

Andrews' Endowed Church of England Primary School

Inspection report

Unique Reference Number	116360
Local Authority	Hampshire
Inspection number	326371
Inspection dates	23–24 June 2009
Reporting inspector	Beryl Richmond

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	191
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr D Bailey
Headteacher	Mrs M Lloyd
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	92 London Road Holybourne Alton GU34 4EL
Telephone number	01420 83094

Age group	4–11
Inspection dates	23–24 June 2009
Inspection number	326371

Fax number

01420 87549

Age group	4-11
Inspection dates	23-24 June 2009
Inspection number	326371

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Andrews' Endowed Church of England Primary School is a one-form-entry school, which is oversubscribed. Very few pupils are known to be eligible for free school meals. Almost all pupils speak English as their first language and are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is just below average. The main needs relate to speech, language and communication and other learning difficulties. The school makes provision for children in the Early Years Foundation Stage in a Reception class. There is now stability in the senior leadership team after several changes over the past two years. The headteacher joined the school in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Andrews' Endowed Church of England Primary School provides its pupils with a satisfactory and improving education. Achievement is satisfactory and pupils' personal development and well-being are good. The headteacher has shared her vision for improvement effectively so that the school is emerging in good heart after a period of uncertainty caused by changes in key personnel. Staff have gelled into a cohesive team who are working together well. The school is aware that it needs to improve its quality of education, because it has an accurate view of its performance and is working effectively to bring about change. Most parents are positive about the school's work and are very interested in their children's education. Typically they describe the staff as 'always very approachable, and their dedication to the children is obvious'. Good links with a wide range of organisations in the local community and with the church support pupils' welfare and learning.

Because of good pastoral care, a strong focus on personal development in the curriculum, and good relationships, pupils develop into self-confident and polite individuals who work and play together well. They have a wide range of opportunities to take on responsibility and to work cooperatively and collaboratively. They make a good contribution to the community as school councillors, buddies and stallholders, as demonstrated at the recent school summer fair. Although a small minority of parents disagree, the pupils themselves say that most pupils behave well. Inspection evidence confirms this latter view. Pupils' understanding of how to stay healthy and safe are good. They enjoy school. Despite the school's best efforts to improve the situation, attendance is just below average, mainly due to term-time holidays.

Leaders are aware that standards need to be higher by the end of Year 6. They are improving, following a dip in 2008, to broadly average. At the end of Year 2, standards have been consistently either exceptionally high or above average, but more-able pupils have not always subsequently made the progress that they were capable of. Most pupils are now on track to make better progress, with the exception of a very small proportion of pupils who are still catching up. Pupils with speech, language and communication or other learning difficulties achieve well, because they are provided with good support from well-trained learning support assistants.

Achievement is satisfactory because teaching and learning are satisfactory. Good teaching is apparent but not yet consistent across the school. In a very few lessons, more-able pupils are insufficiently challenged, and consequently their pace of learning is too slow. The targeting of pupils who still need to make up lost ground, and the making of specific provision for more-able pupils in small groups, are both boosting achievement. Visits to places like Hampton Court and the Science Museum enrich the curriculum well. Systems for tracking pupils' progress are good, but the school does not always make the best use of its wealth of data by analysing and summarising it, so that it can be used as an effective management tool. Pupils generally appreciate the feedback they receive from teachers to help them improve.

Leadership and management are satisfactory, although there are clear signs of their positive impact in many areas. Responsibility for school improvement is more widely shared; nevertheless, leaders' monitoring roles are not fully developed. The governing body is becoming more effective after reviewing the way that it works. The school's recent track record in improving achievement and progress, and improvements since the last inspection, together indicate a satisfactory and improving capacity for improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Parents are very pleased with the start that their children have made at school. Children's starting points are at least in line with expectations, and often above in their personal development, counting and speaking and listening skills. Virtually all children have pre-school experience. They settle well because staff visit their homes, welcome them and their parents into school for visits, and maintain good relationships on a daily basis. Children have opportunities to follow their interests and to make decisions about their play and learning, which is having a good impact on their progress. For example, providing more opportunities for writing as part of play has resulted in higher standards in writing. Children are well cared for and happy. All wear sun hats when learning outdoors, as there is very little shade. The outdoor environment is identified as an area for further development. It is of a good size, but lacks large equipment for developing children's physical skills and a cover so as to enable them to benefit from outdoor learning whatever the weather. Children work and play together well because they have good language and social skills. Vocabulary is promoted well, but on occasions language skills could be further developed by asking children to explain or reason. Leadership, teaching and learning and the curriculum are sound and improving. Good, regular and ongoing assessments are made of children's progress, which are collated together into their personal record. There is a strong commitment to further improvement.

What the school should do to improve further

- Raise standards and achievement through more effective use of assessment information, so that more-able pupils are consistently challenged.
- Develop the roles of leaders and managers to ensure that their monitoring has a greater impact on school improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

In 2008, standards at the end of Year 6 were just above average, and pupils' progress was generally satisfactory. The progress of more-able pupils in writing was slower. A recent focus on improving pupils' spelling is beginning to bear fruit. By the end of Year 2, standards in reading, writing and mathematics were above average. Progress is becoming more consistent throughout the school, with most pupils on track to make satisfactory or better progress. Targets set for pupils in lessons are not always challenging enough for the more able. This is because assessment information is not always used sufficiently well to plan sufficient challenge. Pupils with learning, emotional and behavioural needs make good progress because of the well-targeted support they receive, reaching standards which are in line with national averages by the end of Year 6. Apart from the groups already mentioned, there is no difference in achievement between different groups of pupils.

Personal development and well-being

Grade: 2

Pupils know about healthy lifestyles and enjoy a good range of extra-curricular sporting activities. Enthusiasm for school is evident in their positive attitudes to learning. Pupils feel safe at school and know whom to approach if they are worried about anything. Pupils' spiritual, moral, social and cultural development is good. However, their knowledge of the diversity of British society is limited. They have a strong sense of right and wrong. Pupils contribute well to the running of their school by readily taking on responsibility. For example, pupils help on a regular basis with classroom jobs, and older pupils help the younger ones. They are proud of their involvement in a school council project to improve equipment in the playground, and they participate in fund-raising for a range of charities, such as the Shoebox Appeal. Pupils are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Classrooms are harmonious and relationships are good. Consequently, pupils learn in a positive and productive environment. Pupils say that they enjoy teachers' humour, are very well motivated and are keen to learn. Teachers manage pupils' behaviour well. Their subject knowledge is good. Much of the teaching and learning observed during the inspection was good. Learning support assistants are deployed well, and consequently pupils with speech, language and communication or other learning difficulties make good progress. Teachers take account of the different ways that pupils learn; for example, each pupil has a pack of practical resources for mathematics, and interactive whiteboard technology is used well to provide visual support. However, there is inconsistency in the quality of teaching and learning, because expectations about what more-able pupils can achieve are not always high enough and the tasks set for them are not always well matched to their abilities. There are examples of good marking, which explain to pupils about how to improve, but this is not consistent in all subjects. Sometimes the pace of learning drops when teachers talk too much and the class spends too long working together, particularly at the beginning of lessons.

Curriculum and other activities

Grade: 3

Good links are made between subjects - for example, there are opportunities to practise writing skills in history - but the school recognises that there is more to do in ensuring that there is always sufficient challenge for more-able pupils in topic work. Pupils say that they recognise the challenge in lessons like English and mathematics, but do not always find the same challenge in other subjects. Pupils enjoy learning French. They appreciate the improved range of clubs, which are well attended. Boys' and girls' interests are catered for well in activities which include a football club attended by younger girls. Even the youngest children have the opportunity to attend a lunch-time club for singing. Pupils expressed great appreciation and enjoyment of these opportunities. Recent improvements in provision for information and communication technology and religious education are beginning to have a positive impact on pupils' progress. Provision for pupils' personal, social and health education is good, as seen in the positive pupil outcomes.

Care, guidance and support

Grade: 2

Child protection and safeguarding procedures are robust and meet statutory requirements. Provision for pupils who have speech, language and communication difficulties and other learning difficulties is good, and includes the use of specialist advice where necessary. Good systems are in place to track the progress of individuals and groups of pupils, and identify areas for improvement. Parents are kept fully informed of their children's progress. Pupils are developing well into independent learners who know what they need to learn to improve in writing, but they are not so clear about how to improve in mathematics.

Leadership and management

Grade: 3

The headteacher has identified underachievement and set more challenging targets. School self-evaluation is accurate. Leaders and managers are setting clear direction for improvement by using monitoring information, but initiatives are not monitored rigorously enough at all levels to ensure rapid improvement. Teaching and learning are improving satisfactorily because of effective monitoring, which includes the involvement of the local authority. The format used by the school to record lesson observations sometimes lacks rigour and is not evaluative enough, giving clear improvement points that can be followed up. The school is a cohesive community and works hard to ensure that all families feel fully included in school life. It recognises that it needs to do more to make links with other communities in Britain and abroad. A full complement of governors is beginning to respond well to the headteacher's encouragement to challenge the school's performance more rigorously. Consequently, they know the school well through classroom visits and by asking searching questions in meetings. They are starting to provide good continuity and support.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

07 July 2009

Dear Pupils

Inspection of Andrews' Endowed Church of England Primary School, Alton, GU34 4EL

Thank you very much for helping us during the inspection, particularly by talking to us about your school. We were impressed by your friendliness and politeness. Your school is improving, but currently is graded as satisfactory. Here are some of the best things about it.

- Your headteacher leads your school well. Staff and governors are working together satisfactorily to make your school better still.
- You behave well and are very interested in your learning. This means that your classrooms are pleasant places to learn in, and you have good relationships with adults in school.
- Your school has some good links with other organisations, including your local church, which provide interesting opportunities for you to learn. There is a good range of well-attended after-school clubs.
- Your parents are very interested in your learning. A large number of them completed the questionnaires, and many wrote comments about your school.
- You enjoy an enriched curriculum which gives you opportunities to learn in a practical way, and to develop the skills you will need to have a successful adult life. You enjoy a good range of visits to places of interest. There are good opportunities for boys and girls to enjoy a range of activities.
- You are developing well personally, behave well, and have a good understanding of how to stay healthy. You know how to stay safe and who to talk to if you are worried about anything. You contribute well to your school community.

We have asked your school to use the information it has about your progress better, so that you are given challenging work to do in every lesson. This particularly applies to pupils who have achieved high standards by the time they are seven years old. We would also like teachers to check up more thoroughly on the areas they are responsible for, to ensure that the developments they put in place to improve your education are really making a difference. This is so they can adjust them if necessary.

We enjoyed our visit to your school. I would like to send you my best wishes for your future success in whatever you choose to do.

Yours faithfully

Beryl Richmond

Lead Inspector