

# Andrews' Endowed C of E Primary School

## Inspection report

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<b>Unique reference number</b>	116360
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379239
<b>Inspection dates</b>	1–2 March 2012
<b>Lead inspector</b>	Janet Sinclair

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kandy Maddock
<b>Headteacher</b>	Maria Lloyd
<b>Date of previous school inspection</b>	23 June 2009
<b>School address</b>	92 London Road Alton Hampshire GU34 4EL
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<b>Fax number</b>	01420 87549
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	1–2 March 2012
<b>Inspection number</b>	379239



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## Introduction

Inspection team

Janet Sinclair

Additional inspector

Andrew Saunders

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent seven hours observing teaching and learning in 18 lessons or part-lessons. They observed seven teachers and several teaching assistants. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, listened to a sample of pupils read and looked at examples of pupils' work. They considered a wide range of documentation, including: school policies, particularly for safeguarding, the school development plan and records of pupils' progress. The inspectors also held meetings with members of the governing body, senior staff and four groups of pupils. Inspectors considered the responses from questionnaires returned by 127 parents and carers as well as those from pupils and staff.

## Information about the school

Andrews' Endowed is smaller than the average-sized primary school. Most pupils are White British with a below-average proportion having minority ethnic heritage. The proportion of disabled pupils and those with special educational needs is below average; these are mainly speech and language difficulties. The proportion of pupils known to be eligible for free school meals is below average. The children in the Early Years Foundation Stage are in one class. The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

There is an after-school club run by the school.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not outstanding because teaching and learning are not above a consistently good quality, and monitoring of them has not yet raised the quality still further. It has a caring and supportive ethos within a framework of high expectations that ensures pupils achieve well, both academically and personally.
- Attainment is above average by the end of Year 6 and reflects the good progress pupils make, given their starting points. A strong focus on improving writing and raising the attainment and rates of progress of higher-attaining pupils has been successful.
- Teaching is well organised within a good curricular framework that promotes effective learning. Learning support assistants make a strong contribution through their effective work with small groups and individuals. Occasionally, work is not well enough matched to pupils' needs and this slows learning. Effective targets for literacy, good use of marking and clear 'next steps' in learning ensure pupils are clear about what they need to do to improve. However, teachers do not always enable pupils to respond to feedback or set their own learning goals and this limits opportunities for pupils to take responsibility for their own learning. Additionally, the use of targets for numeracy is inconsistent, so not all pupils benefit.
- Behaviour is good, both in lessons and around the school. Pupils feel safe and say that any form of bullying is infrequent, and most know what the procedures are if it happens.
- Strong, purposeful leadership from the headteacher and senior leaders ensures good teamwork and a successful focus on managing performance and driving up standards. Although monitoring of teaching is undertaken regularly to bring about better practice, the identified areas for improvement sometimes lack specificity to improve and share good practice still further. Performance management is well established and a key target of improvement in writing has been successful.

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

- Improve teaching and learning so that practice is always good or better by ensuring:
  - a more consistent match of work to the differing needs of pupils
  - clear numeracy targets for all pupils
  - more involvement of pupils in responding to marking and in deciding how they can improve their work.
- Ensure monitoring and evaluation of teaching and learning are sharply focused in identifying more precisely what needs to be improved and in enabling good practice to be disseminated so that teaching quality is raised even further.

## Main report

### Achievement of pupils

Children start in the Early Years Foundation Stage with some skills and abilities that exceed those expected for their age, but key aspects of communication – sounds and letters knowledge – and calculating are broadly those expected. Children make good progress in the Early Years Foundation Stage, and mainly exceed the expected learning goals on entry to Year 1.

Attainment is above average over Key Stages 1 and 2, including in reading by the end of Year 2 and Year 6. Pupils' attainment overall is approximately two terms ahead of expected attainment when they leave the school and is evidence of the good overall progress given their starting points. Progress in reading is good across the school due to guided reading sessions that are well organised and focused on the development of key skills. Pupils enjoy the opportunity for regular reading and this was seen when one pupil in Year 5 read expressively to the rest of his group who followed the text avidly. Regular letters and sounds (phonics) work in Key Stage 1 ensures that pupils learn to use these techniques when tackling unknown words. The good focus on improving writing through 'Sentence of the Week' work and half-termly assessments of progress have been effective in raising attainment in writing.

Progress across Key Stage 2, although good overall, is at times a little uneven due to inconsistencies in practice such as match of work to pupils' needs and the use of numeracy targets to enhance learning. These shortcomings are being ironed out effectively. The school provides well for its more- and very-able pupils. For example, some pupils in Year 6 are working at the level of 15-year-olds in English and mathematics. Pupils develop their mathematical and communication skills well through opportunities for paired and small-group work. For example, in Year 6, when working out a method for finding prime numbers, pupils led the discussion and provided great support for each other; in Year 4, they responded enthusiastically to a problem-solving task. Disabled pupils and those with special educational needs make good progress due to effective interventions, well focused on their specific needs.

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They are confident that these sessions help them to improve and say, 'We are happier with our writing and can do it now.' Inspection findings endorsed their views. The small number of pupils from diverse ethnic backgrounds make equally good progress. The after-school club provides well for a small number of pupils, who thoroughly enjoy the activities on offer. The vast majority of parents and carers who responded to the inspection questionnaire consider that their children achieve well, and this is supported by inspection evidence.

### Quality of teaching

Effective teacher-led group work and well-judged teacher questioning ensure that children in the Early Years Foundation Stage make good progress. A good focus on early reading and sounds and letters work ensures children develop their literacy skills well. Additionally, staff provide a good range of activities to engage children across the areas of learning. Just occasionally, though, they do not use questioning effectively to extend children's ideas and this prevents learning being even better.

Teachers plan lessons well, and in many instances work is challenging and engaging, and keeps the pupils on their toes. The more- and most-able pupils are catered for well and rise to the challenges set. On occasions, teachers do not ensure that work matches the full ability range of pupils present in the class and this sometimes slows progress. Teachers plan very well for guided reading to ensure that older pupils make good progress in developing skills of inference and deduction, and that younger pupils use their knowledge of phonics to confidently sound out unknown words. Teachers have good subject knowledge and use subject-specific vocabulary well. For example, in a mathematics lesson in Year 3, the teacher encouraged pupils to look for 'lines of symmetry and perpendicular and parallel lines as well as obtuse angles' in a selection of flags.

Pupils with speech and language difficulties receive effective support to develop their phonic skills, writing and punctuation. There is a high level of consistency in setting targets for literacy and the next steps for pupils' learning through marking, but this is not yet fully consistent practice in mathematics. Additionally, teachers do not always involve pupils enough in responding to marking or in setting their own goals for their learning and this limits their involvement in, and responsibility for, improving their own work.

The curriculum is broad and balanced, and topics are used well to support learning. Teachers make good use of them to combine subjects in interesting ways, for example writing about their homes and the village of Alton as part of a geography topic. Teaching supports pupils' spiritual, moral, social and cultural development well. Lessons offer occasions for pupils to reflect on the work of artists, such as Romero Britto, and to develop their social skills by writing their own newspaper. Homework is challenging and includes opportunities for writing as well as more open-ended tasks.

The vast majority of parents and carers consider that their children are taught well, and this view is supported by inspection evidence and the pupils themselves.

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## **Behaviour and safety of pupils**

Almost all pupils are excited by learning and are keen to do their best. These qualities make a strong contribution to a calm, purposeful and safe learning environment. The curriculum makes a good contribution to pupils' understanding of risk; they show a good awareness of how to stay safe in their daily lives, such as when using the internet and as junior road-safety officers.

Behaviour in lessons and around the school is good and has been over time. Pupils are kind and courteous to each other and work well together. They say that behaviour is mainly good and the appointment of peer mentors and a new play leader at break times has also helped to ensure good behaviour at playtimes and made them more fun. There is a consistent approach to managing behaviour and good relationships ensure that pupils respond well to the school's expectations. Attendance is above average and pupils enjoy coming to school.

Most parents and carers who responded to the inspection questionnaire consider that there is a good standard of behaviour in the school and that their children are safe. A very small minority of parents and carers raised some concerns over bullying and behaviour disrupting lessons. The school is inclusive and there are a very small number of pupils with identified behaviour difficulties who do not always manage to control their behaviour successfully. Very occasionally, this causes some disruption to lessons that is managed very sensitively, successfully and swiftly by the school.

Pupils say that they feel safe and secure in school. They have a good awareness of different forms of bullying but are keen to point out that there is very little bullying of any description and any issues tend mainly to take the form of name calling as a result of minor disagreements. These are quickly dealt with by adults. They say that they are taught to use the internet safely and have an anti-bullying fortnight to raise their awareness.

## **Leadership and management**

Senior leaders and the governing body have high expectations for pupils and provide an effective and vibrant learning environment. The governing body is fully committed to the school and provides a good level of challenge and support. Governors and school leaders ensure that safeguarding procedures fully meet all statutory requirements. The school's strategic plan is the key driver for monitoring and evaluation, and is used effectively by staff and governors to monitor progress towards key improvement targets. Leaders monitor pupils' progress carefully, particularly looking at the achievement of different groups. This practice has ensured that higher-attaining pupils now make good progress and that all groups and individuals get the support they need should they fall behind. This vigilance demonstrates a positive commitment from school leaders at all levels to promoting equality of opportunity and tackling discrimination.

Regular monitoring of teaching and learning takes place by senior leaders, and the

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headteacher has an accurate view of quality. Monitoring has improved teaching but at times feedback is not specific enough in identifying the precise improvements needed to make good teaching outstanding. In addition, the best classroom practice is not consistently shared across the staff. Self-evaluation is accurate, and the school has improved pupils' achievement and the quality of teaching well from previously satisfactory performance, showing a good capacity for further improvement.

The curriculum is good. It provides good opportunities for pupils to participate in art, drama and singing as well as multi-sports. Pupils' spiritual, moral, social and cultural development is developed well through the school's positive ethos, opportunities for reflection in assembly and consideration of moral dilemmas, for example, when discussing the protagonists in the war between England and Spain and the Spanish Armada of 1588.

There are good links with parents and carers who are very positive about the school's overall provision. They support it well and there is regular communication by email to ensure that they are well informed. The school works well with other schools and its membership of the East Hants Improvement Partnership provides additional sports and leadership training.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



5 March 2012

Dear Pupils

**Inspection of Andrews' Endowed C of E Primary School, Alton GU34 4EL**

I am writing to tell you how much we enjoyed our visit to your school. We enjoyed talking to you, and were pleased to see how much you enjoy school and the many responsibilities you willingly undertake, particularly acting as 'buddies' to the youngest children.

We judged that your school is good and your headteacher and all the staff work hard to ensure you achieve well.

Here are some other things we were impressed with about your school.

- You make a good start to your education in the Early Years Foundation Stage.
- You make good progress in reading, writing and mathematics.
- You behave well and feel safe in school.
- You work well together, are polite and friendly, and supportive of each other.
- Your teachers provide you with interesting activities so you find lessons fun.

These are the things we have asked your school to do to make it even better.

- Help you all achieve even better by making sure work is always well matched to your needs, and that you are more involved in responding to teachers' marking and in checking how well you are doing.
- Ensure you all have targets for your mathematics so you are clear about your next steps.
- Ensure senior leaders improve teaching even further by being clear about how to make it even better.

All of you can help by getting involved in setting your own learning goals.

We wish you every success for the future.

Yours sincerely

Janet Sinclair  
Lead inspector

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