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16 March 2012

Mr A Bridewell  
Headteacher  
Ludgershall Castle Primary School  
Short Street  
Ludgershall  
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Dear Mr Bridewell

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:  
monitoring inspection of Ludgershall Castle Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 15 March 2012 and for the information which you provided during the inspection. Please pass on my thanks to staff and the pupils.

A small number of changes have occurred since the last inspection. There has been a slight increase in the number of pupils on roll. Leaders have increased the number of classes from eight to ten so no classes have pupils from different key stages and additional staff have been employed. Changes to class organisation enable pupils in Years 5 and 6 to be taught by the subject experts in English and mathematics.

As a result of the inspection on 7 and 8 October 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements, and the effectiveness of the school in improving pupils' behaviour is satisfactory.

**Achievement of pupils at the school**

Attainment by the end of Key Stage 1 and Key Stage 2 has been on an improving trend overall. There was a slight decline in mathematics for Key Stage 1 pupils in 2011 with Key Stage 2 remaining static at significantly below average. However, the gap with the national average continues to close overall. Most pupils make the progress expected, with potentially vulnerable pupils making slightly better progress



than others in the school because of the support they receive. Work seen in pupils' books, lessons and the school's own assessment data indicate that the rate of progress is accelerating, especially in mathematics and for pupils in Years 3, 4 and 6. At times, higher-ability pupils are capable of achieving even more. This improving picture is a reflection of the positive actions taken by leaders. The new skills-based curriculum taught through topics is engaging pupils more in learning. It has ensured greater focus in using problem-solving and investigative activities in subjects other than mathematics. Pupils enjoy using these skills in a wider context and were enthused when investigating light and reflection. Pupils are engaged and focused on learning and achievements are improving because they find the work interesting.

### **The quality of teaching**

In the lessons observed, teaching was mainly good. Teachers in Years 3 and 4 have benefited from working alongside subject leaders so the quality of teaching and the rate of pupils' progress have improved for this age group, although some inconsistencies remain in expectations. Teachers use a broad range of resources and activities to excite pupils' interest and stimulate learning. In one good Year 3 and 4 English lesson, the 'enchanted wand' pencils enticed and challenged pupils to write their diary entries in cursive writing, and most were successful. In all lessons, teachers make good use of modern technology, especially the visualiser. It is used effectively to set learning outcomes and for instant recognition of pupils' good work to motivate others. In a Year 3 and 4 mathematics lesson, it was used effectively to show pupils different methods of calculation and in Year 6 to share pupils' imaginative openings for writing about *Macbeth*.

The use of assessment and monitoring information has been strengthened. Analysis of information enables earlier identification and intervention with pupils who have gaps in their learning. This has resulted in changes for Year 5 and 6 teaching groups and effective intervention programmes by subject leaders that are starting to accelerate pupils' achievements. Effective and consistent use is made of learning walls so pupils know how well they are doing and their precise next step in learning. Most are ambitious to reach their next target and are proud when they attain a target sticker in recognition of their progress. The use of mathematics and literacy targets in other subjects helps pupils to understand the importance of transferring their skills into all aspects of their work and helps to increase the rate of progress. Teachers increasingly use assessment information to plan lessons that match the needs, abilities and interest of most pupils, including in Years 3 and 4. However, the expectations for higher ability pupils are not always high enough so they are not consistently challenged and extended in their capabilities.

### **Behaviour and safety of pupils**

Pupils display good behaviour in lessons, in the playground and when they move around the school. Most are polite and courteous with each other and adults in the school. Pupils spoken to said behaviour was usually good and were confident that



any misbehaviour was dealt with effectively by adults. They have good understanding of the rewards and sanctions for behaviour. The school takes effective actions to monitor and improve behaviour overall and that of individual pupils, including links with parents and carers and external agencies when applicable. Some pupils were happy to admit that they used to be 'naughty' but were now mainly good because of the support they had received to get better and a broader range of activities at playtimes to expend their energy positively.

### **The quality of leadership and management of the school**

Senior leaders have taken decisive actions since the last inspection that are improving the quality of the school's work. Staff have good opportunities for professional development that have improved the quality and consistency of teaching across the school, although it has not impacted fully in improving attainment. Teachers in Years 3 and 4 have particularly benefited from working with middle managers to observe and share effective practices. The roles and responsibilities of key subject leaders have been revised and strengthened and they are bringing about improvements in their areas of responsibility quickly. More emphasis has been placed on monitoring pupils' progress and teachers are held to account for the progress of pupils in their age groups. However, assessment information is not held for individual classes to support monitoring and accountability further.

Leaders have introduced new systems to plan coverage of subjects and National Curriculum expectations, which are starting to be used effectively. However, there is not enough rigour in monitoring this to ensure all subjects are covered throughout the year. Leaders miss opportunities to monitor coverage through the breadth of evaluation activities, including work scrutiny. The topic-based curriculum suits the learning needs of pupils and results in bright, stimulating environments that celebrate pupils' work. Displays have a broad range of materials that supports pupils' learning well.

The local authority provides effective support. The school has benefitted from additional funding that has effectively targeted intervention work with pupils underachieving in English and mathematics. Senior leaders have been supported well with self-evaluation activities, although some benefit is lost because of frequent changes in their support officer.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Judith Rundle  
**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2010**

- Raise the quality of teaching and learning in Years 3 and 4 by having higher expectations of what the pupils can achieve and providing more challenging and motivating tasks for them.
  - Improve mathematics by ensuring pupils have more opportunities to apply the knowledge and skills they have gained to solve problems and carry out investigations.
  - Ensure all subjects in the curriculum are covered in sufficient depth, particularly in Years 3 and 4.

