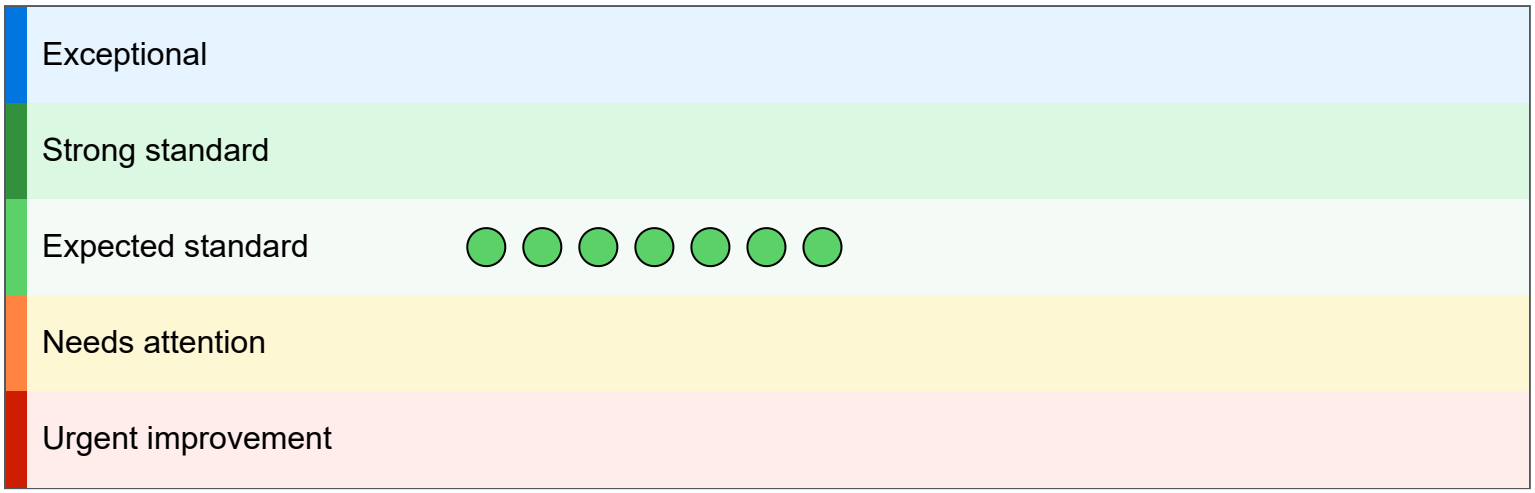
Appleshaw St Peter's CofE Primary School

Address: Ragged Appleshaw, Andover, Hampshire, SP11 9HR

Unique reference number (URN): 116349

Inspection report: 6 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Typically, pupils are well prepared for their next stages of education. Children in Reception Year develop their understanding successfully across the early years curriculum. In phonics and reading pupils develop the knowledge and skills they need, reflected in both the Year 1 phonics screening check and end of key stage 2 reading examination results. Pupils with barriers to their learning make appropriate progress from their starting points. Pupils' work across the curriculum more widely demonstrates the depth and breadth of their learning. Consequently, by the end of Year 6, pupils are ready for key stage 3 and beyond. Results in national tests are typically in line with national averages, although the most recent published outcomes do not fully reflect the positive progress made by some of the more vulnerable pupils at the school. Leaders understand that there is further work to do to refine teaching and ensure that pupils achieve consistently well and highly across all areas of the curriculum, including in mathematics.

Attendance and behaviour

Expected standard

Most pupils attend school regularly. Leaders understand well the barriers to regular attendance faced by a small number of pupils who are persistently absent. Committed leaders offer strategic, appropriate help to ensure that all pupils improve their attendance. Strategies such as using early morning time in the school's Yurt, and personalised support for individuals, help pupils to settle quickly. Leaders analyse attendance information closely and adapt their approaches. Overall, attendance is improving, but leaders rightly maintain this as a priority.

The school has clear values of love, faith and hope that underpin staff’s approach to managing behaviour. Staff know and understand pupils well. They greet pupils warmly and help pupils to enjoy their learning each day. Staff have clear routines and calm, consistent approaches. Pupils have very positive attitudes to learning. Leaders are highly responsive to any incidents of discrimination or harassment, online or offline. Bullying is rare and if it does happen, adults deal with it quickly. At times, if pupils need extra support there is a committed and skilled approach, summarised by one pupil who said, 'Everyone helps each other at this school.'

Curriculum and teaching

Expected standard

Leaders understand the strengths and areas for development of the curriculum. Overall, the curriculum is appropriate and mapped to clear end points that prepare pupils well for their next stage of education. Leaders have paid careful attention to ensuring that the curriculum supports pupils in mixed-age classes to learn effectively. Lessons are sequenced logically in each subject and across year groups, helping pupils to revisit prior learning and build their knowledge and skills. The youngest pupils are equipped with the fundamental knowledge and skills that they need to be ready for their next stage of education.

Staff use their training appropriately and benefit from close relationships with colleagues across the federation. Subject areas such as phonics and reading are taught effectively.

Leaders prioritise accurate and fluent word reading, spelling and handwriting. Typically, staff explain new ideas well and ask questions in lessons skilfully. On the whole, staff teach subjects well. However, at times, some checks on pupils' learning are not as effective as they could be, and some responses to pupils' errors and misconceptions are not as effective as they should be. Leaders are aware of this, and are committed to further developing staff expertise so that these approaches are consistent across subjects and year groups.

Early years

Expected standard

Leaders understand the strengths and areas for development of early years provision thoroughly. The curriculum is appropriate and sets out the key knowledge and vocabulary for children to learn. Staff use stories, songs and rhymes routinely to help develop children's understanding each day. The early years environment has been developed thoughtfully to include opportunities for academic, physical and personal development. Role play areas, play equipment, and places to practise writing and number skills all support children's development well. Staff are well trained and confident in supporting children's wellbeing and welfare needs. Practice is highly inclusive. Children with special educational needs and/or disabilities are identified quickly and supported well through carefully adapted activities and provision. Children throughout the setting are curious, motivated and very happy.

Positive staff and pupil interactions help to maximise learning opportunities across the curriculum. Children quickly gain the confidence and independence they need to be successful at school. Across the curriculum, teaching is effective. Staff ask questions well to help build children's knowledge and understanding. Key knowledge and skills such as how to form letters and hold a pencil are taught routinely. Phonics is taught well. Staff prioritise reading and building children's vocabulary successfully. By the end of Reception Year, children are well prepared for their next stage of education

Inclusion

Expected standard

This is an inclusive school. From the beginning of Reception Year, staff identify pupils' needs quickly and adjust the curriculum appropriately. The positive relationships between staff and pupils help pupils' needs to be understood individually. Staff confidently adapt the learning environment and use carefully matched resources to provide pupils with the support that they need. Leaders use external support and specialists such as educational psychologists to further personalise provision where necessary. Staff support pupils with special educational needs and/or disabilities (SEND) effectively. This helps pupils with SEND to learn successfully alongside their peers. Support for pupils known (or previously known) to social care is effective. Leaders secure the right help for pupils when they need it. Leaders work closely with parents and carers, taking their views into account and making best use of their collective knowledge about the children.

Leaders use government funding thoughtfully to support disadvantaged pupils. The school's determined approach helps disadvantaged pupils to overcome barriers to their learning and/or wellbeing. Where necessary, leaders use alternative provision to help pupils succeed in their education. Leaders check that this provision is effective and ensure that every pupil is included in all aspects of school life.

Leadership and governance

Expected standard

Leaders and governors understand and carry out their roles and responsibilities effectively. There is a positive sense of teamwork and leaders are passionate about doing the best they can for every child. Governors know the strengths of the school and areas for further development. They are ambitious and clear in how to prioritise improvement as well as act in pupils' best interests. Leaders evaluate the impact of funding for more vulnerable pupils closely. They make effective use of the school's collaboration across the federation to strengthen areas, where needed, as well as build on positive practice. Governors are keen to develop their role even further so that leaders can be supported and challenged even more effectively.

Staff receive appropriate training and professional development from leaders across the federation. Regular meetings and training throughout the year link purposefully to school improvement priorities. Staff are encouraged to grow and develop their skills, adding to the collective expertise across the school. Leaders and governors carefully support staff with their workload and wellbeing, including close support to check in with leaders and ensure that their wellbeing is kept as a priority. Staff workload is well considered, and governors are proactive in devising strategies that support leaders well.

Governors reach out to parents supportively, and strengthening relationships with parents is a current priority. Engagement and communication is part of the school's strategic approach, and there is a clear plan in place. Overall, parents are supportive of the school and know that their children are happy and thriving.

Personal development and wellbeing

Expected standard

Leaders have developed an appropriate and well considered programme of personal development. Leaders include thoughtful contextual areas that enhance the overall curriculum well. For example, an additional focus on road safety and prioritising skills such as learning how to ride a bicycle help pupils to be safe and confident. Online safety is taught robustly. Visiting speakers and whole-school workshops help to raise awareness and understanding of online and offline risks in age-appropriate ways. Pastoral care and support is highly effective. Pupils feel safe and know that there are trusted adults to turn to if they have any worries or concerns. Where needed, pastoral care is highly personalised, including support such as sessions with a play therapist or through a personal tutor.

Pupils' experiences in school help them to respect others’ viewpoints, understand right and wrong, and engage thoughtfully with ethical issues. For example, pupils learn about different faiths and beliefs, and have age-appropriate sex and relationships education. Pupils are developing their understanding of British values such as democracy and the rule of law. They enjoy creative opportunities such as performing a Shakespeare play at a local theatre, or learning to play a musical instrument. Pupils sing together regularly and get the chance to explore their talents and interests.

The personal development programme supports disadvantaged pupils well. Leaders monitor participation carefully. Individual tuition, swimming booster catch-up lessons and in-house competitions run by sports leaders all help disadvantaged pupils to grow in confidence and develop a sense of belonging.

Pupil leadership opportunities are highly valued, and help them to thrive. For example, pupil play leaders coordinate breaktime activities with the younger pupils. Pupils are confident and love carrying out roles such as sports captains and school councillors. Older pupils see themselves as responsible and ready for Year 7. They are positive role models who treat each other with respect, kindness and compassion.

What it's like to be a pupil at this school

Pupils are kind, respectful and courteous. They hold doors open for each other and greet each other with a smile each day. Pupils enjoy their lessons and support each other well in the classroom and on the playground. Pupils model the school's values of love, faith and hope through their conduct and positive attitudes to learning. Pupils take part in a wide range of community, sporting and artistic activities through which they gain a clear sense of belonging. Pupils enjoy the well organised curriculum that helps them to build their knowledge and understanding from Reception Year through to Year 6. On the whole, pupils learn the curriculum successfully. Pupils with special educational needs and/or disabilities (SEND) make positive progress from their starting points. By the end of key stage 2, pupils typically achieve positive examination results, although some pupils' learning could be strengthened further. Leaders are clear about the need to make learning consistently secure in each subject and across year groups.

Typically, pupils attend school regularly. Attendance is improving, but for a small proportion of pupils is not yet in line with national averages. Due to the size of the school, this impacts on overall attendance statistics significantly. Pupils' behaviour in lessons and on the playground is very positive. They respond well to leaders' caring approach, and to helpful strategies that support all pupils. Bullying incidents are treated seriously and are rare. Social times are happy and pupils feel safe. One pupil summarised the thoughts of others, saying, 'If you want to make friends you will do here... we might be a small school but you never get left out.'

Next steps

- Leaders should ensure that pupils consistently achieve secure published outcomes by the end of key stage 2 in reading, writing and mathematics, so that they are fully prepared for their next stage of learning.
- Leaders should ensure that staff are equipped with the expertise they need to check pupils’ understanding and adjust the curriculum precisely, so that pupils build on their prior knowledge as effectively as possible.
- Governors should build on their strategic processes for checking how well the school performs, to ensure that leaders receive appropriate support and challenge across all areas of school improvement, including effective engagement with parents and carers.

- Leaders should ensure that strategies to support pupils at risk of lower attendance are effective in reducing absence, particularly for those pupils who are persistently absent from school.

About this inspection

The school is part of a federation called Skylark federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 6 to 7 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, head of school, senior leaders, the chair of governors, a member of the governing body, staff, pupils and parents during the inspection.

The school currently uses 2 unregistered alternative provisions.

This school is registered as having a Christian religious character. It is in the Diocese of Winchester. Its last section 48 inspection was on 25 March 2025.

Headteacher: Ian Hickman

Lead inspector:
Carl McCarthy, His Majesty's Inspector

Team inspector:
Michelle Johnson, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

93
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

105
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.90%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.38%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

5.38%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	75%	62%	Above
2023/24 (final)	67%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	88%	75%	Above
2023/24 (final)	89%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	67%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	88%	74%	Above
2023/24 (final)	100%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	59%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.9%	5.1%	Close to average
2024/25 (3 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	26.3%	14.4%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.9%	13.0%	Close to average
2023/24 (3 term)	12.7%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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