



Andrews' Endowed Church of England Primary School

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Holybourne
Alton Hants GU34 4EL**

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www.andrewsendowedschool.com

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Term dates

30

Ofsted Report Summary

Andrews' Endowed School is a Church of England Primary School for children from four to eleven years old. The original school was founded and endowed under the will of Thomas Andrews in 1719. It was granted Aided status under the 1944 Education Act. This means that it is owned by the Diocese but is given financial and educational support by Hampshire Education Authority. This enables it to function within the Local Education Authority while remaining faithful to its original Church of England foundation. The school's foundation is celebrated each year with a service in the Church of the Holy Rood at Holybourne, when pupils lay posies at the tomb of Thomas Andrews.



The beautiful 18th century building which forms the nucleus of the school has been modified and extended to accommodate the needs of our pupils. We are committed to retaining and maintaining the intimate, family-centred ethos of a village school while ensuring that our children's learning needs are met effectively.

This prospectus aims to give you helpful information about Andrews' Endowed School, but it cannot and is not intended to replace the best form of communication, which is a personal contact between home and school. Therefore as a parent, you are welcome to visit us frequently. We are keen to continue to build our partnership with parents, encouraging you to work with us to provide a successful education for your child.

Useful Addresses:-

East Hampshire Education
Fleet Local Office
Birch House
Barley Way
Fleet
GU51 2YB Telephone: 01252 812333

Headquarters of the Hampshire County Council
County Education Office
The Castle
Winchester
Hants
SO23 8UG Telephone: 01962 841841

Mr A C Blackshaw
Diocesan Director of Education
Portsmouth & Winchester Diocesan Board of Education
First Floor, Peninsular House,
Wharf Road,
Portsmouth,
PO2 8HB Telephone: 023 9289 9658

THE GOVERNORS OF THE SCHOOL

Andrews' Endowed School is very much part of the community to which we, children, parents, teachers and governors all belong. The governors share a common interest in our school and recognise that the school has a role to play in the success of the community which it serves. The governors are responsible for the general management of the school, acting within a policy framework set by national legislation. At Andrews' Endowed the head teacher and governors work in partnership and liaise closely on all matters affecting the school.

The Governing Body meet formally twice a term. There are four sub-committees; Finance, Curriculum, Premises and Personnel. These groups meet regularly to discuss matters in more detail and report back to the full Governing Body with recommendations.

Governors at Andrews' Endowed are either elected, appointed or co-opted. A chair and vice-chair are elected each year to conduct the meetings and to be available for contact by the head teacher. A clerk to the governors is also appointed to take minutes of meetings and to deal with correspondence.

Foundation (Church) Governors

Mr D Bailey **(Chair)**

Rev. J Croft

Mr G Copplestone

Mr G Coomer

Mrs B Cunningham

Mr A Hickman

Mrs G Newman

Mrs H Smith **(Vice Chair)**

Hampshire County Council Nominee

Mrs J Mayhook-Walker

Parent Governors

Mrs V Dick

Mrs K Maddock

Head teacher Governor

Mrs Maria Lloyd

Teacher/ Staff Governors

Mrs S Battersby

Mrs Lesley Hill

Clerk to the Governors

Mr J Hughes

Associate

Mrs J Pearson

Mr S South

TEACHING STAFF

Mrs Maria Lloyd	Headteacher
Mr Matthew Cripps	Deputy Headteacher/Year 6
Mrs Jenny Jones	Year 5 – 3 days per week
Mrs Julie Startup	Year 5 – 2 days per week
Mrs Nicky James	Year 4 (KS2 manager)
Mrs Jane Dale	Year 3
Miss Katie White	Year 2 (KS1 manager)
Mrs Lesley Hill	Year 1
Mrs Michelle Reid	Year R
Mrs Becci Murphy	Part-time (Special Needs Co-ordinator/PPA Cover)
Mrs Helen Porter	Part-time (PPA cover)
Mrs Julie Startup	Part-time (PPA cover)
Mrs Stephanie Morgan	Part-time (PPA cover)
Mrs Faye Mylward	Part-time (French)

SCHOOL OFFICE STAFF

Mrs Fay Heaney	Administrative Officer
Mrs Christine White	Administrative Assistant

OTHER SCHOOL STAFF

Mrs Bev Pither	Higher Level Teaching Assistant (HLTA)
Mrs Debbie Apperley	Teaching Assistant
Mrs Sam Battersby	Teaching Assistant/Special Needs Assistant
Ms Hayley Brown	Teaching Assistant
Mrs Sally Davies	Teaching Assistant
Mrs Jane FitzGibbon	Teaching Assistant
Mrs Pauline Folkes	Special Needs Assistant
Mrs Tracy Gee	Special Needs Assistant
Mrs Anne O'Neil	Special Needs Assistant
Mrs Louise Pearce	Teaching Assistant
Mrs Sarah Reading	Early Years/Teaching Assistant
Mrs Linda Read	Caretaker /Senior Supervisory Assistant
Ms Donna Barney	Cleaner
Mrs Jan Dwyer	Cook Supervisor (HCC)
Mrs Theresa Horner	Catering Assistant (HCC)
Mrs Pauline Cowdrey	Catering Assistant (HCC)
Mrs Donna Butcher	Supervisory Assistant
Mrs Mavis Ford	Supervisory Assistant
Mrs Gill Newman	Supervisory Assistant
Mrs Cicely Skelton	Supervisory Assistant

PERIPATETIC MUSIC TEACHERS

Mrs Jane Brydon	Brass tuition
Mrs Janis Moore	Violin tuition
Mr Krzysztof Stasiak	Woodwind tuition

Andrews' Endowed School's Visions and Aims

Within a Christian ethos, we aim to create a caring community where high standards of teaching and learning enable all our children to develop the skills and knowledge that they will need for life long learning. We foster the spirit of enquiry in our children, coupled with a sense of self-worth. Individual talents and contributions are valued and celebrated.

In our school:

- ∞ We provide a Christian education, which nurtures and supports our daily lives and the curriculum we offer.
- ∞ We believe in high standards. We encourage children, staff, parents and governors to set high standards of achievement, value excellence and experience success.
- ∞ We aim to meet the legal requirements of the National Curriculum and statutory assessments.
- ∞ We offer a variety of strategies to develop each child as an independent as well as a co-operative learner.
- ∞ Learning objectives are matched to each child's stage of development so that individuals develop confidence and a sense of achievement through learning.
- ∞ Activities are planned carefully to provide wherever possible active learning and first hand experience which will challenge and motivate children.
- ∞ We recognise the value of a well-organised environment which is attractive and stimulating.
- ∞ We encourage and celebrate all achievements within and beyond the curriculum.
- ∞ We endeavour to provide continuous professional development for all staff.
- ∞ We encourage teamwork so that human relationships grow in an atmosphere of positive commitment and enthusiasm.
- ∞ We believe in partnership with parents. We try consistently to develop this further and to enrich the curriculum through involvement with the community.
- ∞ Andrews' School encourages all members of the school to respect themselves, each other, our local community and the environment.
- ∞ We establish high standards of behaviour, reinforced by praise and underpinned by Christian values.



THE SCHOOL DAY

We want to care for your children and ensure that they are properly supervised on the school site. Staff will be on duty 15 minutes before the start of the school day and 10 minutes after the end. For this reason we ask that no child arrives before 8.45am and that all children are collected promptly at the end of the day. On arrival children should go to the playground where they can proceed straight to their classroom.

Year R and Key Stage 1

8.55am	-	9.00am	Registration
9.00am	-	10.40am	Teaching session
10.40am	-	11.00 am	Break
11.00am	-	12.00am	Teaching session
12.00am	-	1.00pm	Lunchtime
1.00pm	-	2.40pm	Teaching session
2.15pm	-	2.30pm	Break
2.30pm	-	3.30pm	Teaching session

Key Stage 2

8.55am	-	9.00am	Registration
9.00am	-	10.40am	Teaching session
10.40am	-	11.00am	Break
11.00am	-	12.15pm	Teaching session
12.15pm	-	1.15pm	Lunchtime
1.15pm	-	3.30pm	Teaching session

LUNCHTIMES

The lunchtime break is supervised by a team of lunchtime assistants, managed by the Senior Supervisory Assistant, who works under the direction of the Headteacher and liaises closely with the class teachers. Most children have lunch at school by either bringing a packed lunch or paying for a school lunch.

Healthy, balanced meals are cooked on the premises by Mrs Dwyer and menus are available for parents and children to see. Your child can choose to have a lunch on a daily basis but should be paid for on the day that the meal is taken. We are quite happy for your child to change from packed lunches to cooked meals or vice versa. We are also happy to accept payment for a half term in advance and if your child misses a meal the credit will remain on their account and carried over to the next term. All dinner money brought into school should be in a named, sealed envelope or other container and handed to the class teacher. Where a meal account does fall into arrears we will send parents a reminder but will be unable to provide further meals until the account is cleared.

Packed lunches should be sent in clearly marked containers with the cutlery necessary to eat it. The catering contractors do not provide cutlery for packed lunches so please ensure you include a spoon in your child's lunch box if you include yoghurt or similar for pudding. Please do not send any sweets to school; a chocolate bar which is biscuit-based is acceptable as part of a packed lunch only. A snack of

fruit only may be eaten at break times if parents wish to provide it. We encourage parents to provide healthy lunches with a variety of protein, fruit and vegetables.

Water is served with both cooked meals and packed lunches. We aim to make our meal times pleasant social occasions and great care is taken with the preparation and service of the food. Please notify us if your child has a special dietary requirement and provide us with the necessary doctor's or dietician's certificate, which we will pass on to the caterers.

If you think that your child or children may be entitled to free meals, please make enquiries at the school office. We are happy to advise parents of their entitlement.

WHAT SHOULD MY CHILD WEAR TO SCHOOL?

We aim to foster a feeling of community within our school. We therefore prefer all children to wear school uniform. We believe it is smart, it gives the school identity and the child a sense of belonging.

Polo shirts	White
Trousers (long or short)	Grey / black
Skirts/pinafore dresses	Grey
Sweatshirts/cardigans	Purple
Dresses	Purple gingham check

- ∞ Embroidered school sweatshirts or cardigans and polo-shirts may be ordered from the PTFA. Order forms are in the PTFA tray in the entrance foyer.
- ∞ We also ask that children wear sensible black, brown or navy shoes to school which they are able to fasten themselves. In the interests of healthy feet, we request that children do not wear trainers or plimsolls throughout the day except for outdoor games and P.E.
- ∞ P.E. kit - black or white shorts, house-coloured tee-shirt*, light trainers or black plimsolls for outdoor games and a P.E. bag to keep kit safe. A tracksuit may be worn for outdoor games during the cold weather.

ALL clothing and equipment needs to be marked with the child's name. A soft drawstring P.E bag is essential to store the PE kit.

Jewellery is not practical or safe for school wear, so in agreement with other schools in the area, we do not allow children to wear such items in school.

*School Houses are:-

Austen	Yellow
Cobbett	Red
Gaskell	Green

White	Blue
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HOW DOES THE SCHOOL CARE FOR MY CHILD?

“... we establish high standards of behaviour, reinforced by praise and underpinned by Christian values.”

“... we recognise the value of a well-organised environment which is attractive and stimulating”.

At all times we try to maintain a healthy and safe environment for your child to live and learn in. We recognise the importance of good pastoral care and also the issues of security.

We ensure that we have a qualified First Aider to manage minor accidents and illnesses and we will always contact you if we consider that your child is too ill for lessons.

As soon as your child enters school during the published hours of opening the teachers and lunchtime staff are in “loco parentis” and our expectation, in terms of behaviour, is equivalent to that of firm, caring parents.

We manage behaviour in a kind but firm way through discussion and with care. Any difficulties may be resolved through discussion with the class teacher and parents will be involved at an early stage if a child’s behaviour is causing concern. Privileges may be withdrawn if it is considered appropriate, including permission to stay on-site during the lunch period.

Bullying will not be tolerated under any circumstances. If you have any suspicion that a child is being bullied, please discuss this with the head teacher. In accordance with the 1988 Education Reform Act, the County has a clearly defined procedure for suspension. If it is considered necessary to exclude a pupil from attendance at the school, parents have the right to appeal if they consider the exclusion unreasonable.

You can help us in these ways:-

- **Contacting you in an emergency** - please ensure that the contact telephone numbers we have for you are current. Let us know immediately in writing of any changes.
- **Collecting your child from school** - Children who need to leave school during the day for any reason, need to be accompanied by a named adult and be collected from the school office. This is to ensure your child’s safety.
- **At the end of the school day** any child not collected will be taken to the school office whilst parents are contacted.

- **Medicines in school** - If a child needs to complete prescribed medication you are welcome to come to school to administer the dose personally. Parents must complete documentation held at the school office and all medicines must be clearly labelled. Inhalers will be held in the school office, not by the child. We request that you ask your G.P to prescribe antibiotics needing three doses per day where possible which will then make it unnecessary for the child to be dosed during school hours.
- **Fire drill/security alerts** - we have set procedures in place to ensure the safety of the children in the event of a fire or other threat to their security.
- **Entering the school** - in order to ensure that the children are secure and safe we are constantly reviewing our security procedures. All visitors have to enter the school via the main reception office where they will be asked to sign in and wear a security visitors badge. Visitors should not attempt to gain admittance through the other entrances to the school which have security key pads and locks in place.
- **Medical checks** - The school doctor and nurse visit the school regularly to discuss children's health. They also assist us in understanding the different needs of your children. No medical examination will take place without your prior consent and you will be invited to come into school if your child is called for a medical. At regular periods the School Health Services carry out monitoring of various health issues such as dental problems or hearing defects.
- **Illness at school** - although we do the best we can, the best place for children if they are ill is at home. Please do not send them if unwell before school begins. In cases where a child becomes unwell during school hours we shall contact you or the emergency number you have given us. Should your child suffer an accident at school that requires hospital treatment, you or your emergency number will be contacted immediately. If you are unobtainable we will ensure your child is treated appropriately.
- **Regular attendance** - is important and parents are asked to provide the school with written details of any occasions on which their children have been absent from school. Authorisation by the head teacher is necessary for any absences other than those due to illness. If a pupil has a medical or other appointment during school hours, a note should be sent to school and the child collected from the classroom. Children are not allowed to leave school unaccompanied during school hours.
- **Safety** - Your child's safety is our most important concern. For this reason we ask for your help in these ways. Parents are asked not to drive into the school grounds but are most welcome on foot.

LIAISON WITH PARENTS

“...We believe in partnership with parents. We consistently try to develop this further and to enrich the curriculum through involvement with the community.”

We believe that education is a shared partnership between school and home. We encourage parents to become fully involved in their children’s learning and also in the life of the school.

We have a well-planned induction process of home visits for our new entrants and liaise fully with parents and pre-school organisations in order that your child’s first experiences of school are positive and successful. In this way we are able to build strong relations with all our children to enable us to discover and develop their talents.

There are parent evenings each term. The staff will be pleased to discuss any issues or concerns about your child’s progress at any stage during the year and we appreciate your support if any difficulties are identified. Please do not hesitate to arrange an appointment with the class teacher or with the head teacher if necessary. At the beginning of each term you will receive a curriculum newsletter to tell you about the work planned.

Written reports are sent to parents during the Summer term, providing details of your child’s progress and identifying the next steps in learning. There is an opportunity for you to discuss this report if you wish. All school reports and progress records of the children are kept on file in the school. These are available to parents.

We recognise the many skills that our parents have and so you are always warmly welcomed as volunteer helpers working alongside children in school, or helping with school visits. You are also very welcome to attend Friday afternoon assemblies.

All parents of children attending Andrews’ Endowed School are members of the Parent Teachers and Friends Association (PTFA). The PTFA welcomes all new parents who are keen to be involved.

The PTFA is very active in raising funds for school, in planning working parties to develop parts of the school and its grounds and also in organising social events for everyone to enjoy. The school benefits enormously from the hard work of the PTFA.

A regular school newsletter will be sent to share with you many school developments, events and diary dates. We also organise meetings with parents to explain curriculum practice and developments. These are a forum for sharing information about the work of the school and also to encourage common approach to issues such as reading.

How do we encourage our children to learn?

“...activities are planned carefully to provide wherever possible active learning and first hand experience which will challenge and motivate children.”

We offer all children a curriculum which is broad, balanced and differentiated. We believe that children achieve their best in an atmosphere of encouragement, where they feel valued and their individual strengths are recognised and developed. We enable pupils to become self-reliant and self-motivated, showing respect and consideration for others and equip them with the skills and attitudes which they will need for secondary education and life long learning. Young people need to be increasingly adaptable, independent and confident. We aim to prepare our children for their future through the variety of their learning experiences at Andrews' School.

The school caters for both infant and junior aged children, now known as:-

Early Years Foundation Stage (4-5years) Reception (known as Acorns in our school)

Key Stage 1 (5-7years) Year 1 and Year 2

Key Stage 2 (7-11years) Years 3, 4, 5 and 6

The Reception year follows the Curriculum Guidance for the Early Years Foundation Stage until they are ready to begin the National Curriculum programmes of study in Key Stage 1.

The National Curriculum is composed of five core subjects: English (Literacy), Mathematics (Numeracy), Science, Religious Education and Information Communication Technology (ICT) as well as foundation subjects: Technology, History, Geography, Music, Physical Education, Art, Personal Social & Health Education (including sex education) and Citizenship.

Religious Education is taught using Hampshire and Diocesan guidelines. Children study beliefs and values with a particular emphasis on Christianity as well as comparative studies of other religions.

Planning and Teaching

Throughout the school children work in single age groups. Work is always planned to match the children's abilities and extend their understanding and development of skills in the most appropriate way.

Teachers use a range of teaching techniques to accommodate the age range, ability and attainment within a class. Sometimes the children are taught as individuals, in a group, as a whole class, or in ability groups within their classroom. The extent to which technique is used varies according to the nature of the subject being taught and the children's level of achievement. Groups are made according to ability and work is planned for each group to match their level of attainment.

Children are encouraged to progress at an appropriate pace, and detailed weekly planning of work ensures that varying rates of progress are taken into account. All staff have high expectations and both staff and children work hard to maintain high standards in teaching and learning.

The core subjects are taught both separately and as part the class topic. Foundation subjects are linked together within a theme as well as being taught as blocks or units of work. Themes also provide further opportunities for pupils to apply and demonstrate previously learned skills in the core subjects.

The core curriculum

ENGLISH

We follow the Government's National Literacy Strategy. The English curriculum is planned to develop each child's ability to communicate clearly using



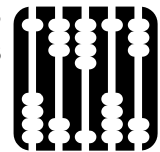
both the spoken and the written word. We use a combination of methods to teach reading, using a variety of reading scheme books together with a wide variety of quality fiction and non-fiction. Children are taught to plan, draft and revise their work, sometimes working on their own and sometimes working with others.



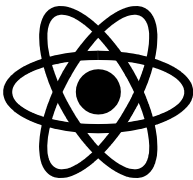
We teach writing by modelling, exploring and discussing choices writers make at the point of writing. We help the children to make links between reading and writing by investigating how writers use language to create particular effects and by using written texts as models for writing. The children are taught handwriting using a joined script and progress to using a handwriting pen. Spelling is taught using key words, phonic rules and patterns and the “Look, Say, Cover, Write, Check” method. THRASS (Teaching, Handwriting, Reading and Spelling Skills) support the teaching of reading and spelling.

MATHEMATICS

We are following the Government’s National Numeracy Strategy. In Mathematics we teach accurate computation, logical thinking and the ability to apply mathematical knowledge to everyday problems. We emphasise number work in our planning and encourage children to learn tables once they have the basic understanding of multiplication. A considerable amount of work is done on a group basis and problem solving is encouraged. Mathematics is related to the child’s everyday life and learning where possible and the use of calculators and computer programs are encouraged.



SCIENCE



Scientific observation, predicting, hypothesising, testing and recording are encouraged. We believe that first-hand experience in learning is invaluable and aim to increase the use of our varied local environment as a learning resource. We encourage the use of our school grounds as an ‘outdoor classroom’ by creating areas for study purposes, and some children have cultivated areas of the garden. We have built a pond area; it is a delightful educational resource for scientific observation and knowledge.

RELIGIOUS EDUCATION



The school’s links with the Church and the Diocese of Winchester give us a firm foundation for religious education and collective worship. As children move through the school they explore Christian teachings and messages and develop an understanding of the Christian way of life, in a way that is appropriate to their ages. We use the Church of the Holy Rood in Holybourne both as a learning and teaching resource, and for worship and special celebrations. We provide opportunities for children to understand and respect different religions, beliefs, values and traditions and to make connections between them. As well as Christianity the children study Buddhism, Hinduism, Islam and Judaism and how these religions influence individuals, communities, society and the world.

COLLECTIVE WORSHIP



Collective Worship forms a daily part of school life and follows various styles, celebrating children's work, sharing stories and also benefits from being led regularly by the vicar of the Church of the Holy Rood as well as other visiting clergy. A special Celebration Worship is held on Tuesdays and classes take turns to present a Friday assembly each term to which parents are invited.

Parents are entitled to withdraw their child from religious education and from acts of collective worship. Requests should be made in writing to the Headteacher.

INFORMATION COMMUNICATION TECHNOLOGY

The school is equipped with a range of computers allowing children to access and research information as well as process and display their own work thus using computers to support all aspects of the curriculum as a whole. We are connected to the Internet and pupils have opportunities to explore web sites.

We have a school website: andrewsendowedschool.com



FOUNDATION SUBJECTS

Design Technology



Children are taught the skills of designing and making products, as well as the safe use of tools and techniques. Most technology is linked to other areas of the curriculum.

History

In Key Stage One children will develop an awareness of the past and ways in which it was different from the present. They will begin to understand some of the ways we find out about the past. In Key Stage Two the children will learn about important events in Britain's past and history of other parts of the world plus a study of ancient civilisations.



Geography



In Key Stage One children will learn about their own surroundings through fieldwork in the locality of the school grounds and the immediate environment. They will also develop an awareness that the world exists beyond their own area, both within and outside the United Kingdom. In Key Stage Two this will be developed through teaching and using geographical skills using maps and scale.

Physical Education



Through a programme of gymnastics, dance, games athletics and adventurous pursuits we encourage children to develop practical skills. We have a wide range of gymnastic and games equipment and a field and hard court on which children develop their sports skills.



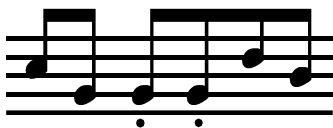
In Year Four swimming lessons are provided for the children at the heated pool at Treloar College, next door to the school.



We believe that sport allows children to develop team spirit and fair play and we consequently provide opportunities for pupils to participate in a variety of inter-school teams and tournaments during the year. We hold an annual sports day with all children involved in some way. This event is always well supported by parents and Governors.

Music

All children are taught music following the National Curriculum programme of study. Class based teaching is supported by music specialists and children have opportunities to compose and perform music and sing with growing confidence.



Children may also have the opportunity to learn a musical instrument with tuition from Hampshire Music Services or other providers. A charge is made for this tuition.

Art

Children are encouraged to be creative and expressive in their work, using a range of different media and experimenting with a variety of techniques. They are also introduced to the work of other artists.



Personal, Social and Health Education (PSHE)

Personal, social and health education (PSHE) and citizenship enable children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

We teach PSHE and Citizenship in a variety of ways. Some of the time we introduce PSHE and Citizenship through other subjects, e.g. when teaching about local

environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we deliver a considerable amount of the PSHE and Citizenship curriculum through our Religious Education lessons. We also develop PSHE and Citizenship through activities and whole-school events. We offer a residential visits in Key Stage 2, where there is a particular focus on developing children's self esteem and giving them opportunities to develop leadership skills and positive group work.

PSHE also involves sex education. The children will be introduced gradually to various aspects of reproduction in animals and plants, culminating in a more detailed understanding of human reproduction in years 5 and 6 with particular emphasis on preparing the children for the changes which they will experience with the onset of puberty. All teaching is within the Christian framework, allowing children to appreciate the value of family life and the traditional values of respect for themselves and each other. Parents have the right to withdraw their children from sex education lessons

“ we encourage and celebrate all achievements within and beyond the curriculum.”

We have high expectations of our children's achievements and reward and recognition play an important part in this. We have regular celebration assemblies where children are presented with special awards for consistent or outstanding achievement, both academic and social.

We also encourage high standards of social behaviour by enabling children to assume responsibility for various aspects of routine school organisation, for example choosing and providing appropriate music to accompany worship and older children are encouraged to guide and protect the younger children to help them integrate readily at playtimes.

HOMEWORK

We believe that homework provides children with valuable experience of working by themselves to consolidate or extend work done in class. Homework can be a positive way for parents to be involved in their child's education. As your child moves through the school the range and amount of homework will increase so that by the end of Key Stage Two, your child will be prepared for the level of homework expected on entry to secondary school.

At no time should homework cause you or your child stress or anxiety. We aim to prepare your child fully for their homework tasks and allow sufficient time for its completion. Teachers will vary the tasks set and ensure that they are suited to the needs of the individual child, helping them to develop the habit of independent study. Children in the Reception class have shared reading or mathematically related tasks outlined in their home / school link book to carry out at home with parents. Parents are asked to sign home / school link book and make comments in it as appropriate. This helps us to sustain regular and frequent communication about the quality and quantity of homework and other achievements.

SPECIAL EDUCATION NEEDS

.....“learning objectives are matched to each child’s stage of development....”

Children who have greater difficulty in learning or behaving than most other children of about the same age, or who have disabilities, may be said to have “Special Needs”. We recognise that each child is an individual and when planning work, staff take account of children’s different needs, enabling some children to proceed more slowly, whilst others are able to work at a faster pace.

We have a Special Needs Co-ordinator (SENCo) to support the work of the class teacher who may contribute to the individual programmes or may involve or liaise with external agencies such as educational psychologists or speech therapists.

The most effective support for individuals happens in the context of the lesson. However, when appropriate a child may be withdrawn to enable him/her to gain a specific skill. Parents will always be consulted and involved so that we work together to support your child.

GIFTED AND TALENTED CHILDREN

We recognise that all children have the right of equal access to the curriculum and we make additional provision for children with exceptional ability through a differentiated curriculum and enrichment activities which will challenge and stimulate them.

EXTRA-CURRICULAR ACTIVITIES

....“we encourage teamwork so that human relationships grown in an atmosphere of positive commitment and enthusiasm”.

In order to enrich the educational experiences for our children we recognise the value and opportunities that can be created by additional clubs. Therefore, we provide a range of activities throughout the year according to the children’s interests, staff expertise and the time of the year. Typically the provision might include football, netball, athletics, choir, recorder, craft, drama and multisports. In the summer months some of our very supportive parents help a member of staff to run cycling proficiency lessons for interested year six pupils. Annually we organise a residential visit for older pupils to support a curriculum area like geography or environmental studies, as well as to develop their independence and social skills.

CHARGING POLICY

Although education provided by the school is free, charges may be made in certain circumstances. The school will usually request a “voluntary contribution” from parents towards the cost of educational visits or visiting groups. Without these contributions many activities could not take place.

SECONDARY EDUCATION

During the autumn term initial arrangements are made for the transfer of pupils to their chosen secondary school. Most of our year 6 children transfer to local secondary schools but some parents will make different choices according to their child's needs. We make every effort to ensure the transfer is as smooth as possible.

COMPLAINTS

If you have any concerns about your child's education these should be discussed first with the class teacher and then with the head teacher. If necessary you may then wish to discuss the issue with the governing body. Information about the formal complaints procedure can be obtained from the school office.

The information contained within this prospectus was correct at the time of going to press. Government legislation, County Council policy and the particular circumstances of the school might create the need for some changes and additions.

ADMISSIONS POLICY (2010)

Copies of the Admissions Policy are available from the School Office.

ADMISSION FOR YEARS OTHER THAN YEAR R

Applications for years other than Year R will be considered if there are places available in the school. Waiting lists will be maintained for each year group. If there are several applications for a limited number of places then the criteria listed above will be used to prioritise applications and waiting lists.

APPEALS

If you decide to make a legal appeal, you should fill in the form and return it by the specified date. The Diocesan Director of Education will then arrange for an independent Appeal Committee to hear your appeal. The Diocesan Director of Education will then write to you and tell you the arrangements. You will have the chance to send in any papers you wish and to speak at the hearing. The Appeal's Committee's decision as to whether your child can come to Andrews' Endowed School is binding in law.

You can appeal if there are no places in the appropriate year group for your child, for example if you have recently moved into the area. You can not appeal for a second time in the same academic year, unless circumstances have significantly changed and you have made a fresh application for a place at the school.

POLICY FOR BEHAVIOUR

Our whole school aims:

Within a Christian ethos, we aim to create a caring community where high standards of teaching and learning enable all our children to develop the skills and knowledge that they will need for life long learning. We foster the spirit of enquiry in our children, coupled with a sense of self-worth. Individual talents and contributions are valued and celebrated.

BEHAVIOUR

At Andrews' School, there is one behaviour code for all - politeness and consideration to all children and adults and respect shown for one another, the community and the environment.

Children are expected to take responsibility for their own behaviour and to know that good behaviour will be recognised and positively reinforced. Expectations for behaviour will be clear and shared with all children and adults working in the school.

The school's Golden Rules outline the specific behaviours that show respect and caring towards one another. The Golden Rules are displayed in each classroom, the staff room, the dining hall and in some corridors. The rules focus on three main areas- respect for myself, respect for others and respect for property.

The Golden Rules

Do	Don't
• be gentle	• hurt anybody
• be honest	• cover up the truth
• kind and helpful	• hurt other people's feelings
• work hard	• waste time
• look after property	• waste or damage things
• listen to people	• interrupt

The Golden Rules will be discussed in class at the beginning of each term so that the children are familiar with them and understand them.

We manage behaviour in a kind but firm way through discussion and with care. Any difficulties may be resolved through discussion with the class teacher, and parents will be involved at an early stage if a child's behaviour is causing concern. Although our behaviour management strategies are based on positive reinforcement, sanctions will be applied when a child persists in unacceptable behaviour and privileges may be withdrawn if it is considered appropriate, including permission to remain on site during the lunch period.

Physical Intervention

Reasonable physical intervention will only be applied, in line with LEA guidelines, to ensure the physical safety of children and adults on the school premises. Parents will always be informed if this has been found necessary. A complete report of any physical intervention will be written in the HCC Planning and recording physical intervention in schools – July 2003 to be located in the head teacher's office. Please see our Policy for Physical Intervention attached to this document.

BULLYING

Bullying is defined as the regular, frequent, premeditated behaviour by a child or group of children which results in the physical or emotional intimidation of another child or group of children.

It can and should be distinguished from occasional, aggressive incidents between children, which, although regrettable, do not constitute bullying.

Bullying will not be tolerated under any circumstances.

It is the responsibility of all staff and parents to create a climate where every child understands that bullying will not be accepted in any way. Children must be encouraged relay any worry or concern that they have about the behaviour of another child or group of children towards themselves or another child, to a member of staff as soon as possible after the incident has taken place. The class teachers of the children concerned will be informed and appropriate action will be taken. The children involved will be monitored over time to see whether or not there is any indication that bullying is taking place. Should there be further cause for concern, the head teacher and deputy head teacher will be informed immediately and parents will be invited to discuss the situation and to work in partnership with the school to overcome the problem. External agencies such as the Educational Psychology Service and / or the Education Welfare Service may be consulted for advice where appropriate.

EXCLUSION

Hampshire County Council has a clearly defined procedure for exclusion which we follow at Andrews' Endowed School.

POLICY FOR HOMEWORK

Learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation and contributes to the home/school partnership.

Homework is effective when:

- ∞ homework tasks are structured and their purpose explained to pupils
- ∞ there is consistent practice across the school
- ∞ homework is given regularly so everyone knows what to expect each week
- ∞ pupils and parents are clear about what they need to do
- ∞ there are high expectations
- ∞ pupils receive clear feedback
- ∞ homework policies are monitored and evaluated

The focus of the homework will be on literacy and numeracy through investigations and activities which encourage children to think. Regular reading at home, especially reading with parents, will be encouraged.

From time to time children will be given other tasks such as finding out information and preparing information as well as traditional writing tasks.

Recommended Time for Homework

The following times are recommended by the Government and include reading time for all children.

The following times are recommended by the Government and include reading time for all children.

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	2.5 hours per week

AUTHORISED AND UNAUTHORISED ABSENCE

It is important that children attend school regularly and parents have a statutory responsibility to ensure that their children attend school whenever possible. I know that you would wish to support your child's learning by ensuring that he or she misses as little time as possible. Clearly if a child is unwell he / she should be kept at home and this necessary absence is classified as "authorised" in the school register on receipt of a letter or phone call from parents confirming the reason for absence. In the same way, unavoidable dental or medical treatment during the school day is classed as "authorised" absence provided we receive a note from parents advising us that treatment has or will take place.

Routine dental and sight checks should be arranged to take place during the school holidays. In the same way, family annual holidays should be arranged during the 13 weeks of the year when children are not required to attend school. Requests for one annual holidays up to a maximum of 10 school days may be granted by the head teacher in exceptional circumstances which prevent the holiday being taken at other times. Absences for odd days holiday cannot be authorised.

Other absences which may be authorised on receipt of a written request are visits to a new school, to take examinations or, at the head teacher's discretion, for extraordinary events, for example following bereavement of close family members.

Children should not be kept away from school for shopping trips, long weekends, sleep-overs at friends' homes, birthday treats or following a late night the evening before and these absences cannot be authorised.

It is important that children arrive on time at the beginning of the school day. To arrive late puts children at a disadvantage and they often miss vital information or instructions during the first ten minutes of the morning when the teacher is setting the pattern of the rest of the day for them. If lateness is unavoidable, children arriving after the register is taken must report to the office.



Andrews' Endowed Church of England Primary School

92 London Road
 Holybourne
 Alton
 GU34 4EL

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 23rd September 2009

Date of last inspection: June 2006

School's unique reference number: 116360

Headteacher: Mrs. Maria Lloyd

Inspector's name and number: Mrs. Fiona Brown 201

School context

Andrews' Endowed C. of E. Primary School is an average sized Primary School with 192 pupils on roll. The school, which was established in 1719, stands in very attractive grounds and is housed in a building of historic interest. Further extensions have been added over the years. Many pupils come from outside the catchment area. Almost all pupils are of white British heritage and there are just below average levels of pupils with learning disabilities and disabilities.

The distinctiveness and effectiveness of Andrews' Endowed as a Church of England school are good

Andrews' Endowed is a good Church School with many outstanding features. Christian values and beliefs permeate everything that takes place. The relationship between staff and children and children and their peers is outstanding. There is an atmosphere of welcome, trust, care and belonging that encourages and allows children to flourish in their learning.

Established strengths

- ∞ The friendliness and politeness of all children coupled with the significant pride they display for their school
- ∞ Strong Christian ethos of the school in which all pupils are nurtured and highly valued
- ∞ The outstanding Christian leadership ably supported by staff and governors who seek to challenge and inspire children
- ∞ The capacity and determination to improve

Focus for development

To develop the areas identified by the school in its Church School Self Evaluation document:

- ∞ To maintain, support and develop the Christian vision of the school
- ∞ To continue to develop the assessment of RE
- ∞ To continue to develop Collective Worship by including the children in delivery and evaluation

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values are evident in every aspect of Andrews' Endowed Primary School. The School Council feel that these values impact on their lives and affect all the decisions made at school. They feel that as councillors they have a very important role in trying to suggest equipment and ideas which will help to improve the learning for all the children. Children say that the Headteacher and staff are fair and encourage them to share with each other and with those in the immediate community and further away. All stakeholders relate well to each other and work well to continue to raise standards. All staff know each child by name and make them feel valued. The whole school environment including the vibrant displays, make a major contribution to the spiritual development of all children. The secret garden is a favourite area where children love to be. The annual 'Groundforce Day' is well supported and enjoyed by all who take part and emphasises the importance given to improving the environment. Children are welcoming, polite and articulate. They speak with pride and confidence about their school. Their behaviour is excellent. Children say that if any bullying occurs it is quickly dealt with.

The impact of collective worship on the school community is good

Collective Worship is a special time at the beginning of the school day. Having changed the time this year, the school community feel that it is good to start the day together as a family. Collective Worship is well planned and ably managed by the Headteacher. The whole school worship observed on 'Belonging' led by the Headteacher, was outstanding. It was well planned, delivered and enjoyed by the children and staff. Children were engaged and took part enthusiastically. There is a clear display for them to focus on in the Hall and they understand why the candle is lit each day. The singing and the music were lively. Children told me that they knew that God listens and answers prayers. The special display outside the Headteacher's office supports the weekly worship theme. Children know which worship they enjoy which are those when they are very involved. More involvement from the children is currently being planned for. The incumbent leads worship every week and is a welcome friend in school. Children enjoy going to church and taking part in services as well as visiting as a class group. Many families attend family services at Holybourne Church. Both school and church would like even closer links. Children say that 'this is a very open school where they can say anything about God to anyone and especially the teachers and they understand'. Many children said that they were glad that they went to a church school because most people were Christians but they understood and respected that some people had different beliefs.

The effectiveness of the religious education is good

Standards are good and evidence shows that children make good progress. The subject leader has worked extremely hard to improve teaching and learning. As a result of professional development, staff expectations have been raised and confidence has developed in the teaching and delivery of learning. Children say that they enjoy RE when there are practical activities in the lessons and it is not just writing. One of the targets on the School Development Plan this year is 'to improve the teaching and learning of RE through the development of a more creative approach'. An outstanding Y6 lesson showed how this can be achieved. Children were enquiring into some of the Christian ideas about God. After a brainstorm the children worked in three groups to investigate through artistic images, worship songs and hymns and Bible Verses. They were fully engaged. They made individual notes and rotated groups. After feedback they brought their notes into the final outcome of a poem and a watercolour art work. The results were stunning with every child relishing the task. Assessment procedures need to continue to be developed and involve the children in setting the next steps for their learning. Children have a good understanding of Christianity, the Anglican tradition as well as other religions.

The effectiveness of the leadership and management of the school as a church school is outstanding

The effectiveness of the leadership and management of the school is outstanding. The Headteacher has a very strong and clear vision for the school and this is shared by a very effective governing body. The strategic view about Church School improvement is based on secure evidence drawn from self- evaluation. Joint staff and governors training is planned for this current year and is being taken seriously and being looked forward to, by everyone. Relationships are excellent with all stakeholders. The dedication of the staff and their team spirit are clearly evident. The majority of parents are delighted with the school and have chosen to send their children to Andrews' Endowed. This happy school deserves to celebrate all that they have achieved. They have recognised the need to improve and with hard work and determination they will succeed.

SIAS report September 2009 Andrews' Endowed Church of England Primary AltonGu34 4EL

The school meets the statutory requirements for Collective Worship	Y
The school meets the statutory requirements for Religious Education	Y
How well does the school, through its distinctive character, meet the needs of all learners?	
To what extent do all learners feel valued and special?	1
How well do the school's Christian values impact on learners and enable them to flourish as individuals?	1
How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners, whether they are Christian, of other faiths and of none?	1
How are Christian values evident in the relationships between staff and learners and between staff?	1
How well is the school environment used to encourage spiritual development?	2
How effective is the worshipping experience provided by the school?	
How important is worship in the life of the school and how is this demonstrated?	1
How positive are the attitudes to collective worship?	2
To what extent do learners and staff of all faiths derive inspiration and spiritual growth and affirmation from worship?	2
How well does collective worship develop learners' understanding of Anglican faith and practice?	2
How effective is the Religious Education provided by the school?	
How high are standards in RE and how well do learners achieve? Why?	2
How effective are learning and teaching in RE?	2
To what extent do learners of all faiths and of none demonstrate a positive attitude towards the subject?	2
How well does RE contribute to the spiritual, moral, social and cultural development of all learners?	2
To what extent does RE promote the distinctive Christian character of the school together with an understanding of other faiths?	2
How important is RE in the life of the school and how is this demonstrated?	2
How effective are the leadership and management of the school as a church school?	

How well do the Headteacher and foundation governors promote a distinctive Christian vision for the school?	1
How effectively do the Headteacher, senior management and governors encourage, monitor and challenge the school community to realise this vision?	2
How valued do staff feel and how involved in putting the vision into practice?	1
To what extent are all stakeholders, including learners and their parents, involved in evaluating the school's progress?	1
How effective is the partnership between the school, the church and the local community including parents?	2



Judgement Recording Form (NSJRF)

Name of school: Andrews' Endowed Church of England Primary School

Address of School: 92 London Road

Hoybourne,

Alton,

Hampshire

GU34 4EL

School URN: 116360

Date of inspection: 23rd September 2009

NS Inspector's Number: 301

Type of Church School: Voluntary Aided

Number of pupils: 192

Phase of education: Primary

Has Diocesan Quality Assurance been obtained for this report?

Yes
Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Y
The school meets the statutory requirement for religious education *	Y

2009 Key stage 1 school and national level data

This table shows the percentage of eligible children at Andrews' Endowed CE Primary School achieving each level, compared to national end of key stage 1 teacher assessment levels.

The shaded sections of the table represent 2008 national teacher assessment data for core subjects.

Figures may not total 100 per cent because of rounding.

Results of teacher assessment 2009									
Percentage at each level									
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	0	14	62				24	0	0
Speaking and listening	2	11	65				21	0	0
Reading	0	3		17	28	17	34	0	0
Reading	3	13		13	22	24	25	0	0
Writing	3	7		14	41	17	17	0	0
Writing	5	15		22	27	19	12	0	0
Mathematics	3	0		17	41	14	24	0	0
Mathematics	2	8		16	25	27	21	0	0
Science	0	0	76				24	0	0
Science	2	9	67				22	0	0

'W' represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

2009 Key stage 2 school and national level data

These tables show the percentage of year 6 pupils at Andrews' Endowed CE Primary School achieving each level, compared to national end of key stage 2 teacher assessment levels and test results.

The shaded sections of the tables represent 2008 national teacher assessment and test result data.

Figures may not total 100 per cent because of rounding.

Teacher assessment 2009									
Percentage at each level									
	W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	0	0	0	7	50	43	0	0	0
English	0	1	4	16	49	30	0	0	0
Mathematics	0	0	0	13	43	43	0	0	0
Mathematics	0	1	4	16	46	33	0	0	0
Science	0	0	0	3	43	53	0	0	0
Science	0	0	2	12	47	38	0	0	0

Test results 2009						
Percentage at each level						
	Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	0	10	60	30	0	0
English	6	13	51	30	0	1
Reading	0	0	37	63	0	0
Reading	6	6	38	49	0	1
Writing	0	30	57	13	0	0
Writing	6	26	48	20	0	1
Mathematics	3	10	60	27	0	0
Mathematics	5	15	47	31	0	1
Science	0	7	57	37	0	0
Science	2	8	44	44	0	1

'W' represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them.

TERM DATES 2009/10

AUTUMN TERM 2009

Monday 7th September to 18th December 2009
(Half-term Monday 26th to Friday 30th October inclusive)
INSET Day 2nd / 3rd September

SPRING TERM 2010

Tuesday 5th January* 2010 to Thursday 1st April 2010
(Half-term Monday 15th to Friday 19th February)
(Easter Holiday – Friday 2nd –Friday 16th April)
INSET Day: Monday 5th January, Monday 22nd February

SUMMER TERM 2010

Monday 19th April to Friday 23rd July 2010
(Half-term Monday 31st May to Friday 4th June inclusive)
May Day holiday - Monday 3rd May
INSET Day 7th June