

Inspection of a good school: Endeavour Primary School

East Anton Farm Road, Andover, Hampshire SP11 6RD

Inspection dates:

29 and 30 March 2022

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?

Endeavour is a friendly school where pupils feel safe and cared for. There is a strong culture of nurturing and support. Pupils know who to go to if they have a worry or a concern. Pupils say, 'You can trust all the adults here.' Bullying does not happen often, but when it does adults deal with it swiftly. Anti-bullying ambassadors are always there to help, and they told the inspector of a rap they had written to help stamp out bullying.

Most pupils behave well. They know and follow the school's rules. However, children in the early years are still struggling to listen and follow instructions. Pupils whose behaviour is challenging have well-targeted support in place. Generally, classes are calm and pupils have good attitudes to learning. When they find learning tricky, they apply the '5 Bs': book, brain, board, buddy, boss. These are developing pupils' independence in their learning.

Pupils enjoy the different projects they study. However, pupils do not always build on their previous learning because they are unsure which subject is being taught. Some pupils with special educational needs and/or disabilities (SEND) do not get the support they need with their learning, especially with their reading.

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

Leaders have designed a curriculum that is broad and ambitious. It covers all the subjects in the national curriculum. All subject leaders have set out a clear sequence of learning for pupils in key stages 1 and 2. However, leaders have not built on what the youngest children are learning in early years. In some other subjects, pupils remember exciting experiences such as a visit to a farm or a visitor with iron age artefacts. However, this does not necessarily help them make connections with their prior learning. Pupils are not clear about the subject they are studying. As a result, they are not consistently learning

or remembering knowledge as well as they should. In addition, teachers are not checking carefully what pupils know and remember.

Leaders have purchased a new phonics programme, but not all staff are fully trained to use it. Pupils are working in groups, in both early years and key stage 1, to enable them to catch up quickly. However, because staff are not yet experts in the teaching of early reading, this is hindering pupils' progress, particularly the weakest readers, including those with SEND. Pupils, including those in key stage 2, who are at the early stage of learning to read are not given books that match the sounds they know. This is not enabling pupils to practise their reading and to develop their fluency.

The mathematics curriculum is sequenced well in key stage 1 and 2. It builds on what pupils should know and remember. Teachers check what pupils can do at the beginning of a unit and set work that usually meets the needs of all groups of pupils, including those with SEND. However, in some lessons the activities that teachers provide for pupils are too easy. In the early years, it is unclear how early number is developed. For example, in a lesson on shapes, staff were not developing children's mathematical language by reinforcing the correct names of two-dimensional shapes.

The special educational needs coordinator (SENCo) has procedures in place that enable the school to quickly identify those pupils needing support. They pick this up well in early years. Clear plans to support pupils learning the curriculum are in place. However, teachers are not implementing agreed strategies well enough yet. As a result, pupils with SEND are not learning and remembering the curriculum securely.

Personal development is a strength of the school. Pupils are able to talk about right and wrong and being respectful to all. They appreciate the differences between people and their cultures. They relate these to the school values of ANCHOR: aspiration, nobleness, challenge, happiness, opportunities, respect. As one pupil said, 'These teach us how we should act both in and out of school.'

Older pupils are keen to take on responsibility such as head boy or girl, or as one of the house or sports captains. They take these roles seriously. They enjoy supporting younger pupils with their reading or arranging sports activities at lunchtime. Pupils spoke about a full range of extra-curricular clubs being run before the COVID-19 pandemic, such as dance live, choir, coding and a variety of sports. These clubs are due to be restarted after Easter. Pupils from service families meet regularly and enjoy their time together, particularly when their parents are on deployment.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance at Endeavour. Leaders have ensured that all staff are well trained and have regular safeguarding updates. Staff know the procedures to record any concerns and the safeguarding team ensures that pupils get the support they need. Governors have clear systems to monitor the effectiveness of safeguarding. Pupils feel safe. They can talk about how the school teaches them to be safe when they are not in

school. They talk about stranger danger when online and when they are in the wider community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The phonics programme is not being consistently implemented as intended. This confuses pupils and slows their progress in becoming fluent readers. Leaders must ensure that all staff are trained so that they become early experts in reading. Furthermore, they need to provide pupils who are learning to read with books that match the taught sounds.
- Leaders' thinking about the curriculum is not sufficiently focused on subject-specific knowledge in the foundation subjects. As a result, pupils are unable to remember what they have learned. They describe their experiences rather than knowledge and skills. Leaders need to ensure that there is sufficient rigour in the teaching of all subjects so that pupils know and remember key concepts and build on these as they progress through the school.
- Staff do not always ensure that pupils with SEND are well supported in their learning. These pupils are further behind in some areas of learning and not catching up quickly. Leaders should ensure that teachers adapt work to enable pupils with SEND to build on their prior learning and make progress through the curriculum.

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 second section 8 inspection since we judged the school to be good in March 2012.

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	135887
Local authority	Hampshire
Inspection number	10211421
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	748
Appropriate authority	The governing body
Chair of governing body	Matt Main
Headteacher	Helen Palmer
Website	www.endeavourprimary.org
Date of previous inspection	14 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school operates on a split site with one headteacher. Two heads of campus oversee both sites under her direction.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders and staff.
- Deep dives were carried out in these subjects: early reading, mathematics and geography. To do this, the inspectors met with subject leaders, had discussions with staff and pupils, visited lessons, observed pupils reading and looked at pupils' work.
- Inspectors also spoke to the curriculum leader and leaders of history and science. They reviewed curriculum plans that leaders provided. The inspection team spoke to pupils about their learning.

- Inspectors carried out a range of activities to inspect the school's safeguarding arrangements. These included speaking to staff and pupils, reviewing policies and procedures for safer recruitment. The lead inspector met with the safeguarding team and sampled safeguarding records.
- The lead inspector met with the chair of governors and a representative from the local authority.
- Responses to the Ofsted Parent View survey and free-text comments were considered by the lead inspector, as were responses to Ofsted's online staff survey.

Inspection team

Becky Greenhalgh, lead inspector Ofsted Inspector

Stephen Jackson Ofsted Inspector

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