

Endsleigh Holy Child RC Primary School

Inglemire Avenue, Hull, HU6 7TE

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Most pupils make good progress from their different starting points and reach standards in reading, writing and mathematics which are above national averages by the time they leave.
- The experienced headteacher, ably supported by his deputy, sets a very clear direction for the school's work.
- The promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work and relationships are strong at all levels.
- The governing body increasingly holds the school to account for what it achieves.
- Almost all pupils have positive attitudes to learning and behave very well.
- Most parents hold the school in high regard.
- Pupils enjoy school, feel safe and secure and attendance is above average.

It is not yet an outstanding school because

- Teaching is not yet consistently good enough to secure outstanding progress.
- Marking does not always explain to pupils how to improve their work.
- Pupils' reading books are occasionally not at the right level to help them make best possible progress with their reading.
- The Early Years Foundation Stage requires improvement so that children get a good start to their time in school.
- Some sessions which link letters to sounds (phonics) are not taught well enough to help children develop early reading skills quickly.

Information about this inspection

- The inspection was carried out with half a day's notice.
- Inspectors visited 18 lessons taught by 11 teachers.
- A joint observation of teaching and learning was conducted with the headteacher.
- Inspectors held meetings with governors, senior leaders, other staff and pupils
- Inspectors observed pupils' work in all classes and they listened to pupils reading.
- Inspectors studied a range of documents including: the school development plan; the school's own evaluation of its work; attendance information; the headteacher's monitoring of lessons and his recent reports to the governing body; documentation relating to pupils' safety and the school's analysis of data on pupils' progress.
- 15 responses from parents on Parent View were analysed, a recent survey of parents' views sent out by the school was studied and inspectors spoke with a small number of parents.
- Inspectors also took account of the small number of questionnaires returned by staff.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Lyn Field

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of pupils from minority ethnic groups is below what is typical nationally.
- The percentage of pupils who speak English as an additional language is broadly in line with the national average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding to support children looked after by the local authority and those who are eligible for free school meals) is well below the national average.
- The proportions of pupils supported by school action, school action plus or with a statement of special educational needs are below average.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress.
- There have been a number of staffing changes since the last inspection due to teachers employed by the school taking maternity leave of absence.

What does the school need to do to improve further?

- Ensure that by December 2013, all teaching becomes good or better to help drive up standards further in reading, writing and mathematics by:
 - seeking out and implementing outstanding practice
 - checking that pupils' work and their reading books are always at the right level
 - ensuring that pupils always have steps to success so that they can measure their progress
 - making sure pupils always have time to work independently and to share how challenging they found the work
 - providing clear and helpful guidance on how to improve and checking that points made are always followed up
 - improving the teaching of sessions linking letters to the sounds they make (phonics).
- Strengthen further the good leadership and management by holding teachers fully to account for the progress pupils make by:
 - providing all priorities for development with rigorous deadlines to ensure their rapid achievement
 - ensuring that performance management arrangements have measureable targets so that priorities can be closely linked to the progress that pupils make.
- Improve the Early Years Foundation Stage in order to ensure that children make consistently good progress by:
 - ensuring that all play activities have a clear purpose
 - using every opportunity to talk with children to help develop their spoken language
 - using resources to encourage investigation and promote independence
 - improving assessment practices so that children make faster progress.

Inspection judgements

The achievement of pupils

is good

- Overall, pupils are achieving well. There have been concerted efforts to accelerate the progress of all groups of pupils and to move the school forward since the last inspection, which have been successful. As a result standards are above average by the time pupils leave the school. Indeed, the most recent national tests results in mathematics were the highest for five years.
- Children enter the Early Years Foundation Stage from a variety of starting points, but usually with skills which are slightly below typical expectations for their age. Children make satisfactory progress in this key stage. However, some activities lack a clear purpose and do not inspire children with a love of learning to help them make best possible progress. As a result their skills are still a little below what is expected when they move into Year 1.
- Progress in Key Stages 1 and 2 is good for all groups of pupils due to the mostly good teaching. Standards in reading, writing and especially mathematics show significant improvement since the last inspection. As a result, by the end of Year 2, standards are close to average.
- Percentages of Year 6 pupils achieving the expected Level 4 or better by the time they leave are mostly higher than the picture nationally in writing and mathematics. In reading, standards at the end of Key Stage 2 this year were below the challenging targets set. While overall progress is good, sessions linking letters to the sounds they make (phonics) are sometimes not briskly paced and provide too little opportunity for pupils to practise new learning.
- Leaders place significant emphasis on regular checking of how pupils are doing. As a result they provide a variety of successful support arrangements, often using skilled teaching assistants, when pupils are at risk of falling behind. This work demonstrates that the school is successfully promoting equality. As a result pupils eligible for the pupil premium, disabled pupils and those with special educational needs, as well as pupils for whom English is an additional language all achieve well because their individual needs are identified early.
- The rigorous approach to checking also enables leaders to set challenging targets to help drive up standards further. Many pupils know the level at which they are working, although what pupils need to do to achieve a higher level is not always shared with them.

The quality of teaching

is good

- There is a substantial amount of good teaching in Key Stages 1 and 2. However, there is no outstanding teaching to accelerate pupils' progress to the best possible.
- Teaching in the Nursery and Reception classes is sometimes good, but overall requires improvement. While good relationships are evident throughout the setting, assessment is not used well enough to ensure children learn quickly. Adults sometimes miss opportunities to engage in conversation with children, make the most of their curiosity and to nurture independence, all of which slow progress.
- Typical of the most effective teaching was a Year 3 lesson on position, direction and angles of turn. In this well organised and carefully planned practical session, resources such as a swivel chair and a programmable robot brought learning alive, ensuring pupils made good progress. In another good Year 5 lesson, the class teacher skilfully built on a debate about the pros and cons of wearing a school uniform to develop pupils' writing in a persuasive letter.
- The teaching of reading and writing is effective in ensuring that pupils read and write confidently. However, a few older pupils do not have reading books at the right level and are not heard reading often enough.
- Teaching assistants contribute much to pupils' learning by both supporting and challenging pupils with special educational needs and those who receive additional funding through the pupil premium. They ensure that these pupils make similar progress to that of their classmates.

- Relationships in lessons are consistently good with all groups cooperating well. Teachers usually have good subject knowledge, often show enthusiasm and adopt a lively approach. This ensures question and answer sessions are effective in developing pupils' ability to think, respond and extend their language skills.
- Pupils are keen to learn because teachers are very effective in promoting pupils' spiritual, moral, social and cultural development through praise, encouragement and a celebration of pupils' efforts and achievements, such as, through their marking. However, marking does not always help pupils to improve, and checks are sometimes not made to ensure comments are followed up.
- A few lessons have shortcomings which slow progress. For example, occasionally teachers talk too much, which results in pupils having too little time for independent work. Very occasionally work is not at the right level of challenge. Sometimes pupils do not have steps to success to help them measure the progress they make. Sometimes they have little time to say how challenging they found their work.

The behaviour and safety of pupils are good

- Behaviour is good. This is confirmed by behaviour records, observations and discussions with pupils.
- Behaviour in lessons is almost always good. In the best lessons there is a buzz of excitement, such as when pupils in the Year 3 and 4 class cut up pizzas and slabs of chocolate into equal parts to develop an understanding of fractions. In a very small number of lessons, such as in the Year 4 and 5 class, inattentiveness and restlessness were observed because pupils had to listen for too long before starting work.
- Nevertheless, behaviour is managed consistently well and very occasional examples of inappropriate behaviour are not allowed to impinge on learning.
- Pupils, including the very small number whose circumstances might put them at risk of falling behind in their work, enjoy school. They have positive attitudes to learning and are keen to do well. They say that adults help them to learn and listen to their suggestions.
- The small number of parents who responded to the Parent View questionnaire believe that behaviour is good and that the school deals effectively with bullying on the rare occasions that it occurs. This picture is confirmed in a recent questionnaire sent out by the school which resulted in a much larger number of replies, almost all of which were supportive of the school.
- Pupils say that they feel safe in school and parents agree. Pupils have a good awareness of safety issues and know what to do in an emergency.
- Assemblies and class discussions reinforce the importance of working together and contribute well to spiritual, moral, social and cultural development, which is given strong emphasis.

The leadership and management are good

- Senior leaders have an accurate view of how well the school is doing. Key strengths of the leadership include the ability to promote a good team spirit, to sustain high morale and to help teachers continue to develop their skills.
- Priorities for development are the right ones and there is a determined approach to securing improvement. Subject leaders check performance in their subjects closely so that they know where further improvement is needed. However, deadlines, and priorities in action plans, are sometimes not clear enough to ensure that improvement is as rapid as possible.
- The school's procedures for checking pupils' progress and for ensuring the safety of pupils are thorough. As a result targets to secure further improvements are at the right levels of challenge.
- Safeguarding policies and procedures are fully understood and implemented consistently and meet statutory requirements.

- Leaders assess the quality of teaching in lessons regularly, which has helped to explain improvements to its quality since the last inspection. However, performance management arrangements do not have clearly measureable targets so that teachers are held fully to account for the progress their pupils make.
 - The curriculum meets the needs of all pupils and is being developed to make it exciting for pupils. All topic work now starts with 'wow' events to help grab pupils' attention.
 - Discrimination in any form is not tolerated and diversity is celebrated as shown through the school's active link with a school in Sierra Leone.
 - The local authority provides good support and advice, which is appreciated by the school.
 - **The governance of the school:**
 - The governing body increasingly challenges the school to account for standards and achievement. Governors now have a better understanding of data and how regular assessment is being used to check how well pupils are doing than at the time of the last inspection. The governing body knows where the school's priorities lie and what further action is needed to build on what has been achieved. Statutory duties are fulfilled and financial management is secure. The use of the pupil premium, for example, is carefully planned with funds spent effectively to support vulnerable pupils.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118046
Local authority	City of Kingston upon Hull
Inspection number	405741

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	317
Appropriate authority	The governing body
Chair	Mary O'Neill
Headteacher	Matthew Harrington
Date of previous school inspection	11 January 2011
Telephone number	01482 853203
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