

# Awbridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	115856
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338672
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Susan Gadd

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Vickers
<b>Headteacher</b>	Iain Barnes
<b>Date of previous school inspection</b>	25 May 2007
<b>School address</b>	Danes Road Awbridge Romsey SO51 0HL
<b>Telephone number</b>	01794 340407
<b>Fax number</b>	01794 341620
<b>Email address</b>	adminoffice@awbridge.hants.sch.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed five lessons each taught by five different teachers. Meetings were held with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, minutes from governors' meetings, reports from the School Improvement Partner and questionnaires completed by 69 pupils and 71 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- evidence about current attainment, learning and progress for all groups of pupils
- whether pupils are clear on how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, in ensuring that good steps are taken to embed ambition and drive improvements forward.

## Information about the school

Awbridge Primary School is a smaller-than-average primary school with five classes consisting of mixed-year groups in each. The proportion of pupils known to be eligible for free school meals is below average, as is the percentage of pupils from minority ethnic groups and those with special educational needs and/or disabilities. The latter group includes pupils with moderate and specific learning difficulties, and emotional, social and behavioural difficulties. Since the last inspection there have been a number of staff changes. Three out of five class teachers are new and joined the school in September 2009. Two of these are newly qualified teachers.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Awbridge Primary School is a satisfactory school. It has many strong features. One comment from a parent captures the views expressed by many and concurs with inspection findings: 'Children are happy and staff are dedicated and committed to their jobs.' More recently, unavoidable staff absence has meant that children in Reception are being taught by supply teachers in the afternoon. The school is aware of the parental concerns in this area and is working hard to ensure this practice does not have a negative impact on children's learning.

Inspection evidence shows the following:

- Children in the Early Years Foundation Stage make good progress in Reception.
- By the end of Key Stage 2, pupils have made satisfactory progress overall and attainment is broadly average, although achievement is inconsistent in English and mathematics as pupils move through the school.
- The headteacher provides clear leadership with a strong focus on improving learning experiences for pupils and developing staff at all levels. Mentoring initiatives are in place for leaders and newly qualified teachers, along with external training. Leaders are involved in a cycle of monitoring and plans are in place to further develop this area of leadership. Self-evaluation accurately identifies the school's strengths and areas for development. The school's tracking data are detailed but do not always provide an accurate picture of pupils' progress. The school has a system in place to regularly moderate assessments and is aware that more work is required to establish greater consistency and accuracy throughout the school. Governance is good. The governing body regularly holds the school to account and can demonstrate the positive impact this process has had within the school. It is very clear about the challenges ahead and of the need to make appropriate provision to replace the current headteacher who is leaving in August. Consequently, the school's capacity for sustained improvements is satisfactory.
- Considering the impact of substantial changes to the teaching staff since September, adequate progress has been made towards addressing the improvement points from the last inspection.
- Teaching and assessment are satisfactory overall, although there are pockets of good practice within the school. In these lessons, pupils are more motivated and eager to learn. A range of teaching strategies are used to meet varying needs within the classroom while good teacher questioning, along with work which is closely matched to individual needs, ensures that all pupils are challenged to succeed. Consequently, pupils' progress in these lessons is good. However, this good practice is not yet consistent throughout the school. A significant proportion of

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pupils have a limited understanding of their targets in mathematics. Where marking is at its best, it provides pupils with their 'next steps in learning', but this good practice is not consistently applied in all subjects.

- Pupils know that sensible eating and regular exercise are important to leading a healthy life. They enjoy the many clubs on offer in the school and, as one child stated, 'being healthy keeps you strong'.
- Behaviour within and around the school is good. Pupils are polite and courteous, and respect the school environment as well as each other.

**What does the school need to do to improve further?**

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

- Raise achievement in mathematics and English and extend current good practice in teaching to all areas of the curriculum by:
  - developing the role of leaders and managers at all levels by engaging in regular monitoring with a clear focus on pupils' progress and improving the consistency of teaching and learning
  - ensuring that work set in lessons consistently meets the needs of individual pupils and provides appropriate challenge for all
  - ensuring marking provides pupils with clear guidance on how to improve their work and making sure pupils know and understand their targets in mathematics
  - developing the accuracy of assessments so that pupils' progress and attainment can be effectively tracked throughout the school.

**Outcomes for individuals and groups of pupils****3**

The school has a very caring atmosphere in which pupils feel valued and safe. As one child stated, 'We are like a family, we all look after each other!'

Pupils' progress is satisfactory and attainment is broadly average. Pupils enjoy school and in the best lessons they are more attentive and keen to learn. They respond well to the teachers' challenging questions and high expectations, as seen in a Year 5/6 mathematics lesson which was well planned, practical and challenged all pupils to achieve their best regardless of ability. However, this good practice is inconsistent across the school. Evidence in pupils' books suggests that attainment is already rising in writing. Good interventions by learning support staff, both within the classroom and in individual programmes, ensures that pupils with special educational needs and/or disabilities make good progress.

Pupils are proud of their school and have many responsibilities, such as being members of the school council, where they are able to convey the views of their peers to bring about change to the school. They were particularly keen to point out the changes to the playground and environmental area, as a result of their efforts. Some pupils take on the role of 'peer mentors'. As one child stated, 'My job is to help others, be a listening ear

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and help solve problems.' During lesson times, older pupils take on the role of 'reading buddies' and support younger pupils through listening to them read and sharing stories. Beyond the school, pupils regularly sing to elderly members of the community as well as in a local abbey. They participate in fund- raising ventures such as raising money for the Royal Society for the Prevention of Cruelty to Animals (RSPCA), by preparing and selling healthy snacks, and they have represented the school and parish council at the Armistice Day of Remembrance.

The spiritual, moral, social and cultural development of pupils is good. Pupils appreciate the opportunity that 'circle time' provides to share their feelings. They consider it a time when they can talk in confidence about school and home life. Pupils demonstrate good social skills through their caring attitudes towards one another. In lessons, they show good collaborative skills, taking turns and listening to the views of others. Opportunities exist, both within the curriculum and through visits to places of worship, for pupils to develop a good awareness of different cultures. They talked with enthusiasm about their trip to a mosque in Southampton and the importance of prayer mats to Muslims.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Resources are well used to stimulate learning including the effective use of interactive whiteboards. Pupils engage in their own independent research through the use of 'Wizkids', a child-friendly 'learning platform'. In the best lessons, learning proceeds at a brisk pace and planning is informed by accurate prior assessment of pupils' attainment. The school is aware that this good practice needs to be more fully embedded.

The curriculum is good. It is strongly focused on developing pupils' personal and learning skills and, where possible, is matched to pupils' own interests. Literacy and numeracy are taught as separate subjects but the rest of the curriculum is taught through cross-curricular links where appropriate. The school adopts a project-based approach to ensure that learning is fun and meaningful to the pupils. Pupils are involved in evaluating each project and their comments are used to help plan the next one. They talk enthusiastically about the range and the breadth of experiences that are on offer both within the school and beyond. There are many enrichment opportunities, such as a residential trip to France for Year 6 pupils, day trips and an involvement with other schools.

The school is highly focused on ensuring that the care, guidance and support it provides are good. The school has established good links with outside agencies which have a positive impact on pupils' personal development and well-being. Intervention programmes for vulnerable pupils are effective in supporting pupils both emotionally and academically, as is evidenced in their good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

As a result of the many recent staff changes, the headteacher and acting deputy headteacher have instigated a rigorous system of inducting new staff and further developing the capacity of all leaders and managers in the school. This has involved

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senior leaders, including the headteacher, taking on the role of mentor to newly qualified staff. A regular cycle of monitoring, including videoing of lessons and peer-teaching, has had a positive impact on the quality of teaching, although this is still not yet consistently good. New and existing leaders are involved in reporting to governors and observing the quality of teaching and learning around the school. As a result, pupils at risk of underachieving receive good individual or group interventions, as is seen in the impact on their progress. Through these effective interventions, the school demonstrates that it has good systems in place to promote equality of opportunity and tackle discrimination. The school appreciates that there is still a need to further develop the role of leaders and managers at all levels in order to embed ambition and bring about the necessary changes to improve pupils' achievement in English and mathematics.

The governing body, while being supportive, also provides a good level of challenge. It is fully aware of the school's strengths and areas for development. As a result, the Early Years Foundation Stage was moved to an environment more conducive to good learning. Safeguarding procedures are rigorous and governors regularly audit the school's provision in this area.

Community cohesion is good. This is an inclusive school which makes a strong contribution to the local community and has forged links with schools in this country as well as abroad.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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Children start school with skills and abilities that are broadly as expected for their age and make good or better progress in all aspects of learning. They settle quickly to routines and feel secure in school as a result of a carefully structured induction programme. Children display a good awareness of the daily routines. Children play happily and safely together and have good relationships with both adults and their peers. There is a good balance of whole-class, group and child-initiated activities with a strong emphasis on teaching letters and sounds and developing number skills. Children enjoy finding numbers and letters in the sand and confidently discuss their findings with their peers. Children behave well as adults reinforce and praise positive behaviour.

Leadership is good and teamwork is positive. The leader of the Early Years Foundation Stage is successful in identifying how to improve practice, for example, by developing the free flow of activities between indoors and outdoors. Partnerships with parents and carers are good and developing. Parents and carers contribute to their children's learning by recording 'wow' moments of children's learning at home. However, observations are recorded but are not always evaluated and do not consistently identify the next steps in children's learning. Planning is good. It makes effective use of assessment information to ensure all areas of learning are met and takes full account of children's interests and needs. For example, when children show an interest in hairdressing, adults change the role-play area into a 'hairdressers'. Such responses to the children's interests provide them with engaging opportunities, which help them to develop positive attitudes to their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The majority of parents and carers who responded to the parental questionnaire were overwhelmingly positive about the school. They were particularly positive about how their children enjoyed school and understood the importance of being healthy and having due regard for their children's safety. Inspection evidence concurred with this. A few parents and carers were rightly concerned about the inconsistent progress that their children make as they move through the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Awbridge Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	62	24	34	2	3	0	0
The school keeps my child safe	53	75	16	23	2	3	0	0
The school informs me about my child's progress	34	48	26	37	8	11	3	4
My child is making enough progress at this school	34	48	25	35	9	13	2	3
The teaching is good at this school	41	58	20	28	6	8	0	0
The school helps me to support my child's learning	38	54	23	32	7	10	2	3
The school helps my child to have a healthy lifestyle	35	49	34	48	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	38	28	39	4	6	0	0
The school meets my child's particular needs	33	46	27	38	6	8	1	1
The school deals effectively with unacceptable behaviour	31	44	32	45	7	10	0	0
The school takes account of my suggestions and concerns	34	48	26	37	6	8	2	3
The school is led and managed effectively	32	45	24	34	8	11	3	4
Overall, I am happy with my child's experience at this school	40	56	21	30	7	10	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 May 2010

Dear Pupils

Inspection of Awbridge Primary School, Awbridge, SO51 OHL

You may remember that two inspectors came to visit your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming. You made our visit very enjoyable.

Your school provides you with a satisfactory education and these are the best things about it.

- Overall you make satisfactory progress in your work and reach broadly average levels.
- You have an exciting curriculum and you enjoy your school trips and attending the many clubs the school provides.
- It is a happy place with a good community spirit where you get on well with each other and feel well cared for.
- You have a good understanding of how to keep healthy.
- You enjoy taking on responsibilities within school and contributing to the local community.
- Your headteacher and staff care for you very well and they work closely with other adults outside of school to support you.

We have asked your school to do four things to make it even better:

- To make sure that all lessons across the school are taught well and that you make good progress in them.
- Make sure that the work you are given is at the right level for you.
- To ensure that marking helps you to improve your work and understand your targets in mathematics.
- Get better at knowing how well you are learning and how much progress you are making as you move through the school.

You can help by regularly attending school and continuing to work hard in all lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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