

Inspection of Endeavour Primary School

East Anton Farm Road, Andover, Hampshire SP11 6RD

Inspection dates: 7 and 8 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending this large and welcoming school. They make sure that everyone is included in games and activities. Diversity is celebrated and those pupils with special educational needs and/or disabilities (SEND) are fully included. Pupils on both campuses are well cared for. They feel safe at school. Pupils recognise that the adults in school know them well and are keen to listen to them. Bullying happens rarely. If it does occur, anti-bullying ambassadors work with staff to make sure it stops.

The ANCHOR values are at the heart of the school. Pupils aspire to 'nobleness' and show respect as they play together during social times. All staff have high expectations of pupils' behaviour. Many pupils respond to these expectations well. However, sometimes, the flow of learning in classrooms is hampered by low-level disruption.

Pupils experience a broad curriculum. They enjoy the opportunity to share their learning with their parents, for example on 'Titanic day'. However, pupils currently do not learn as well as they should because leaders have not identified the important knowledge they want pupils to learn right from the start of Reception to the end of Year 6 in all subjects.

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

Leaders are ambitious for all pupils right from the start of Reception, and including those with SEND, to achieve well. However, in some subjects, leaders have not yet chosen the most important information that pupils need to learn. They have not broken this down into small manageable steps. What pupils learn does not link well to what they have learned before. This means that pupils do not gain well the knowledge they need consistently across all areas of the curriculum. Systems to check how well pupils are learning are not in place for all subjects. Although there are clear plans in place for this, they are not yet implemented. In some subjects, the curriculum is more embedded.

Leaders want children to get off to a good start in the early years. Children develop a secure understanding of early mathematics, particularly in number. However, leaders have not ensured a well-sequenced programme for all areas of the early years curriculum. This means that children do not always learn the knowledge they need to be fully prepared for learning in Year 1.

Staff know individual pupils well. They identify pupils who may have SEND quickly. Leaders provide the training that adults need so that adults can better support the pupils they work with. Staff make sure that pupils with SEND get the help they need to access the same learning as their classmates.

Since the last inspection, leaders have rightly prioritised the teaching of reading across the school. They have provided staff with appropriate training and support.

As a result, staff use a consistent approach to the teaching of phonics. Children in the early years learn new sounds quickly. Pupils use their phonics knowledge to read and spell unfamiliar words. Teachers quickly spot pupils who struggle with reading. They ensure that these pupils get the extra help needed to keep up. Teachers make sure that reading books are matched to the sounds pupils know, so that pupils can read with accuracy and understanding. Consequently, most pupils read fluently by the end of Year 1.

Pupils' behaviour is improving. Leaders have established clear and manageable systems. Staff and pupils know and understand the rules and these are applied consistently. The number of incidents of poor behaviour has reduced. Leaders have worked creatively to design and implement intervention classes in both key stages. These are leading to demonstrable improvement in the behaviour of those pupils with specific needs. However, although behaviour has improved, it is still not good. At times, lessons are disturbed by pupils calling out, becoming distracted and not focusing on their work.

Leaders have put in place a strong curriculum to support pupils' personal development. They prioritise support for the mental health of all pupils, and this means pupils learn strategies to combat anxiety and stress. Pupils have opportunities to take on responsibilities and develop their character for example through pupil leadership roles. They value diversity both within their own school and in the wider world. Pupils attend forest school. The carefully considered activities this includes help to develop pupils' resilience and social skills.

Governors have the expertise to carry out their role effectively. Leaders and governors work well together to ensure that staff professional development is prioritised and appropriate. All teachers, including those in the early stages of their career, value the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance. They make sure that all staff are well trained and receive regular safeguarding updates. As a result, staff take their responsibilities very seriously. Staff know exactly what to do if they are worried about a pupil. Leaders follow up concerns tenaciously. They work closely with external agencies to make sure that pupils get the help they need.

Leaders have carefully assessed the risks in the local area, for example the train line and lakes. Pupils learn how to stay safe in these physical spaces and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the knowledge they want pupils to remember precisely enough. This means that teachers do not know the most important things they need to teach. Leaders should continue their work to develop the curriculum so that the knowledge pupils need to learn and when they need to learn it is clear.
- In the early years, the curriculum is not fully developed across all seven areas of learning. This means that children do not learn the knowledge and skills they need to be ready for key stage 1 as well as they should. Leaders should develop and implement a well-sequenced early years curriculum that links directly into the whole-school curriculum in all subjects.
- Subject leadership in many subjects is at an early stage of development. Subject leaders do not support staff to implement the curriculum effectively. Leaders should ensure that subject leadership across the whole curriculum improves.
- Leaders' recently introduced behaviour management processes are not yet embedded consistently across the school. At times, low-level disruption still disturbs pupils' learning. Leaders should continue their work to embed the new strategies so that behaviour improves.

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.

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	10256283
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	749
Appropriate authority	The governing body
Chair of governing body	Felix Oluwasona
Headteacher	Helen Palmer
Website	www.endeavourprimary.org
Date of previous inspection	29 and 30 March 2022, 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 one site each under the headteacher's direction.
- The school currently uses one unregistered alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders.
- The inspectors carried out deep dives in the following subjects: English (including early reading), mathematics, art and design, modern foreign languages, science and geography. For each deep dive, the inspectors met with curriculum 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 lead inspector met with members of the governing body.
- The lead inspector met with a representative from the local authority.
- The inspectors explored the school's safeguarding culture through considering safeguarding records and procedures, meeting with a range of pupils and staff, and talking to safeguarding leaders.
- The inspectors also observed behaviour at lunch and breaktimes.
- The inspector considered the 144 responses and 81 free-text responses made by parents to the online survey, Ofsted Parent View.
- Inspectors gathered the views of staff by speaking to groups and individuals, and considered the 41 responses to Ofsted's staff survey.
- Inspectors gathered pupils' views by speaking to groups of pupils and speaking to pupils at breaktimes and in lessons. They considered the 58 responses to Ofsted's pupil survey.

Inspection team

Lizzie Jeanes, lead inspector	Ofsted Inspector
Fiona Henderson	Ofsted Inspector
Debra Anderson	Ofsted Inspector
Paul Shaughnessy	Ofsted Inspector

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