

Inspection of a good school: Andrews' Endowed Church of England Primary School

92 London Road, Holybourne, Alton, Hampshire GU34 4EL

Inspection dates:

12 and 13 October 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils learn about the school values of love, courage and respect. They develop an understanding about the values in themselves, in other people and in the wider world. As one pupil said, the school helps them to 'love learning and respect differences'.

Pupils feel safe in this village school. They play happily together at lunchtimes. Pupils know that staff will listen and help them to deal with any concerns they have. They say that bullying does not happen often but when it does, adults will help sort it out.

Pupils love the range of opportunities they experience. This involves leadership roles, such as church councillor, house captain and junior road safety officer. They enjoy a rich range of trips, including to museums, Windsor Castle and Winchester Science Centre. Pupils also visit farms to learn about the journey of food from field to plate. Parents and pupils are keen for school clubs to restart soon.

Leaders want everyone to achieve well. Pupils enjoy learning, as leaders have planned an interesting curriculum. However, leaders do not have high enough ambitions in reading and so pupils do not get off to a good enough start in learning to read.

What does the school do well and what does it need to do better?

The acting senior leaders and the recently strengthened team of governors are united in their determination to help every pupil achieve their best. They have identified a range of improvements to develop the school. Staff appreciate leaders taking their workload into account when making changes. Leaders have not, however, been so good at prioritising the most important actions to be taken.

The teaching of reading is not effective for all pupils. Leaders have not ensured that staff are well trained. As a result, not all adults have the expert knowledge to teach early reading, and the school's chosen phonics programme is not always followed closely. Those who struggle with reading, including pupils with special educational needs and/or disabilities (SEND), do not always have the support and practice they need to help them keep up. Children in the Reception Year read books that are well matched to the sounds they are learning. In other year groups, pupils are given books to read that are not as closely matched. In Reception and Years 1 and 2, pupils are read a range of books that help them to develop a love of reading and to broaden their vocabulary. This does not routinely happen in other year groups.

Leaders have improved the teaching of mathematics so that pupils learn and apply age-appropriate knowledge and strategies. A well-sequenced curriculum, from Reception to Year 6, helps pupils to build on their previous learning. There is a clear focus on pupils becoming fluent with number and using these skills to help them solve problems. Teachers routinely return to prior learning to support pupils to remember essential learning. In the Reception Year, teachers use well-chosen resources to encourage children's learning, such as numbered hoops for pupils to jump through and materials to make coloured patterns.

All subject plans are clearly mapped out with the broad content ordered to help pupils build on prior knowledge. For example, in Year 4, pupils learn what makes a good password to stay safe online. Year 6 pupils go on to learn how to protect personal details online. Some subject leaders have developed their plans further, by identifying explicitly the most important knowledge all pupils should learn and remember. This is not yet completed in all subjects.

Starting in the Reception Year, pupils usually listen intently and concentrate well in lessons. If needed, adults give swift and effective reminders to help them make the right behaviour choices. Pupils were observed behaving well, but some pupils told the inspector that, on occasion, behaviour is not always as good. They say some pupils talk too much in lessons and do not always listen to the teacher.

The special educational needs coordinator uses her expertise well to help staff identify and support pupils with SEND. Staff receive high-quality training to meet these pupils' needs alongside their classmates. The support for these pupils in reading is not as strong because training has not been specific enough.

Pupils enjoy a range of opportunities to think about themselves, others and the wider world. This includes Year 6 pupils being buddies to Reception pupils and discussing important issues, such as fair trade and reducing plastic use. These experiences enable pupils to contribute positively to the school.

In discussion with the headteacher, the inspector agreed that the teaching of reading may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have recently strengthened the safeguarding culture. Improved procedures are used for recording and acting on safeguarding concerns. Staff receive high-quality training. This helps them to understand their safeguarding roles and responsibilities well.

Leaders work well with parents and different external agencies to ensure that pupils and families get any help they need.

Pupils are supported well to learn about different aspects of safeguarding. This includes road, water and firework safety. Their understanding of online safety is a particular strength. Pupils review different online safeguarding scenarios and discuss and agree the best action to take.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not always follow the school's chosen phonics programme closely. This means that some pupils, especially those who struggle with reading, do not have the time, support and practice they need to become fluent readers. Leaders should ensure that all staff are expertly trained to teach the phonics scheme and that pupils read books that closely match the sounds they have learned.
- There is variability in how clearly subject leaders have identified the most important content that all pupils will learn. Consequently, pupils are not always building on the essential knowledge over time. Leaders should make sure the key knowledge is precisely identified in all subjects from Reception to Year 6.
- Leaders and governors have not prioritised the most important actions to improve the school. This means that they have not always been working on the most important steps needed to address key weaknesses in the provision. Leaders and governors should ensure that they identify the things that will make a difference to pupils' learning and closely check the impact of their actions.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 4 and 5 October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116360
Local authority	Hampshire
Inspection number	10200168
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Shirley Nellthorpe
Acting Headteacher	Gemma Gundry
Website	www.andrewsendowed.co.uk/
Date of previous inspection	4 and 5 October 2016, under section 8 of the Education Act 2005

Information about this school

- The acting headteacher started in her role in September 2021, having previously been deputy headteacher.
- A consultant headteacher was appointed to her role from September 2021 and works at the school for two days a week.
- The chair of the governing body started in her role in February 2021. Six other members of the governing body have joined since that time.
- This school is a voluntary aided Church of England school in the Diocese of Winchester. Its last section 48 inspection took place in November 2017.
- The governing body manages before- and after-school childcare provision on site.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- The inspector met with the acting headteacher, consultant headteacher and other school staff.
- The inspector also met with a group of governors, including the chair of the governing body, and spoke to a representative from the local authority and from the Diocese of Winchester.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, she met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans and spoke to some leaders about other subjects.
- To evaluate the effectiveness of safeguarding, the inspector spoke with staff and pupils. She met with the designated safeguarding leads to review their knowledge, records and actions, and also reviewed information about the safer recruitment of staff.
- To review wider judgements, the inspector spoke to staff and groups of pupils and observed behaviour in classrooms and at lunchtime.
- The inspector spoke to pupils from different year groups and considered 42 responses to Ofsted's online pupil survey.
- The views of staff, including 30 responses to Ofsted's online staff survey, were considered.
- The 28 responses to Ofsted Parent View, including 15 written responses, were also taken into account.

Inspection team

Laurie Anderson, lead inspector

Her Majesty's Inspector

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