

Endeavour Primary School

Inspection report

Unique reference number	135887
Local authority	Hampshire
Inspection number	381951
Inspection dates	14–15 March 2012
Lead inspector	Liz Kounnou

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Robin Hughes
Executive headteacher	Anne Hughes
Date of previous school inspection	N/a
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Age group	4–11
Inspection date(s)	14–15 March 2012
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Introduction

Inspection team

Liz Kounnou

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 16 lessons, taught by six teachers. The inspector listened to pupils read, looked at samples of pupils' work and samples of planning documentation. Meetings were held with groups of pupils, members of the governing body and with staff, including the executive headteacher, head of school and senior leaders. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a number of school documents, including the development plan and raising attainment plan, safeguarding records, attendance data, tracking of pupils' progress, and local authority and other external evaluations of the school's provision. The inspector scrutinised questionnaires completed by 51 parents and carers, 17 staff and 37 pupils.

Information about the school

This is a new and growing primary school, currently smaller than average. The school is situated on a substantially sized, new and partly completed housing estate. It opened in September 2010 in temporary buildings, and moved into the new school building in January 2012. There are a higher proportion of newly appointed teachers than typical due to the continuous expansion. Currently six classes are in operation, with far more pupils in the Early Years Foundation Stage and Key Stage 1 than there are in Key Stage 2. In Key Stage 2, pupils are taught in mixed age classes. The two Early Years Foundation Stage classes provide for Reception-aged children. The school is part of a federation of three schools, led and managed by one governing body and an executive headteacher. Endeavour Primary shares this leadership, and has a separate head of school.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. About a quarter of pupils have a parent, parents or carers who are Service personnel, serving in the regular military units of all Her Majesty's Forces. Most pupils are White British, with a few from other minority ethnic groups. A very small minority speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. One in five pupils has special educational needs; this is broadly average, and none are disabled. Their needs are mainly moderate learning difficulties. More pupils join the school during the school year than is typical because new family housing becomes available as the estate grows. There is a privately run after-school club, which is subject to a separate inspection report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It is improving due to the strong leadership of the executive headteacher, the head of school, and the leadership of the federation. An uncompromising approach demands that all pupils respect the rights of others. Leaders have quickly established an ethos of high expectations. However, teaching and learning are not yet strong enough for the school to be outstanding.
- An outstanding feature of the school is the behaviour and attitudes of pupils. This is seen in the high levels of responsibility they display for their own behaviour, and the support they give to others. Parents and carers expressed extremely positive views about the way pupils behave and the safety of their children at school.
- Pupils' achievement is good overall, and even better in writing than in reading and mathematics. Pupils are not always clear how to improve reading skills, and there are too few opportunities to practise mathematics skills in other subjects, so that progress, although good, could be even better. Pupils who have special educational needs achieve well.
- Teaching is typically good. Teachers motivate pupils well, listen to their ideas, and set challenging tasks for them to complete. Writing is taught well and reflects teachers' high expectations. Handwriting is good all through the school. A very high proportion of parents are pleased with the quality of teaching. Sometimes in lessons, pupils do not have the right information to help them check their own success.
- The leadership of teaching and the management of performance are good and ensure that pupils joining the school get off to a really good start in their learning and do not lose any ground when they move schools. The highly skilled leadership of inclusion across the federation has a very strong impact on ensuring pupils with special educational needs make good progress.

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What does the school need to do to improve further?

- Accelerate pupils' progress in reading and mathematics by:
 - simplifying individual reading targets so that they are clearly understood by pupils and their parents and carers
 - commenting on how well pupils are doing towards their individual targets whenever pupils read to an adult, and suggesting what they need to practise next to improve their reading skills
 - increasing opportunities for pupils to practise and transfer their mathematical skills in lessons across the curriculum and for children in the Early Years Foundation Stage to develop their language and mathematical skills during outdoor activities.
- Improve the use of self-assessment in lessons by:
 - making sure that lesson objectives set out how pupils will increase their learning in each lesson
 - giving pupils success criteria that are matched to their different ages or abilities
 - ensuring that the success criteria enable pupils to measure how well they have done in the lesson.

Main report

Achievement of pupils

Parents and carers say their children make good progress, and inspection findings confirm this. There are too few pupils in Year 6 to make accurate comparisons with national data. Nonetheless, the levels pupils reach in most year groups are broadly in line with those expected nationally and are rising quickly because pupils make good progress. A great deal of effort ensures that new pupils make good progress and the move to a new school does not disrupt their learning. No time is wasted. Senior leaders carry out an immediate assessment of their ability and set clear targets for their achievement. Rigorous assessment is also the key to success for pupils with special educational needs. Leaders tailor individual programmes precisely to pupils' needs. Regular checks to see how well pupils are doing mean that leaders quickly identify difficulties and provide solutions. As a result, pupils from all groups are achieving well.

Children in the Reception classes make good progress. During the inspection, they were learning about 'Space', sending postcards from the moon, and designing and making new planets to display. The most able children made good use of their understanding of the way sounds and letters are linked (phonic skills) to spell the words on their postcards. They practised saying their sentences out loud with an adult first so that they ordered the words correctly. Challenging activities such as these promote good progress in all areas of learning. Nonetheless, there could be greater challenge for developing language and mathematical skills in the activities

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provided for Reception children outdoors.

Handwriting is a strength throughout the school because teachers always expect pupils to write well. Pupils make good progress in learning to write due to two key strategies: they have plenty of opportunities to create and complete longer pieces of writing and they are encouraged to talk through and plan their work thoroughly before they begin. This means that pupils structure their written work well. In addition, pupils are motivated to write because they enjoy the topics, often linked to the explorers and other pioneers that classrooms and other areas of the school are named after. These role models provide a strong sense of aspiration for both boys and girls.

Progress in reading is good. Pupils use a range of strategies to work out unfamiliar words and phrases. The systematic teaching of phonic skills in Key Stage 1 helps early readers make sense of the text and reach average standards. Standards by the time pupils leave school have improved, are securely average and close to above average. All pupils have a reading target, setting out how they could move to the next level. However, some targets are not easy for pupils, or their parents and carers, to understand. Furthermore, targets are rarely referred to in pupils' reading diaries so that it is not easy for pupils to know how well they have done or what they need to work on next. The reading race, set up in some classes to encourage reluctant readers to read more frequently at home, is highly successful.

The good level of challenge in mathematics, along with plenty of opportunities to solve problems, means that pupils make good progress. Year 5 pupils persevered extremely well in simplifying fractions, making good use of their knowledge of tables. Nonetheless, there are few challenging mathematical activities in subjects across the curriculum and as a result, progress is good rather than outstanding.

Quality of teaching

Parents and carers feel that good teaching enables their children to achieve well. Inspection findings support this view. Teachers mark pupils' work well, and provide clear guidance about how to improve. Teachers set pupils individual targets for improving reading, writing and mathematics, and often the improvement points relate to these targets. This practice is strongest in writing and mathematics. There are high expectations of presentation in addition to a good level of challenge in lessons.

There is little time to be bored. Teachers promote spiritual, moral and social development well through their choice of topics, and the well-planned curriculum ensures pupils gain skills and knowledge well. Opportunities are sometimes missed to develop mathematical skills in other subjects. Pupils usually know what they are expected to do because teachers share lesson objectives, and regularly use their interactive whiteboards to display the steps to success. However, on occasions the objectives are too complex, referring to learning that will take place over a longer period of time, rather than what pupils will learn in this lesson. As a result, the steps

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to success are not always appropriate and pupils cannot easily evaluate how well they have done at the end of a lesson.

In many lessons observed, it is evident that teachers value pupils' contributions and give them time to think through their ideas. When teachers target questions directly to individuals, without waiting for hands up first, the pace of learning is good. This is because no time is wasted and questions are personalised to help each pupil extend his or her learning. Teachers make accurate assessments in reading, writing, and mathematics and use these effectively to plan well-matched tasks. They moderate each other's work and this extends across the federation; consequently their subject knowledge is good and continually increasing.

Teaching assistants work in close partnership with teachers and under the close direction of the inclusion manager. Training within the federation is developing specific skills within the team of assistants, for example in speech and language or supporting mathematics.

Behaviour and safety of pupils

Pupils feel safe and valued in school and believe behaviour is excellent. This view is similar to the views of parents and carers and the inspection findings. The school has embraced the philosophy of a 'Rights Respecting School', and this underpins outstanding behaviour and attitudes to learning. Pupils are unfailingly polite and very respectful of one another. In lessons, pupils try hard to do their best, any misbehaviour is quickly spotted and appropriate sanctions enforced. Pupils want to please their teachers, and to win rewards such as house points and golden time. Their extremely good behaviour continues outside despite the small playground space available due to the construction work.

In the Early Years Foundation Stage, children are particularly good at managing themselves and are developing social skills exceptionally well. Children cooperate very well with one another and work in a calm manner inside and out, routinely enhanced by giggles and laughter.

Pupils are adamant that there is no bullying at school. One insists, 'We don't bully in our school because we are united.' They have a good understanding of all the various types of bullying, and talk about anti-bullying week as a key event in the year. They have a very well developed sense of the rights of others to make choices about how they live their lives, and show mature levels of respect for these choices. They have drawn up their own classroom charters. In Reception, children have focussed on simple things such as keeping the chairs tucked in so that they do not trip over them, whereas in Years 5 and 6, the pupils' charter states 'your responsibility is to look out for each other and keep your friendship intact'. The steady stream of new arrivals thrive due to the ready welcome they receive from all pupils and staff.

Attendance has improved significantly since the school opened, due to the challenges

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and rewards, and is now above average. The attendance of pupils from service families has increased at a similar rate. Few pupils are late.

Leadership and management

The curriculum promotes pupils' spiritual, moral, social and cultural development well. Leaders harnessed the school's name to promote high aspirations for all pupils. They seek pupils' views whenever possible so that pupils have a real voice in creating their new school. School leaders and staff ensure that the 'Rights Respecting School' agenda means that discrimination on the grounds of race or any other issue is not tolerated and pupils actively discourage intolerant views.

The capacity to bring about further improvement is strong. Leaders have established a culture of high expectations since the school opened. This has already resulted in rising standards and improved attendance. Leaders, at all levels, ensure equality of opportunity for all groups through their rigorous systems for tracking the progress of all pupils. Half-termly attainment reviews with teachers mean that school leaders know precisely how well all groups of pupils are doing, and quickly identify areas where teachers need support to meet the school's high expectations. Systems in place to identify and check how well the school is doing are good, but the school recognises there is still work to be done in ironing out some inconsistencies in teaching relating to further improving reading and mathematics and improving pupils' self-assessment.

The federation provides a strong structure for improving the quality of teaching. Professional development opportunities are extended by working together with the other schools. Teachers newly appointed to the expanding school receive good quality support from leaders and colleagues across the federation. A highly skilled practitioner provides a great deal of expertise to staff across the federation to ensure precise provision for those with special educational needs. School leaders and governors ensure that safer recruitment practices underpin the regular appointments of new staff for the growing school. They actively ensure that safeguarding requirements are met by carrying out regular checks.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

16 March 2012

Dear Pupils



Inspection of Endeavour Primary School, Andover SP11 6RD

Thank you for making me so very welcome when I inspected your school. I really enjoyed visiting your lessons, talking to staff and looking at the work that you have been doing. I agree with you and your parents and carers that yours is a good school, with some aspects that are excellent!

These are the things that your school does particularly well:

- Your behaviour is outstanding and you respect the rights of other people to hold different opinions. I was very impressed with how polite and friendly you are. You keep each other safe.
- You are doing well in writing, reading and mathematics. Your handwriting is particularly good.
- You try extremely hard to do your best in lessons, and this is one of the reasons why you are all doing so well, including those of you who find work difficult.
- Your teachers are good at planning lessons to make you think very hard.
- Everyone (including you) has done a really good job in making sure that new children who join the school feel very welcome and soon settle in.

Although the school is doing well, there are still things that it can improve even more. I have asked the executive headteacher, the head of school, teachers and the governors to focus on these things.

- Make new reading targets that are easier for you to understand and check adults record in your diaries how well you are doing to reach them, as well as providing more opportunities for you to do exciting mathematics in your topic work and in outdoor activities for the youngest children
- Help you to assess your own work in lessons more easily by making the objectives and the steps to success easier to understand.

You could help by looking at your target before you read and thinking about how well you did, and thinking really hard about how well you have done in each lesson.

Yours sincerely

Liz Kounnou
Lead inspector

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