learning. However, the matching of work to the needs of pupils of different abilities is not yet consistently good, because new systems are not yet embedded. Target setting was first introduced for writing and has now been extended to reading and mathematics. Pupils know their targets well and say that they are helpful and make them more confident. A new marking system has also been introduced.

The school provides a satisfactory curriculum and a good range of extra-curricular clubs and activities that are popular and enrich pupils' learning well. Teachers plan suitable opportunities for pupils to use their information and communication technology (ICT) skills in other subjects, and literacy and numeracy skills are starting to be used better. There is good provision for the gifted and talented, who are progressing well. These few pupils join older pupils for literacy and numeracy lessons and have additional work in a small group each week. There is similarly good provision for those with learning difficulties and or/disabilities and this helps these pupils to make good progress. The strengths of the EYFS curriculum, that existed when it was a single class, contributed to the children's very good progress. The planning of this curriculum alongside that for Years 1 and 2 is still being developed.

Most pupils enjoy school and all that they do there. This is a good feature of what is satisfactory personal development and well-being overall. They generally behave well in lessons and around the school. They appreciate that they have opportunities to express views on life in school such as through questionnaires or when, as recently, they were asked to comment on a new learning

and teaching policy. However, they are frustrated by the fact that membership of the school council is restricted to Year 6 pupils and they have limited opportunities to contribute to the day-to-day running of the school community. They talk knowledgeably about the importance of healthy eating and physical activity. This indicates a good understanding of healthy lifestyles. They say they feel safe in school and that any bullying or inappropriate behaviour is dealt with promptly by adults. Safeguarding requirements are met and pupils' well-being is enhanced by the childcare provision, for example the breakfast club.

Leadership and management are satisfactory. There has been a positive response to the need to improve achievement and standards and new initiatives are starting to have positive impact. The good improvement in pupils' reading and writing skills is largely due to the outstanding leadership of literacy and the guidance that the literacy leader has provided to ensure better learning and teaching throughout the school. She has made good use of support from local authority personnel as part of a more general support package to speed up school improvement. Parents value the care their children receive, but a significant number do not feel the school is sufficiently approachable and so do not feel they get sufficient response to any concerns. The school benefits from the astute leadership of the governing body. This provides very obvious determination to improve the currently satisfactory governance by increasing governors' own monitoring and evaluation of school development and improvement. The effectiveness of the steps taken recently to move the school forward, particularly the initiatives to improve reading and writing and to check pupils' progress, shows that the school has a satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents express their delight with how well the staff help the children settle into school life. Last year, children joined the school with skills slightly below the levels expected for their age, especially in aspects of their language development. The good quality of teaching and learning enabled all children to achieve well and attain a good level of development. By the end of Reception, standards were above average in all areas of learning. The majority are now confident learners who have the maturity to work independently of adult support. Their good personal development and well-being are helped by the opportunities to have special responsibilities around the classroom, but the school has failed to build on this by not including them in the school council. The current Reception children are in a class with Year 1 and 2 pupils, and the creation of this class has been led and managed satisfactorily. The teacher and teaching assistant work closely and successfully to promote all aspects of children's welfare. Planning specifically for Reception children is still under development. The teacher is working to ensure that new EYFS principles are fully integrated into her proven good practice. For example, there is at this stage an over-reliance on simply providing resources in the attractive outdoor learning environment and limited planning of what children should be specifically learning from activities with these resources.

What the school should do to improve further

- Improve pupils' progress in Years 3 to 4.
- Make sure that the systems for monitoring and evaluation of progress are rigorous and that prompt action is taken where needed to improve teaching and help any pupils shown to be underachieving.

- Improve parents' perceptions of the school's approachability and response to their concerns. A small proportion of the schools whose overall achievement is satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome in your school and for talking to us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. You told us how much you enjoy going to school and we think your school gives you a satisfactory standard of education. There are some good things in the school and this is what we particularly appreciated:

- Children in Reception settle quickly into school life and make good progress.
- Most of you are showing good improvement in reading and writing.
- Those of you who find learning difficult are making good progress because you work hard and the adults who help you teach you well.
- You behave well and this makes your school a friendly, pleasant place where everyone helps one another.
- Some of you, such as school councillors, though not all of you, are given opportunities to help the school run smoothly.
- You told us how much you enjoy the good range of clubs and activities at lunchtime and after school.
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- We have three recommendations to help your school to get even better:
 - Improve the progress you make in Years 3 to 4.
 - In each year group, your progress must be checked very regularly. Anyone falling behind should be helped to catch up, and changes made to teaching if needed.
 - Some of your parents and carers do not feel they are welcome to tell the school about any concerns. The school needs to make them feel their concerns will be listened to.

We hope you will carry on enjoying learning and helping your teachers to make Andoversford Primary School an even better school.

Colin Lee Lead inspector