

# Abbotts Ann Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116266
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312236
<b>Inspection dates</b>	4–5 October 2007
<b>Reporting inspector</b>	Bernice Magson

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>	
School	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Penny Scriven
<b>Headteacher</b>	Mrs Ann Turnbull
<b>Date of previous school inspection</b>	16 April 2002
<b>School address</b>	Abbotts Ann Red Rice Road Andover SP11 7BG
<b>Telephone number</b>	01264 710244
<b>Fax number</b>	01264 712114

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Abbots Ann is a small rural primary school, which admits pupils mostly from the immediate area. Pupil numbers are increasing over time. Almost all pupils are from White British backgrounds. The number of pupils identified with learning difficulties and disabilities is above average. Pupils are taught in mixed aged classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This school is providing its pupils with a good quality of education. The headteacher, staff and governors successfully promote good achievement with a strong emphasis on pupils' personal development, well-being and care. Parents are appreciative of the family ethos, praising the 'intimacy of a lovely close-knit school, where children's well-being is a prime concern.'

Pupils' personal development is good. Pupils are eager to attend and enthusiastic in expressing their views. Behaviour and relationships are outstanding, both with each other and with adults. Pupils feel safe and secure. They volunteer readily and work happily in teams. Pupils have a good understanding of healthy lifestyles, making healthy food choices and joining enthusiastically in sporting activities. Pupils' competent basic skills prepare them well for the next stage of their education and future economic well-being. Pupils have a good understanding of the importance of citizenship. Frequently they participate in village events or organise concerts. A village project to bury a time capsule under the village shop enabled pupils to learn more about their community. Intense debates took place about modern toys and which examples of work to include, to represent their childhood and education. Currently, there are few opportunities for pupils to offer suggestions for school improvement. The school council is at an early stage of development.

Pupils achieve well, because the teaching is good. Pupils have excellent attitudes to their learning. Teachers question pupils skilfully and there is a good emphasis on discussion and the sharing of ideas. As a result, pupils' speaking and listening skills are highly developed. Although teachers plan extensively for pupils in mixed aged classes, the needs of more able pupils are not always fully addressed, and there is not enough challenge in some learning tasks, particularly in mathematics and writing. This is because teachers do not always make enough use of assessment information when they are planning lessons. In some lessons, pupils do not understand sufficiently how to improve their learning. Popular with pupils is the excellent range of out of school clubs that enriches a good curriculum. Information and communication technology (ICT) is used well to provide pupils with a wide range of experiences. By the age of eleven, pupils attain above average test results in English, mathematics and science. This represents good achievement from their generally average starting points. There is an upward trend in standards in reading, writing and mathematics by the age of seven and standards are consistently well above average.

Leadership and management are good. The headteacher is strongly focused on school improvement and provides a clear sense of direction in raising standards. She is effective in promoting the school's Christian ethos. Governors and staff are supportive in identifying priorities and monitoring actions to address any weaknesses. Financial management is good. The school has a good capacity to improve, because of strong teamwork and successful commitment to raising standards.

## Effectiveness of the Foundation Stage

### Grade: 2

Although still early in the new term, children are happily settled and confident, with a good understanding of school routines. Good links are established with parents and, as a result, induction procedures are effective. Parents speak positively of the 'warm and friendly atmosphere' and the 'good care and support given by staff.' Teaching is good and children are

learning rapidly. There is a good balance in the curriculum between adult-led activities and child-initiated play. Staff work hard to include opportunities for learning outdoors, despite the limited facilities. Already children socialise well together at fruit-time and share toys and equipment amicably as they play. Children concentrate well for long periods, as they listen to a story or colour pictures. They are making good progress from average starting points on entry. Children with learning difficulties and disabilities achieve as well as their peers, because their needs are identified early. Although varying from year to year, standards are often above average by the time children enter Year 1.

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

- In writing and mathematics, increase the level of challenge for more able pupils by making greater use of assessment information when planning lessons.
- Ensure that, in all lessons, pupils understand how to improve their own learning.
- Provide more opportunities for pupils to influence the development of the school.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and most attain predicted targets in national tests by the age of eleven. As numbers are relatively few, results vary considerably each year, according to the proportion of pupils with learning difficulties and disabilities and the level of mobility. For example, in 2006, results dipped because half of Year 6 had joined the school in the last three years or had learning difficulties. Over time, standards are mostly above the national average by Year 6 and are now well above by Year 2. Pupils with learning difficulties and disabilities achieve their individual targets because of good levels of support. However, there is evidence of some underachievement by more able pupils in writing and mathematics, where some learning tasks lack sufficient challenge. Although pupils are eager to succeed, in some lessons, they have only a limited understanding of the next steps in their learning.

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

### **Grade: 2**

Pupils respond well to the school's ethos of mutual care and trust. Older pupils show good respect and tolerance towards younger pupils; they like to help each other. Pupils say that there are very few instances of poor behaviour or bullying because all pupils get on very well together. They feel safe and secure, and know what precautions to take to keep themselves protected. Pupils are confident that staff will address their needs. Skills necessary towards pupils' future well-being are developing well, especially in literacy, numeracy and ICT. Pupils are eager to succeed in lessons and work hard. They identify that there is inconsistent use of improvement targets in lessons, which sometimes inhibits their ability to make rapid improvement. Pupils can articulate what constitutes a healthy lifestyle, such as eating sensibly and taking exercise. Many pupils participate in energetic play each morning and at breaktimes, and out of school sports clubs are popular. Pupils contribute well to local and national charities. They are eager to make a positive contribution to the life of the school, such as by acting as playground buddies. More formal opportunities for them to be involved in school developments are limited. Attendance is average.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils are enthusiastic learners. They are highly motivated and undertake challenging tasks eagerly. Teachers are skilled at developing pupils' thinking skills through effective questioning. Often, teachers ask 'why' and 'how' to encourage pupils to think more clearly and articulate their ideas more precisely. In an outstanding lesson in Year 6, for example, the teacher used a silent movie to introduce discussions about life and death experiences. She asked pertinent questions of pupils as they explored and described their emotional reactions to moral and social issues. Teachers plan well-organised and carefully constructed lessons to challenge pupils in mixed aged classes. However, there are some inconsistencies in how well matched are the range of tasks to meet pupils' different levels of ability. Sometimes, there is not enough challenge for the more able pupils to reach their full potential in writing and mathematics. Teaching assistants give good support to the pupils identified with learning difficulties and disabilities. All teachers have high expectations of behaviour, with excellent relationships, which means that pupils respect each other and work well together.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and meets the needs and interests of pupils. It is broad and balanced and there is a good focus on literacy, numeracy and ICT. However, the curriculum for more able pupils sometimes lacks challenge, particularly in mathematics and writing. Facilities in the locality are used to ensure that National Curriculum expectations are met, especially in drama, games and music. There is good inclusion in activities, which promote the spiritual, moral, social and cultural development of pupils, particularly in religious education and the arts. There is wide use of visits and visitors to enliven the curriculum. Pupils visit the Anglican church regularly for services and other educational activities. A recent visit to a local archaeological dig provided pupils with good first-hand experiences of life in Roman times. The school provides an outstanding range of clubs, which pupils enjoy. The provision for pupils' personal, social and health education is good and the programme includes good attention to citizenship, which has a positive influence on their contribution to the community. Good provision is available for pupils identified with learning difficulties and disabilities and they are fully included in all activities.

### Care, guidance and support

#### Grade: 2

The care, guidance and support given to pupils reflect well the caring and nurturing ethos of the school. There are effective systems to ensure that pupils are safe and free from harm. Risk assessments are undertaken rigorously. Adults listen carefully to any concerns of pupils and deal with issues sensitively. Child protection procedures are good. There is a strong partnership with parents, carers, the church and members of the community. Volunteers help with a range of activities. For example, the caretaker runs a cookery club and members of the church invite pupils to join 'St Mary's Fun Club.' Parents receive good information about their children's progress. Pupils attend meetings with their parents and join in discussions about their progress. Assessment systems are robust and enable staff to have a clear indication about pupils' progress. However, assessment information is not always used well enough in setting challenging tasks

for the more able. Improvement targets are used inconsistently and pupils do not always know how to improve. Outside agencies give valuable support to pupils with learning difficulties and disabilities, as necessary.

## **Leadership and management**

### **Grade: 2**

The headteacher has clarity of vision, high expectations and a good ability to drive the school forward. Staff and governors support her aims and provide a vital contribution to the development of the school. Integral to their vision, is the belief that pupils learn best in a happy and safe Christian environment. They work hard to raise standards, despite working in cramped conditions. Arrangements for some aspects of the curriculum are managed effectively off-site. The school has a good ability to measure its own effectiveness and identify its priorities accurately. The specific needs of a small school are considered carefully when development plans are prepared to ensure that funds are available. Financial management is good. Well-established systems ensure that plans are evaluated regularly and challenging targets are achieved. Well-constructed strategic planning for the new building is in place.

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**Annex A**

## 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>
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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
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### 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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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>	2

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

15 October 2007

Dear Children

Inspection of Abbots Ann Church of England Primary School, Andover, SP11 7BG

Thank you for making me so welcome when I visited your school recently. I enjoyed my visit and finding out about all the interesting things you are doing. I was pleased to hear how much everyone enjoyed your harvest festival. I think that you have a good school.

The things I liked about your school are:

- you achieve good standards by Year 6
- you share opinions and ideas and work well together
- you are polite, well-behaved and have good manners
- the youngest children have settled well at school
- you enjoy out of school clubs, especially the sporting activities.

To make your school even better I have asked your headteacher, staff and governors to make sure you understand clearly how to improve your learning. I have asked that those of you who find things easier should be given work which makes you think even harder. Also, I want you to be given more opportunities to be involved in the development of your school.

I hope that you continue to enjoy your time at Abbots Ann School.

Yours truly

Bernice Magson

Lead inspector