



# Andrews' Endowed Church of England Primary School

## Inspection Report

**Unique Reference Number** 116360  
**LEA** Hampshire LEA  
**Inspection number** 279801  
**Inspection dates** 3 May 2006 to 4 May 2006  
**Reporting inspector** Philip Mann AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	92 London Road
<b>School category</b>	Voluntary aided		Holybourne
<b>Age range of pupils</b>	4 to 11		Alton GU34 4EL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0142083094
<b>Number on roll</b>	194	<b>Fax number</b>	0142087549
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jill Robinson
<b>Date of previous inspection</b>	9 February 2004	<b>Headteacher</b>	Mr Stuart Adlam

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 3 May 2006 - 4 May 2006	<b>Inspection number</b> 279801
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is average in size and voluntary aided. The home circumstances of most pupils are above average and many pupils live outside the school's catchment area. The ethnic background of the vast majority of pupils is white-British. The number of pupils with learning difficulties and disabilities is below average and attainment on entry into the school is above average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school judges itself as satisfactory. However the inspection findings judge it to be good and increasingly more effective. The underachievement of pupils highlighted at the previous inspection has been eliminated. School leadership is now good and the headteacher has raised the aspirations of both staff and pupils alike. A good, inclusive atmosphere for learning has been created where the achievements of all pupils are fully recognised. As a result, pupils are making good progress in many areas of their development and this is particularly so in their literacy and numeracy skills. The provision for children in the Foundation Stage is good. The quality of teaching and learning is good overall throughout the rest of the school. It is now more consistent with some outstanding practice evident for the oldest pupils. Teachers plan for a wide range of interesting learning activities in and out of lessons for all pupils. As a result, behaviour in lessons is good and pupils gain great satisfaction from their learning. However, sometimes, inappropriate behaviour in the playground is not always managed effectively to resolve conflict between pupils. In contrast, assessment procedures are a real strength and the information gathered by teachers is used well to plan for the individual needs of all learners and set new targets for them.

Raising pupil achievement has been the key focus for school improvement since the previous inspection. The governing body is hardworking and individual governors are becoming more involved in monitoring the school's work. School self-evaluation techniques are developing well but as yet, they are insufficiently comprehensive to achieve even greater levels of effectiveness. However, much has been already achieved in a short-space of time and the school's capacity for further improvement is good. Taking all factors into account the school provides good value for money.

### **What the school should do to improve further**

- develop a more robust approach to whole school self-evaluation;
- develop a more consistent approach for the resolution of any conflict between pupils on the playground.

## **Achievement and standards**

### **Grade: 2**

The achievement of all pupils' including those with learning difficulties or disabilities is now good in all aspects of their development. Children enter the reception class with attainment that is above that normally expected and make good progress in all areas of learning. This good progress is being maintained across the school and any pockets of underachievement are effectively dealt with through carefully targeted support and good or better teaching. As a result, standards are now well above average for 11 year olds in English and mathematics and these pupils are likely to exceed the challenging targets set for them. National data supports this trend of improvement. The school has placed a strong emphasis on the development of pupils' writing with some notable success. Pupils are now becoming more confident writers and clearly

gain much pride in their achievements. This was very effectively demonstrated in an outstanding lesson for Year 6 when a pupil beamed with pleasure when his partner confirmed that he was writing at the higher Level 5 for the first time.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good. Pupils show a high level of enjoyment at school. Consequently, attendance rates are high and behaviour is generally good. Most staff deal quickly and effectively with inappropriate behaviour on the playground amongst a small number of pupils, such as name calling. However, some inconsistencies in managing these problems still remain and these are rightly of concern to pupils.

The pupils' personal development and well-being are a high priority for all staff. The school actively promotes a healthy lifestyle and is now working to improve the contents of pupils' lunchboxes. As a result, pupils readily enjoy their healthy snacks at break time but many lunchboxes are yet to contain the recommended balanced diet. Pupils respond well to the school's encouragement of physical activity in lessons, at break times and after school. Staff provide a safe environment for pupils and they readily seek help from adults when needed. The pupils' spiritual, moral, social and cultural development is good. Pupils co-operate well with one another and they demonstrate a good sense of right and wrong. They are learning how to think about deep issues such as at their classroom worship tables and in their church visits. The school council works well and it provides a good opportunity for pupils to understand rights and responsibilities and to express their views. This has led to pupils' ideas for playtime activities being implemented. All pupils develop their skills well and grow in self-confidence as they move through the school. This prepares them well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall with several elements being outstanding. No unsatisfactory lessons were seen. This is an improvement on the findings of the previous inspection. The best lessons feature brisk, lively teaching, providing a high level of challenge for all abilities. Pupils in these lessons then make rapid progress. In the small proportion of lessons that are satisfactory, the pace of learning is slower and tasks are sometimes too easy, leading to slower rates of progress. However, all teachers work hard to make lessons interesting and this is having a positive effect on the pupils' positive attitudes to learning.

Marking is of high quality and teachers provide excellent opportunities for pupils to be involved in their own learning through self-assessment and target setting. For example, following a Year 6 numeracy lesson, pupils made written evaluations of their

learning. As a result, these pupils became highly involved in establishing their own next learning steps. This contributes significantly to the improvements seen in pupils' achievements.

Pupils with learning difficulties and disabilities receive good support and this helps them to progress as well as their classmates. Teaching assistants are now well-trained and they plan closely with the teachers. Consequently they are more effective than at the last inspection. Parents are kept well informed and they make a good contribution to pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is now good throughout the school and an improvement on the findings of the previous inspection and better than the school's own judgements. The school's recent efforts to plan a wider range of activities and link subjects together through interesting topics have led to these improvements. As a result, legal requirements are met while the cross-curricular links between subjects make lessons more relevant and enjoyable for pupils. Consequently, pupils behave well, display high levels of interest in their work and make good progress overall. This improving curriculum is developing well but the school's systems for monitoring the balance of lesson time devoted to each subject is not yet sufficiently rigorous. The curriculum provides good opportunities for pupils to learn how to keep safe and be healthy. It prepares pupils well for their next stages of learning and for secondary school. A good range of after school sports and general interest clubs provide further enrichment. Extra enhancement is provided by a wide selection of visitors, visits and a residential trip in Year 6.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support provided for pupils are satisfactory overall. Adults working in the school know the pupils extremely well and in most respects the measures for safeguarding the welfare of pupils are good. Procedures for child protection are securely in place. However, the school's procedures for appointing and vetting staff are satisfactory overall but lack rigour. The staff have worked hard to create a positive environment where all groups of pupils make good progress and generally reach their challenging targets. Good arrangements are used to identify pupils at risk of underachievement and to provide for them. Furthermore, teachers very successfully help pupils evaluate their own work and inform them of their next steps in learning. However, systems to manage pupil behaviour at lunchtimes are not always effectively applied to resolve conflict between pupils.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good overall and an improvement on the findings of the previous inspection. As a result, good progress has been made

against all of the issues raised at the previous inspection. Pupil standards are now much higher with a substantial number of pupils in Year 6 working at well above average levels. The headteacher provides very clear direction for the school's work and sets high but realistic targets for pupils and staff alike. An effective management team of senior staff is now in place and they have quickly established a positive atmosphere for good quality learning and high achievement. Teamwork is good across the school. All staff with management responsibilities are clear about their roles and they make an effective contribution to further school improvement such as in the development of pupils' literacy skills.

School self-evaluation is satisfactory overall with some emerging strengths. Monitoring of the school's work by senior staff is developing well and this makes a good contribution to school improvement overall; for instance, lessons are regularly observed and the individual progress of pupils is very carefully analysed to target extra support and raise standards further. However, self-evaluation procedures are insufficiently comprehensive to further improve school effectiveness. This has been recognised by the school and a systematic approach to whole school self-evaluation is soon to be implemented. Governors are very supportive of the school's work. They are developing a better understanding of the school's strengths and weaknesses but their role in monitoring the work of the school is at an early stage. Consequently their overall impact on whole school improvement is underdeveloped.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

### Pupils

I enjoyed visiting your school and I would like to thank you for making me feel so welcome. It is very clear that you really enjoy being at school and especially like taking part in the many interesting activities planned for you. I was particularly impressed with the quality Year 6's work, especially in their writing. Your teachers work hard to make their lessons interesting and fun and you all respond well to this and make good progress. However, some lessons are not always as good and senior staff will continue to make sure that the quality of all lessons continues to improve.

While at the school I also found that;\* most of you love being at school and value the recognition of your achievements by staff;\* teaching is good overall and some of your teachers provide you with lessons of the very highest quality;\* staff in the reception class are providing good opportunities for young children to learn;\* your headteacher provides good leadership for the school;

I also found that;\* some of you are not always friendly towards each other in the playground and some staff do not always manage this well; you can help them in this way by not teasing or being unkind to others;\* the senior staff and governors need to be more thorough in their oversight of the school to make any further improvements;Finally, I hope that you all continue to do well and enjoy school.

Yours sincerely,

Philip Mann

Lead Inspector