

Enderby Danemill Primary School

Inspection report

Unique Reference Number	119963
Local Authority	Leicestershire
Inspection number	358657
Inspection dates	29–30 September 2010
Reporting inspector	Jeremy Spencer HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Mrs Ruth Malkin
Headteacher	Mr Paul Vipond
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 19 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a variety of documents including policies, minutes and the school improvement plan. The inspection team also analysed 44 staff questionnaires, 101 pupil questionnaires and 136 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well pupils in lower Key Stage 2 and girls in Key Stage 1 achieve in their learning.
- The success of strategies to improve the quality of teaching, particularly in matching work to the needs of pupils.
- The accuracy and effectiveness of assessment and tracking systems to identify and intervene with pupils whose circumstances make them more vulnerable, those making less than expected progress and pupils from a Gypsy Romany heritage.

Information about the school

Enderby Danemill is a larger than average school based on two sites. One site houses the Early Years Foundation Stage and Key Stage 1 with Key Stage 2 on the other site. Most pupils come from the local village and the surrounding area on the outskirts of Leicester. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils with special education needs and/or disabilities is rising but still below the national average. The school has achieved a number of awards, including Investors in People, Healthy Schools and Eco-Schools.

The majority of pupils are from a White British background with a larger than average proportion from a Gypsy Romany heritage.

Honey Bees is a privately run before-and-after-school club on the school site which is inspected, and reported upon, separately.

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

Enderby Danemill is an improving school that provides a satisfactory standard of education. Pupils make satisfactory progress from their starting points because school leaders have implemented a range of strategies, which are beginning to address identified weaknesses. For example, the school has introduced a programme to develop pupils' comprehension, writing skills and understanding of the sounds that letters make. The programme spans across the school and a consistent approach to the development of these skills is already beginning to make a positive impact upon pupils' learning. Achievement is satisfactory. Standards are rising steadily, but the quality of teaching is inconsistent, meaning that the level of challenge and pace of learning for higher attaining pupils is not always sufficient. The school has identified that standards in writing are low and observations from the inspection indicated that opportunities to develop these skills across all subjects are often missed.

The determined and effective school leaders are not complacent and have brought about improvements to the quality of provision but as yet these are not fully embedded. The school knows itself well and has effective systems in place to identify underachievement. Teachers are better equipped to measure the performance of pupils, who are aware of their targets and know what they need to do in order to improve. These demonstrate the school's satisfactory capacity to improve further. Pupils who are identified as underachieving are supported by teaching assistants who work with carefully targeted groups in lessons. The match of work to pupils' abilities has also been aided by setting for mathematics in Key Stage 2.

The quality of teaching and of learning in the Early Years Foundation Stage is good. In the rest of the school, these are satisfactory, with some good teaching evident in all phases. The most effective lessons provide tasks that are tailored specifically to meet the needs of all pupils. However, this is not the case in all lessons, and assessment information is not always used to plan for pupils' next steps in learning. Hence, some pupils are not sufficiently challenged by the work.

The school has updated its curriculum to include a wider variety of engaging activities. Despite this good feature, the curriculum does not plan to provide sufficient challenge for all pupils, nor does it always coherently build upon their previous learning.

Staff are successful in encouraging pupils to work together and try hard, underpinning strengths in pastoral support. Pupils from a Gypsy Romany heritage told inspectors how welcome they feel at the school. Behaviour is good. Pupils are generally polite and considerate towards each other. Parental questionnaires indicate that a very large majority of parents and carers believe the school deals effectively with unacceptable behaviour. Pupils feel safe and secure and form trusting relationships with members of staff. Attendance rates have dropped slightly in recent years and are now broadly average. The

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school's well developed care, guidance and support has meant that successful strategies have been implemented to improve the attendance of some pupils. Pupils are confident and articulate and have good attitudes to learning. They enjoy coming to school and enthuse about the weekly assemblies, which identify awards, for example 'writer of the week'. They also spoke about the annual 'Spirit of Enderby' trophy which recognises outstanding attitude and achievement.

What does the school need to do to improve further?

- Increase the rate of pupils' progress by:
 - fine-tuning the curriculum so that it continually builds upon pupils' prior learning and offers greater challenge to higher attaining pupils
 - providing greater opportunities for pupils to develop their writing skills across all subjects.
- Improve the quality of teaching so that all lessons are consistently good by:
 - ensuring planning is informed by ongoing assessment
 - ensuring activities in lessons are sufficiently difficult to challenge all pupils.
- 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.

Outcomes for individuals and groups of pupils

3

Over the last three years, standards in the national tests at the end of Key Stage 2 have shown a steady improvement. However, the number of pupils attaining the higher level 5 grades in writing and mathematics remains low. Present Year 3 pupils entered Year 1 with broadly average standards and made satisfactory progress across Key Stage 1. Observations of lessons and analysis of pupils' work shows that girls in Key Stage 1 and pupils in Years 3 and 4 now make satisfactory progress. Observations also identified that pupils with special education needs and/or disabilities progressed at a similar rate to their peers and, at times, when they received good support from teaching assistants, made good progress. For example in a Year 4 mathematics lesson, when pupils were engaged in learning to draw bar charts, one group of girls, who lacked confidence in mathematics was effectively supported by a teaching assistant. The school tracks the progress made by different groups and whilst some make slower progress than others, the records show that these differences, for example for Gypsy Romany heritage pupils, are reducing. When pupils make the best progress they are fully engaged and enjoy lessons. For example a group of higher attaining Year 4 pupils were being challenged by their teacher to learn how to calculate mean numbers in relation to their data. In this, and other good lessons, tasks were stimulating and fast-paced. Overall achievement and enjoyment are satisfactory.

Pupils feel safe and many have said that they trust adults will deal effectively with rare incidents of bullying or misbehaviour. They have a good understanding of how to eat healthily and many pupils take part in a very wide range of sporting clubs. The school is rightly proud of its impressive collection of cups and trophies demonstrating how well it

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has done in local competitions. Older pupils are becoming increasingly aware of the importance of mental health and well-being.

Pupils make a good contribution to the school and wider community. School councils operate on both sites of the school and occasionally join together for meetings. The school has links with Enderby Youth Band and has raised money to support local charities. Pupils have also contributed to international charitable work, for example in a 'Hats for Haiti' fundraising event held earlier in the year. Pupils demonstrate good group working skills and have good basic skills in literacy and numeracy. They feel well prepared for their next phase of education.

Pupils' good behaviour is indicative of their moral understanding, including being aware of the rights and wrongs in differing areas of life. They know about a wide variety of cultures both within Britain and across the world. For example, children in the Reception class have a story each week which is based upon a culture different from their own. Pupils feel proud when their work is displayed and celebrate the achievements of others. This together with their ability to display empathy, for example when considering life in the Blitz, contributes well to their good spiritual awareness.

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	3
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	3
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

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How effective is the provision?

There are some good elements to teaching and learning. The way in which teachers share learning objectives with the pupils, helping them to understand what is expected, is a strength in lessons. Teachers' good planning and direction for teaching assistants enables them to provide support for pupils with special educational needs and/or disabilities. There are good opportunities for pupils to reflect and share ideas with others, which is a common feature of good teaching. For example, pupils worked in pairs to make periscopes, in order to investigate and discuss the properties of light.

The satisfactory use of assessments enables teachers to group pupils by ability but the work provided in some lessons is not always matched well enough to individual needs, particularly for the higher attainers. Pupils are taught to articulate their learning and develop independent learning skills for example, by assessing and recording their progress against learning objectives outlined by the teacher.

The school has recently revised the curriculum and there is increased scope for creative activities. A number of well received themed days and weeks are in place. During the time of the inspection, some pupils were involved in a modern foreign languages day and enjoyed eating bread and brie as part of their activities. A number of extra-curricular activities run at the school, including a ukulele club.

Staff care for pupils very well. Almost all pupils say, in their questionnaire responses, that they feel safe and well cared for and all know an adult to whom they can turn for help and support. The school's systems to support pupils whose circumstances make them more vulnerable are well established and demonstrate that these have made significant differences to the welfare of individuals, including pupils with special education needs and/or disabilities. The work that has been done, in conjunction with the local authority, with pupils and families from Gypsy Romany heritage has meant that the attendance of this group of children has improved. Some explained, over lunch, how they enjoyed school and playing netball in the after-school club. Pupils are well supported as they are guided towards their next phase of education.

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?

Senior leaders have a clear ambition for how to improve and staff are clear of what is expected. Many areas identified for improvement are relatively new and as yet they have not had the full impact on improving the quality of the provision and raising standards. All members of staff say that they feel proud to work at the school.

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The school promotes community cohesion well and ensures pupils have a good overview of life in the local area, across multi-cultural Britain and the wider world. Pupils enjoy visits to places of worship across different faiths.

The governing body has a comprehensive understanding of the school and, through visits and frequent updates from the headteacher, they are able to challenge and support the school. They evaluate the school's performance and ensure that resources are used efficiently so that the school provides satisfactory value for money. At the time of inspection, all safeguarding requirements were met. There are consistent arrangements in place to ensure that suitable adults come into contact with children.

The school engages well with parents and carers and a parent consultation group is in place. The group meet with the headteacher and senior leadership team to discuss how the school intends to develop. The inclusive nature of the school, together with a comprehensive analysis of assessment data to identify any underachievement of individuals or groups, has enabled the school to develop equality of opportunity within learning, but not all groups of pupils currently make enough progress. There are satisfactory links with other local schools, sports clubs and organisations.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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 enter the school's Early Years Foundation Stage with skills and knowledge just below those expected for their age. They make good progress during their time in the school's Reception classes and end the year working at just above expected levels. This is because the pace of learning and the quality of teaching are good. Assessment systems are well developed and all staff contribute to ensure that children's progress is accurately recorded. This enables the class teachers to plan effectively to meet the needs of all children. The atmosphere in classrooms and outdoor play areas is calm and purposeful

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due to the good relationships between children and adults and good behaviour demonstrated by the children. Children are encouraged to develop skills to enable them to become independent learners and they are able to focus on activities for sustained periods without adult intervention. A broad range of appropriate learning resources are available to children and good use is made of the available classroom space.

Leadership and management are good. Areas of weakness have been identified and there is good capacity to improve them. The Early Years Foundation Stage leader has ensured that staff are suitably trained to carry out their roles effectively.

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 views of parents and carers were positive. One parent, whose three children had attended the school, commented, 'I have found the school to be wonderful, and one which my children have enjoyed very much and are still enjoying'. A number of parents and carers made similar comments.

Whilst the great majority of parents were happy with the school, a very small minority commented upon the lack of challenge for some pupils and poor communication between school and home. These two areas were considered during the inspection and discussed with the headteacher, who agreed that the school web site needed to be kept up to date. The level of challenge provided to higher attaining pupils is covered within the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Enderby Danemill 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	54	56	41	4	3	1	1
The school keeps my child safe	77	57	59	43	0	0	0	0
My school informs me about my child's progress	49	36	73	54	10	7	0	0
My child is making enough progress at this school	55	40	68	50	9	7	2	1
The teaching is good at this school	54	40	76	56	2	1	0	0
The school helps me to support my child's learning	52	38	75	55	8	6	0	0
The school helps my child to have a healthy lifestyle	60	44	69	51	6	4	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)	49	36	73	54	3	2	1	1
The school meets my child's particular needs	45	33	77	57	11	8	1	1
The school deals effectively with unacceptable behaviour	38	28	77	57	8	6	1	1
The school takes account of my suggestions and concerns	41	30	77	57	11	8	1	1
The school is led and managed effectively	53	39	62	46	12	9	1	1
Overall, I am happy with my child's experience at this school	66	49	64	47	5	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



1 October 2010

Dear Pupils

Inspection of Enderby Danemill Primary School, Leicester, LE19 4LH

You may remember that I recently visited your school with three other inspectors. I would like to thank you all for making us so welcome and being so polite and helpful. We had a chance to talk with many of you and it was really pleasing to hear how much you enjoy school. You like your teachers and said that there is always somebody to talk to if you have any problems. You behave yourselves well in school and we noticed how kind you are to each other - this is brilliant to see! I would also like to thank you and your parents and carers for filling in a form that let us know about your school.

We think that Enderby Danemill is a satisfactory school. This means that there are more strengths than weaknesses. We found that you receive good support and help from the teachers and that nearly all of you enjoy school. We were pleased to see how well you try to keep healthy and what a good contribution you make to the local community.

There are many good things in your school but we think there are some areas to work on to make Enderby Danemill even better. Firstly, we think there are times when some of you do not do as well as you could. So we have asked the school to make sure that teaching always helps you to make good progress, especially in writing. We think the things you learn about could sometimes be a bit more advanced and make you think a bit harder. We have also asked the teachers to look carefully at your completed work to make sure that the next work they give you is at just the right level.

Your headteacher, the staff and the governing body work very hard and want the school to continue to improve. You can help too by making sure you come to school as often as possible and by working hard all the time. Thank you once again for being so helpful and remember to always enjoy your learning.

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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