

Endsleigh Holy Child RC Primary School

Inspection report

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|--------------------------------|----------------------------|
| Unique Reference Number | 118046 |
| Local Authority | Kingston upon Hull City of |
| Inspection number | 358250 |
| Inspection dates | 11–12 January 2011 |
| Reporting inspector | Robert Jones |

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

| | |
|--|-------------------------------------|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 295 |
| Appropriate authority | The governing body |
| Chair | Dr Mary O'Neill |
| Headteacher | Mr Matthew Harrington |
| Date of previous school inspection | 30 January 2008 |
| School address | Inglemire Avenue Hull HU6 7TE |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observed 11 teachers and held meetings with a member of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 87 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning in Key Stage 2 and how effectively work is set that matches pupils' abilities.
- How higher ability pupils are stretched to do their best in lessons in Key Stage 2 and whether their targets are sufficiently challenging.
- How well pupils develop skills in literacy, numeracy, and information and communication technology (ICT) across the curriculum.
- The effectiveness of leaders at all levels in monitoring and evaluating key areas of the school's work.

Information about the school

This is a larger-than-average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils from minority ethnic heritages is below average as is the proportion of pupils who speak English as an additional language; these figures have been on the increase in recent years. In the last two years, the school has experienced a significant change in staff including a new headteacher and deputy headteacher. An average proportion of pupils have special educational needs and/or disabilities. The school holds various awards, including Healthy School status, the Silver Eco award and the Activemark award.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The school has improved over the past 18 months, and some key areas of its work are now good. Central to this improvement has been the good leadership demonstrated by the headteacher and his deputy headteacher and the very caring ethos of the school, with mutual respect and consideration for others at its core. Pupils value this caring community, making comments such as, 'we look out for each other'. Their high rates of attendance reflect their enjoyment.

Arriving with skills that are slightly below average, children thrive within the Early Years Foundation Stage, making good progress in key areas of their learning by the end of the Reception Year. Between Year 1 and Year 6, the progress and quality of learning varies from year to year but is satisfactory overall. Pupils with special educational needs and/or disabilities make good progress. This is because of the good care, guidance and support pupils receive, along with the rigorous tracking systems, which ensure pupils' specific needs receive prompt attention. Similarly, those pupils who speak English as an additional language are well supported, which ensures they settle quickly and make good progress.

The quality of teaching and learning is satisfactory overall. It has improved recently in Key Stage 1 where pupils build on the independent learning skills they have acquired in Reception. This is reflected in improved results in the 2010 teacher assessments. In Key Stage 2, too much teaching is satisfactory rather than good. In satisfactory lessons, pupils are sometimes insufficiently challenged and tasks can be repetitive and mundane. Additionally, the quality of marking in Key Stage 2 varies in quality. The satisfactory curriculum is enhanced by a wide range of extra-curricular activities.

Within the past two years, school leaders have been successful in improving the accuracy with which teachers assess pupils' learning, although there is some inconsistency at Key Stage 2. Effective tracking systems have been developed to help teachers identify more clearly those pupils who need additional support. The school is aware that it now needs to improve the quality of teaching and learning, particularly in Key Stage 2. Attainment is now beginning to rise and there is a palpable sense of commitment to improve among the whole school community. This illustrates well the school's satisfactory capacity to sustain its improvement. Self-evaluation is undertaken by all leaders. Leaders have been overgenerous when judging some areas of the school's work, particularly at this stage in its development.

Up to 40% of the 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?

- Improve the quality of teaching and learning, particularly in Key Stage 2 by:

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- sharing the good practice that currently exists in the school
 - ensuring that work is always well matched to pupils abilities
 - increasing the challenge afforded to higher-ability pupils and therefore ensuring more pupils reach the highest level in mathematics and English
 - decreasing the amount of time devoted to teacher explanation so that pupils are more actively involved in their learning
 - ensuring teachers are sufficiently confident in using information and communication technology (ICT) in lessons so they are able to use it to enhance learning when appropriate
 - improving the rigour with which school leaders monitor the quality of teaching and learning in the school.
- Improve the quality and consistency of marking in Key Stage 2 by:
- helping pupils to understand what they need to do to improve their work through consistently high quality marking
 - increasing the opportunities for pupils to mark their own and each other's work in lessons.

Outcomes for individuals and groups of pupils**3**

In lessons, pupils behave well and show good attitudes to each other and to adults. Sometimes higher-ability pupils are not challenged effectively enough or they quickly complete work and have to wait for others before they can move onto the next task. In some classes, learning is more effective. In one mathematics lesson for example, pupils buzzed with excitement as they independently used various apparatus around the classroom to learn about number bonds. Pupils enjoy school and their achievement is satisfactory. By the time they leave at the end of Year 6, pupils have reached average levels of attainment, although fewer pupils than average gain the highest level in English and mathematics. Pupils who have special educational needs and/or disabilities receive prompt attention to their needs. They are supported by a dedicated team of support staff who know just how much support to give pupils while encouraging them to become independent. This results in these pupils, those who speak English as an additional language and pupils whose circumstances may have made them vulnerable, making good progress overall.

Pupils show a good awareness of how to lead fit, healthy lifestyles. This is particularly strong in relation to the take-up of sporting activities and a successful drive to promote cycling. Pupils say that there is occasionally bullying but comment on how safe they feel and how there is always a caring adult available should the need arise. They are well prepared for their future economic well-being. This is because of pupils' high attendance, a good range of active partnerships with local businesses and a variety of initiatives to develop their understanding of sustainable lifestyles. There are ample opportunities for pupils to make good contributions to the school and community, and many pupils of different backgrounds grasp these with gusto. Older pupils collect younger ones to attend assembly, playground leaders help younger pupils to play games, resolving minor disputes as they go. Within the community they make similarly valuable contributions, such as designing a new play area in a local park. These responsibilities, along with the school's

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caring ethos, ensure pupils develop into considerate, independent young people. Much time is devoted to reflection such as in one lesson where pupils thoughtfully discussed how they had helped another person that day. The growing numbers of pupils arriving from other countries are immediately accepted by other pupils and integrate well and quickly. Their presence benefits all pupils, since they have good opportunities to understand cultures other than their own.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There are examples of good teaching and learning. In these lessons, teachers use very clear success criteria which are sometimes devised by pupils. This ensures pupils are left in no doubt what constitutes good quality work. Work is matched carefully to pupils' abilities. Teachers are skilful in questioning pupils and encourage them to answer in fuller sentences. The pace is lively with tasks encouraging pupils to work in teams and independently. Too much teaching is satisfactory though, which particularly applies to lessons in Key Stage 2. In these lessons work is not as well matched to ability and higher-ability pupils, in particular, are not challenged enough. Teachers tend to give over-long explanations which means they work harder than the pupils. Some teachers use ICT effectively, but others are not confident in its use, so avoid it in lessons. Time is wasted because pupils do not have sufficient information or have not done enough background work to enable them to effectively complete the work set for them by the teacher.

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The quality of marking is satisfactory but inconsistent in Key Stage 2. Middle and senior leaders have successfully ensured that teachers are now assessing work accurately, but the quality of advice and feedback given to pupils on their work varies in quality. Where advice is good, pupils receive sharp incisive comments, which are linked to success criteria. This leaves them in no doubt what they should do to improve. In classes where this is the case and teaching is good, it is clear that pupils make good progress. Too often though, comments are vague, not linked to success criteria or sometimes illegible to pupils. Not enough time is devoted to helping pupils understand the feedback that is provided for them. There are missed opportunities to involve pupils in assessments such as marking their own or each other's work.

The school is currently developing a curriculum that is helping pupils make better links between subjects. Good plans are in place to integrate subjects into this new curriculum which is at present more developed in some subjects than in others. The curriculum in Key Stage 1 ensures pupils make a good transition between the Early Years Foundation Stage and Year 1. There is a good range of enhancements to the curriculum including many visits and well-attended extra-curricular activities such as the very popular gardening club.

The school has developed good and effective procedures for the care, guidance and support of pupils; these are expertly led by the deputy headteacher. The safety and well-being of pupils are given the highest priority. Records of provision that are in place for identified vulnerable pupils are exemplary. These effective systems mean that pupils who are vulnerable, have special educational needs and/or disabilities or are at the early stages of speaking English, make good progress.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and his deputy headteacher lead with passion and energy. They have very successfully shared their ambition which has resulted in a dedicated, well-motivated team of staff. They have driven improvements well by developing the role of middle leadership. Furthermore, senior leaders have introduced a tracking system that now holds staff to account for pupils' progress and ensures vulnerable groups of pupils have their needs met. Challenging targets are set for all pupils, including the most able. Plans to improve the quality of teaching and learning, however, are not as effective. Teaching and learning are not monitored frequently enough which means that weaknesses have not been eliminated fully, particularly in Key Stage 2. There are examples of good teaching in the school, including in Key Stage 2, but there is yet no structured system for other teachers to learn from this good practice.

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Safeguarding meets requirements and is particularly strong in ensuring pupils are well aware of internet related safety. The promotion of equal opportunities is good due to the effective integration of new arrivals from overseas, the good progress made by vulnerable groups and the decisive tackling of any perceived discrimination. The school works effectively with parents and carers. The recently formed parents' forum, for example, enables them to have more of an input into the school's work and helps the school respond to any concerns quickly.

Community cohesion is promoted well locally through good relationships with fund-raising groups and the church. Further afield, the school has active links with a school in the Amazon Basin with which it collaborates in an anti-deforestation project. Members of the governing body are dedicated and a frequent presence in the school. They have a satisfactory understanding of the school's strengths and areas for development.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children quickly learn routines and the essential skills of independence through well-organised activities that help them to develop well in all areas of learning. Children's welfare is given the highest priority and daily risk assessments ensure the setting is safe and secure. Children spend their days learning through practical activities and having much fun doing so, such as experimenting with the properties of ice and linking it to winter and the snowman theme. Children show very good attitudes to each other, and those from different backgrounds and those who speak languages other than English are well integrated into activities. The outdoor area has been developed well and this provides a good extension to the activities indoors. Children make healthy choices of snacks and drink water that is freely available. They show good hygiene practices in the bathroom. A strong team of staff have complementary skills and work well together. Parental

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involvement is encouraged by regular newsletters and activities that children can do at home. The leadership and management of the setting are good. All staff contribute to assessments and the progress children make is recorded meticulously. This enables staff to plan appropriately and target any areas of weakness quickly and effectively. Children's learning journey books provide a good record of their learning and ensure parents and carers are kept fully informed of their children's progress and the activities they take part in.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. A very small minority of parents and carers raised concerns about behaviour in the school, how the school helps parents to support their children's learning and how the school meets their children's needs. Inspectors found that behaviour was good in all lessons and around the school. Pupils, too, said that behaviour had improved recently and that it was now good. Inspectors found that the school has improved the way it helps parents and carers to help their children at home through family learning days and information sessions where parents and carers are helped to understand how pupils are taught various skills in school, such as mathematics. Inspectors found that the variability in the quality of teaching might indeed be meeting the needs of some pupils better than others at present.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Endsleigh Holy Child RC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 41 | 47 | 41 | 47 | 1 | 1 | 1 | 1 |
| The school keeps my child safe | 48 | 55 | 35 | 40 | 2 | 2 | 0 | 0 |
| My school informs me about my child's progress | 36 | 41 | 47 | 54 | 3 | 3 | 1 | 1 |
| My child is making enough progress at this school | 40 | 46 | 41 | 47 | 4 | 5 | 1 | 1 |
| The teaching is good at this school | 44 | 51 | 38 | 44 | 2 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 34 | 39 | 46 | 53 | 6 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 35 | 40 | 44 | 51 | 2 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 45 | 52 | 37 | 43 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 37 | 43 | 42 | 48 | 5 | 6 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 37 | 43 | 36 | 41 | 11 | 13 | 1 | 1 |
| The school takes account of my suggestions and concerns | 32 | 37 | 47 | 54 | 4 | 5 | 2 | 2 |
| The school is led and managed effectively | 46 | 53 | 36 | 41 | 3 | 3 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 52 | 60 | 29 | 33 | 5 | 6 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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. |

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.



13 January 2011

Dear Pupils

Inspection of Endsleigh Holy Child RC Primary School, Hull, HU6 7TE

Thank you for the warm welcome you gave us when we came to inspect your school. This letter is to tell you what we found out.

You go to a satisfactory school but many things about it are good. You make satisfactory progress overall. Those of you who need the most help make good progress because your teachers and assistants make sure you receive just the right amount of support. I was very impressed by how well you behave and how older pupils help the younger ones around the school and in the playground. You told us how much you enjoy the many after-school activities. You attend school regularly and take part in regular exercise. I was very interested to hear you talking about the 'Cycle Charter' scheme that encourages you to use your bicycles safely and regularly. Your school is improving steadily. I have asked your headteacher and staff to do a few things to speed up this improvement:

- improve teaching so that you are stretched to do your best, that those of you who are most able are helped to reach the highest levels and making sure teachers spend less time explaining and give you more time to learn by doing things yourselves
- improve the way your work is marked in Key Stage 2 by making sure teachers give you very clear advice on how you should improve your work and giving you more chances in lessons to mark your own and each other's work.

You can help by asking your teachers if you are still not really sure how you can improve your work. I wish you all the very best for the future.

Yours sincerely

Mr Robert Jones

Lead inspector

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