

# Enderby Road Infant School

## Inspection report

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<b>Unique Reference Number</b>	117768
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	379471
<b>Inspection dates</b>	13–14 March 2012
<b>Lead inspector</b>	Derek Pattinson

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	151
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Moloney
<b>Headteacher</b>	Mary Elliott
<b>Date of previous school inspection</b>	15 September 2008
<b>School address</b>	Sunningdale Road Scunthorpe DN17 2TD
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## Introduction

### Inspection team

Derek Pattinson  
Nancy Walker

Additional inspector  
Additional inspector

The inspection was carried out with two days' notice. Inspectors visited 10 lessons spending almost six hours observing the teaching of five teachers, and held meetings with members of the governing body, staff, and pupils. Inspectors took account of the responses to the on-line questionnaire (Parents View) in planning the inspection. Inspectors scrutinised a range of documents including: the school improvement plan; the most headteacher's recent report to the governing body; a recent local authority school evaluation; safeguarding policies and records; assessment information; attendance information; and pupils' work in all classes. The 40 questionnaires returned by parents and carers were analysed, as were others completed by staff and pupils.

## Information about the school

This is a smaller than average-sized infant school. The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language are both well-below average. The proportion of disabled pupils and those who have special educational needs is broadly average. An above-average proportion of pupils are known to be eligible for free school meals. The school has achieved Healthy Schools status, the Activemark for Physical Education, a Quality Mark, and the Artsmark Silver Award. A new headteacher was appointed in September 2011.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. Pupils’ behaviour, their spiritual, moral, social, and cultural development, and the quality of the Early Years Foundation Stage are strengths. The school is not good because the quality of teaching is satisfactory in Key Stage 1 and leadership and management, under the leadership of a new headteacher, are not yet fully effective in driving improvement at a brisk pace.
- Most pupils make satisfactory progress from their starting points. Progress is good in the Early Years Foundation Stage because of the mostly good teaching. It is good across the school for most pupils who are disabled or have special educational needs because of the good support they receive. However, it is satisfactory for all other pupils in Years 1 and 2, with progress slowing down as pupils move through the key stage, especially for more-able pupils. Nevertheless, by the end of Key Stage 1, attainment is broadly average, as it has been for the past three years.
- Teaching is satisfactory overall, but better in the Early Years Foundation Stage than in Key Stage 1. Most lessons are typified by warm, caring relationships. However, some shortcomings in teaching hold pupils back from making faster progress. For example, work is often not at the right level of challenge for different groups of pupils, the pace of lessons is sometimes too slow, and pupils do not always know what they are required to learn.
- Almost all pupils behave well in lessons and around the school. They demonstrate good attitudes to learning and show much interest in their work and activities, especially when lessons are fun. Pupils’ attendance is now above average and almost all are punctual. They show good awareness of how to keep themselves safe.
- The effectiveness of leadership and management is satisfactory. Performance management is effective because it is underpinned by rigorous analysis of data, which enables leaders to target initiatives to drive improvement. Governance is satisfactory and the governing body is developing its ability to lead the school’s direction and hold it to account. However, the monitoring of teaching to help improve its quality is not yet focused sharply on pupils’ learning. The impact of senior and subject leaders is too varied. As a result, they are not yet fully accountable for standards and progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Make sure that, by July 2013, all teaching is at least good in order to raise attainment further in reading, mathematics and, especially, in writing by:
  - checking that activities are always at the right level of challenge, especially for the more able
  - injecting a quicker pace into some lessons and reducing the amount of time teachers spend on explanations, so that pupils have enough time to work independently
  - ensuring that pupils are clear about what they are learning and how well they are doing
  - ensuring that pupils always have opportunities to share what they have learnt, including how challenging they found their work, to help inform teachers' planning for the next lesson.
  - making sure that marking is consistent and clear in showing pupils what they need to do to improve
  - providing more opportunities for pupils to develop their writing, problem-solving and investigative skills, especially linked to real-life situations to help inspire, enthuse and instil in pupils a sense of wonder
  - improving the quality and range of resources for teaching in the Early Years Foundation Stage.
  
- Strengthen the effectiveness of leadership and management by:
  - targeting professional development and support to ensure that all senior and subject leaders are fully accountable for pupils' attainment and progress, so that they take a full part in driving further school improvement.
  - ensuring that the monitoring of pupils' work and of teaching focuses sharply on pupils' learning.
  - improving the quality of the curriculum by ensuring that subjects are linked together in meaningful ways to add excitement and interest to pupils' learning.

## Main Report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are generally below the levels typical for their age, especially in language and communication. They make good progress in the Early Years Foundation Stage because of the good teaching and because adults make the most of the limited resources they have. Nevertheless, the quality and range of resources do not always instil in children a love of learning, or generate much enthusiasm.

Attainment has been broadly average for the past three years by the end of Key Stage 1. Children, mostly, learn well as they move through Nursery and Reception classes. For example, they make 'troll' soup by mixing ingredients in an activity linked to a story and improve their physical coordination by learning to kick a ball accurately. Pupils make

satisfactory progress overall in reading, writing and mathematics as they move through Years 1 and 2. For example, pupils learn to understand 'heavier', 'lighter', 'more' and 'less' in a practical session using balances; they learn how to interpret and extract information from a calendar month and how to travel around the hall in different ways in a physical education lesson.

Almost all parents and carers believe that their children are making good progress and most pupils think that they learn a lot in lessons most of the time. This is an accurate assessment for disabled pupils and those who have special educational needs, who make mostly good progress because of the good support they receive. However, achievement is satisfactory overall because the quality of teaching is inconsistent and there are too few opportunities for pupils to develop their writing, problem-solving and investigative skills to help bring learning alive. In addition, more-able pupils are not always challenged sufficiently in their work.

Attainment in reading is average at the end of Year 2 because the teaching of reading is well-organised and most books are at the right level and appropriate to pupils' interests to help them improve. Learning about the links between letters and sounds is a regular, daily feature. As a result, pupils learn steadily to read with increasing fluency, accuracy and understanding. Children in the Early Years Foundation Stage take part in memory games as effective preparation for reading. Nevertheless, some pupils in Key Stage 1 are not heard reading often enough and have too few opportunities to write to help them make best possible progress and hence raise their attainment.

### **Quality of teaching**

Teaching is satisfactory. It enables pupils to make satisfactory progress. However, it is better in the Early Years Foundation Stage, where it is often good, than it is in Key Stage 1, where it is usually satisfactory, although a small amount of inadequate teaching was also seen during the inspection. The quality of teaching is mostly good for children in the Nursery and Reception classes because there is a good balance of activities led by the teacher and others chosen by children. The Early Years Foundation Stage promotes a safe, secure and welcoming environment and uses a limited range of resources well to ensure children learn.

All lessons are typified by secure relationships, the effective management of pupils, skilled use of encouragement and praise and the sensitive deployment of support staff, which help ensure that pupils with complex needs are fully included. As a result, and because most teachers know their pupils well, spiritual, moral, social, and cultural development is promoted effectively. However, the planned curriculum is at an early stage of linking subjects together to add relevance and excitement to pupils' learning. Nevertheless, it supports pupils' satisfactory progress.

In lessons judged satisfactory, the pace is sometimes not brisk enough, which restricts the time pupils have for independent work. In such lessons, pupils are not clear what they are learning about, or how to measure how well they are doing; work is not at the right level of challenge, especially for more-able pupils, which leaves them bored and frustrated and restricts progress. These weaker features were observed in a Year 2 literacy lesson in which pupils were preparing to write a poem about their senses. Sometimes, pupils have too few opportunities to evaluate what they have learnt or how challenging they found the work. Sometimes teachers' marking, does not focus enough on helping pupils to improve.

All parents and carers who completed the inspection questionnaire and most pupils believe teaching is good. However, inspectors judge teaching to be satisfactory overall because its quality and impact on pupils' learning is inconsistent.

### **Behaviour and safety of pupils**

Typical comments from parents and carers that 'teachers and other adults work hard to meet individual needs' and 'work well as a team' help to explain the strong relationships which underpin pupils' good behaviour and positive attitudes to learning. Most pupils, clearly, enjoy coming to school, which helps to explain their above-average attendance and punctual arrival each day. Many pupils talked freely and spontaneously to the inspectors as they moved around the school, engendering a genuine warmth and welcome, illustrating the strong emphasis given to courtesy and politeness. Most pupils listen to their teachers, even when they are required to sit for too long. However, when this occurs, a small number become restless and do not always listen well.

Pupils are learning to understand the impact their actions have on others and develop well as responsible citizens, such as through the use of play leaders, who lead younger children enthusiastically in playground games. Many take pride in their efforts and achievements, such as when 'Star of the Week' and 'Lunch time' awards are celebrated at weekly 'Well Done' assemblies. Pupils work together well in lessons often, such as when younger pupils use non-standard measures to measure classroom objects.

Most pupils behave well in lessons and around the school and know right from wrong, a view supported by almost all parents, carers and staff. Nevertheless, the good behaviour of most pupils does not result in consistently good progress because of weaknesses in teaching. Very occasional instances of inappropriate behaviour occur. For example, pupils say that 'children sometimes do not listen carefully', 'play too roughly in the playground', and can sometimes be unkind. However, they say that these instances are rare and that 'they always tell a teacher'.

Almost all pupils say they feel very safe in school and that there is no bullying and parents and carers agree. They like and trust their teachers, who always listen to their concerns.

### **Leadership and management**

The school is improving under the determined and increasingly effective leadership and management provided by the new headteacher. For example, the school's safeguarding arrangements meet requirements. Pupils' progress is tracked rigorously so that targeted and timely support can be provided as necessary. This is starting to raise achievement so as to ensure all achieve equally well. Discrimination in any form is not tolerated and this contributes to the largely harmonious community.

Professional development of staff is promoted satisfactorily, but is not yet focused strongly enough on developing the skills of some senior and subject leaders to improve the quality and impact of their work and ensure that they are fully involved in the drive to raise standards. However, school development planning focuses strongly on raising pupils' attainment further and accelerating their progress. Priorities are the right ones and are being pursued rigorously. Teaching is monitored regularly. However, monitoring activities are focused too sharply on the mechanics of teaching, rather than on the impact on learning, which gives leaders a too rosy view of its quality and impact. Nevertheless, more

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regular monitoring is starting to drive up standards and is reducing the amount of inadequate teaching so that very little now remains, demonstrating the school's satisfactory capacity for sustaining improvement.

Good care, guidance and support for children and their families are at the heart of the school's work. As a result, pupils' spiritual, moral, social, and cultural development is good and is given strong emphasis in the curriculum. Initiatives, such as 'Chatterbox' for mums and toddlers, help to ensure the transition into school for children is smooth and seamless. Overall, the curriculum is satisfactory, contains all that it should and makes a sound contribution to pupils' satisfactory progress and achievement. However, investigative work in science and problem solving in mathematics, to help bring learning to life, are not given enough emphasis. Pupils have too few opportunities to develop their writing skills to help raise standards. Linking subjects together in meaningful ways to add excitement and enjoyment to pupils' learning is at an early stage.



## 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](http://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.

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## 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.
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.**



15 March 2012

Dear Pupils

### **Inspection of Enderby Road Infant School, Scunthorpe, DN17 2TD**

Thank you for your very friendly welcome when we inspected the school and for telling us what you think about your school. Thank you too to all of you who filled in the questionnaires. We enjoyed our visit. We were pleased that so many of you wanted to talk to us. Inspectors found that your school is satisfactory, with some things that are good.

- You are happy, enjoy your lessons, and behave well.
- All adults who work in school take good care of you.
- Your headteacher knows how to make your school a good school.
- You feel safe in school.
- You try hard with your learning even when it is not as exciting as it could be.

This is what we have asked the headteacher, governing body and teachers to do to make your school better.

- Make sure that teaching is always at least good. Teachers can do this by making sure that work is neither too easy nor too hard, that you always know what you are learning and how to improve, and that you always have enough time to work on your own. They can also help you to learn faster by giving you more opportunities to write, investigate and solve problems, and by making all learning as exciting as they can.
- Make sure that leaders know as much as possible about how well you are doing in your learning so that you can make the best possible progress.

We wish you all the best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson  
Lead Inspector (on behalf of the inspection team)

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