

Inspection of Andrews' Endowed Church of England Primary School

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

Inspection dates: 23 and 24 May 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy attending their welcoming school. They feel happy and well looked after. This is because the whole school community embrace the school's values of love, courage and respect. Pupils are encouraged to hold high aspirations and talk about their hopes for their future, in terms of education and employment. Leaders assert that they set no glass ceiling for Andrews' pupils, and this is felt by all. As a result, pupils achieve well and develop a thirst for learning.

Leaders set extremely high expectations for pupils' behaviour. They promote clear routines, set in a positive culture. Pupils behave exceptionally well. They are highly attentive in lessons and work hard. During break times, pupils of all ages play happily together. Adults rarely need to intervene and, if they do, it is in a gentle and nurturing way. When pupils represent the school at external events, their impeccable behaviour is frequently noticed and complimented.

The school's 'buddy' system creates connections between pupils of different ages. The oldest and youngest children greet each other with delight during their regular 'buddy' sessions. They build strong relationships through their shared time together. Older pupils fondly remember how their buddies helped them and made them feel welcome.

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

The members of the governing body are highly knowledgeable about the school. They make sure that they have the information they need to be able to fulfil their roles. Governors use this wealth of information to appropriately support and challenge school leaders. There is a shared desire for all Andrews' pupils to have the opportunity to be their 'best selves'. Parents are well informed about their children's learning through the school's website and invitations to workshops. Staff are enthusiastic about their professional development opportunities.

Leaders have created an ambitious curriculum which is purposefully made relevant for the pupils at the school. Leaders' high expectations apply to all pupils. This includes pupils with special educational needs and/or disabilities, who consequently achieve well. In many subjects, leaders identify and order the key learning from early years through to Year 6. This content is then carefully tailored to meet the needs of all pupils. For example, in mathematics and computing, pupils achieve highly so leaders ensure that the curriculum provides further opportunities for challenge and extension. In a small number of subjects, the learning journey is less clearly defined. This sometimes affects pupils' ability to identify their essential learning and what they need to remember.

Leaders prioritise the teaching of reading. From the start of Reception, children are taught how to read using a phonics-based approach. They enjoy using their 'robot arms' to identify the sounds within words. As they move through their school years, they become confident and fluent readers. Older pupils enjoy their guided reading

sessions where they 'dive' into books and consider the choices authors make. Any pupils who need extra help are supported well to catch up. The popular 'birthday book' scheme, where pupils choose a book for the school library, encourages a love of reading.

Teachers have strong subject knowledge. They emphasise appropriate subject-specific vocabulary through displays in the classroom environment and reminders at the start of new learning. Teachers routinely check what pupils remember, and use this to inform their teaching. This is particularly evident in mathematics, where teachers use the 'flashback four' to remind pupils about their prior learning and how they can apply it in problem-solving. Many children in early years are articulate and highly motivated to learn. However, staff do not always make the most of this strong start by further developing children's language and communication.

Pupils benefit from well-considered opportunities for their wider development. They enjoy leadership roles which include house captains, junior road safety officers and school councillors. Pupils feel that they have a growing voice within school and an understanding of how democratic systems work. Many pupils enjoy learning how to play musical instruments and participate in one of the after-school activities, such as the highly popular computer coding club. Older pupils enjoy their residential trip to Calshot Activity Centre. They recognise how this time away from home helps them to develop their skills of independence and resilience.

Pupils' behaviour is exceptional. It results from the strong culture of mutual respect running through the school. In class discussions, older pupils learn the importance of valuing others' opinions and being able to compromise. They build relationships across year groups and want to play an active part in school life. One parent sums up the views of many when they say, 'Our child knows all the names of pupils in every year group and is comfortable and confident in talking and playing with them all.'

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at this school. Staff are well trained in how to identify and report any concerns. Leaders always follow up these concerns and show tenacity in getting the right support for families and children. The members of the governing body understand their safeguarding responsibilities. They routinely check the effectiveness of the school's procedures.

Pupils are well informed about how to keep themselves safe. They understand the risks associated with the internet and the precautions they can take to use it safely. Pupils know how the adults' coloured lanyard system works and how this keeps them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the essential learning has not been clearly identified. Consequently, pupils are not able to build on prior learning as effectively as they might. Leaders should be clear about the specific knowledge they want pupils to learn across the curriculum, so that pupils know and remember more.
- In Reception, teaching staff do not consistently support children well in their conversation. This means that children do not always have opportunities to discuss their learning. Leaders should ensure that all staff know how to support children with their communication and language development.

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	116360
Local authority	Hampshire
Inspection number	10240301
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	200
Appropriate authority	The governing body
Chair of governing body	Daniel Rainbird
Headteacher	Gemma Gundry
Website	www.andrewsendowed.co.uk
Date of previous inspection	12 and 13 October 2021, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school and is part of the Diocese of Winchester. The school's religious character was last inspected under Section 48 of the Education Act 2005 in November 2017.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with the subject leader, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work.

- The lead inspector met with the headteacher, senior school leaders, a representative from the local authority and members of the governing body. She also had a phone call with a representative from the diocese.
- To inspect safeguarding, the inspectors studied documents and records, including the school's single central record and child protection referrals. The inspectors spoke with the designated safeguarding leaders, staff and pupils.
- The inspection team considered responses to the staff survey and spoke to a range of staff about their views of the school.
- Responses to Ofsted's Parent View questionnaire and additional free-text responses were considered by the inspectors.
- The inspectors met with a range of pupils to learn their views about the school.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Matthew Clark

Ofsted Inspector

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