

# Amport Church of England Primary School

## Inspection report

<b>Unique Reference Number</b>	116348
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326366
<b>Inspection date</b>	30 April 2009
<b>Reporting inspector</b>	John Seal HMI

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.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	80
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	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anna Dixon-Green
<b>Headteacher</b>	Mrs Bernadette Fleet
<b>Date of previous school inspection</b>	25 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Green Amport Andover SP11 8BA

<b>Age group</b>	4–11
<b>Inspection date</b>	30 April 2009
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**Telephone number**

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**Age group** 4–11

**Inspection date** 30 April 2009

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following aspects: achievement and standards, the quality of teaching, and leadership and management. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's own assessment records, curriculum and planning documents, observation of the school at work, discussions with pupils, staff and governors and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that most of the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is much smaller than average and in a rural setting. About half of pupils attending the school are from out of the catchment area. There are very few pupils receiving free school meals. Most of the pupils have White British origins. The number of pupils with learning difficulties and/or disabilities is below average. The school was awarded the Activemark in 2008 because of the development of the physical education curriculum. It has also very recently achieved the Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Amport Church of England Primary is a good school. It has outstanding features. When they start in Reception, pupils make a good start and there is a real 'buzz' of activity in the classroom they share with their older Year 1 classmates. This enthusiasm and interest in learning continues right through the school, and is one of the school's outstanding features. Good teaching ensures that when pupils reach the ages of 7 and 11, their attainment in reading, writing, English, mathematics and science are very high. These outstanding results have continued over many years and have been maintained even though there have been significant changes to the staff in recent times. These changes have included the deputy headteacher's promotion to the headship of the school, the appointment of an assistant headteacher and one newly qualified teacher and one experienced teacher.

Pupils' personal development and well-being is outstanding. The spiritual, moral and social aspects of their development are outstanding, and are a key feature within this aspect. Older pupils work very well with younger children; for example they lead a lunchtime games club called 'Huff and Puff'. The school has identified that it has more to do to improve pupils' understanding of people from other cultures, different faiths and religions, and as a result cultural development is satisfactory. Pupils' behaviour is good and their attitude to work and school life is exemplary. One of the pupils said 'learning is fun at Amport'. Attendance of most pupils is good, but the school's overall attendance figures are broadly average because, despite the school's best efforts, there are a few families who take extended holidays during school time. The very caring attitudes of the staff and the idyllic rural setting of the school contribute to the promotion of a feeling of safety and security among the pupils. Pupils speak of very little bullying and know who to go to if they are worried. Pupils' understanding of healthy lifestyles is very clear and the younger ones enjoy the free fruit and vegetables scheme. Pupils' contribution to the community is well. They perform in the local church and raise funds for charities. Pupils' preparation for future economic well-being is outstanding because of their exceptionally high standards in literacy and numeracy. Pupils' skills in information communication and technology (ICT) are very well developed through the effective use of computers and other digital equipment.

The care, guidance and support of pupils are outstanding. Safeguarding procedures are robust. Most parents are very pleased with what the school has to offer their children. One parent stated that 'Amport is a lovely school with friendly caring staff'. Another said: 'we feel the school is very good at developing the children's self-esteem, confidence and independence.' In addition to the very warm and caring atmosphere, pupils' academic guidance is very well supported. All staff track individual pupils' progress efficiently. Pupils know what their targets are and feel confident about the next steps they need to take in their learning. The very effective support for pupils with learning difficulties and/or disabilities ensures they make outstanding progress.

Teaching is good. The teachers and teaching assistants work well together and even with the recent staff changes they have become an effective team who have the pupils' learning at heart. Lessons are well planned and the range of pupils' abilities well catered for. Teaching assistants are well deployed to support pupils who require extra attention. Teachers use information about pupils' learning well and plan practical and interesting activities, including good use of ICT to motivate pupils to learn in a sustained and concentrated manner. A good example of this was in the mixed Year 5 and 6 class. In their mathematics lesson, to help them

learn more about division and multiplication, pupils worked on problems from a story 'Lord of the Blings'. All teachers set challenging targets, which pupils understand and work towards. As a result, pupils make rapid and consistent progress.

The good curriculum provides a wide, rich and varied range of learning activities that are enjoyed by most pupils. Subjects are well planned across the school and this supports pupils' progress between year groups. This is thought through carefully to support the outstanding progress and understanding. The curriculum has several strengths, which include French lessons for pupils in Key Stage 2, music lessons, instrumental and singing lessons and many opportunities to perform. Physical education is enriched through many activities including swimming, football, netball and the 'Activate' programme. There are many visits and visitors that extend the curriculum. These have included the older pupils going on a residential field trip in Dorset and visits to local museums and gardens. Although pupils have been introduced to different religious festivals and faiths through their revised Religious Education syllabus, the school's programme to support pupils' understanding of cultural diversity in Britain is not sufficiently developed.

The school is well led by the headteacher and she is ably supported by the assistant headteacher. Together, they have ensured that the school has continued to improve and maintain its focus on pupils' learning. The school's self-evaluation is broadly accurate and has enabled it to identify appropriate plans and key areas for improvement. Consequently, there is good capacity to improve. Governors are supportive, businesslike and keen to make a difference. There is some challenge and analysis of the school's issues and areas for development, and with the recent appointment of new governors, this is becoming a more regular feature of their work. The school has good links with the local community including the church, but has acknowledged that there is more to be done in developing community cohesion, including cultural development. Appropriate links beyond its locality are being explored. The school works well with other agencies and partners including secondary schools and local businesses.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

As they start Reception, children's skills and knowledge are generally in line with those expected for their age. The children make good progress and their attainment as they start Year 1 is better than average. The classrooms are exciting and stimulating. The children were seen learning well in the 'vet's surgery' role-play area and there are many other opportunities for learning through the well-planned activities. Children's personal development is good. They settle well because the staff know the children well and implement good transition arrangements with the contributory pre-schools. Pupils learn and develop well because of the good organisation and planning. There are suitable opportunities for outdoor learning, but further developments and improvements are hindered by the restrictions of the school's listed building status. Children are well cared for and supervised. The Reception teacher and headteacher have worked well together since the beginning of September 2009 and have made significant improvements to the learning environment, planning and activities, but it is still too early to see the full impact of these changes. The school has identified that there is further development needed in the analysis of Foundation Stage assessment information. As a result, leadership and management of the Foundation Stage are satisfactory.

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

- Increase all pupils' rates of attendance.

- Improve the school's engagement in the wider aspects of developing its role in community cohesion.
- Develop assessment procedures in the Early Years Foundation Stage in order to ensure good progress.
- Improve children's opportunities for outdoor learning in the Early Years Foundation Stage.





## 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
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 capacity to make any necessary improvements	2

### 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?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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	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**

12 May 2009

Dear Pupils

Inspection of Amport Church of England Primary School, Andover, SP11 8BA

Mrs Richmond and I enjoyed our day in your school. It was good to meet you, see you learning and talk with some of you.

Many of you told us that you enjoy coming to school and think it is a good school. We agree with you. Your headteacher and staff plan exciting and interesting things for you to do to help you learn more. You are cared for very well and are safe. You behave well and are keen to learn. It was interesting to hear about how you used targets to learn even more and how the older pupils worked with the younger children in 'Huff and Puffs' at lunchtimes. You have lots of music and sports activities and visit interesting places to help you learn.

Your headteacher and teachers have worked hard on making sure you all learn well and have plenty to do. They are planning to work on the following things to make the school even better:

- encourage some of to attend better by going on holidays when the school is closed
- help you to learn even more about different faiths and ways of life in this country and how people live in other countries
- use the information they have about younger children's learning to see how much they have learned
- find even more ways of helping the younger children learn in their outside lessons.

I hope that you too can help by continuing to work hard and enjoy learning. I wish you all the very best in the future.

Yours faithfully

John Seal

Her Majesty's Inspector