

# Enderby Danemill Primary School

Mill Lane, Enderby, Leicester, LE19 4LH

**Inspection dates** 14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Activities in some lessons are not difficult enough, especially for more-able pupils. As a result, pupils do not all make the progress that they should.
- Teachers are not consistent in encouraging pupils to produce high quality written work. This means the quality of pupils' writing varies too much across classes and year groups.
- Boys make a slow start in learning to write and some do not catch up as they move through the school.
- The school's plans for improvement have too many priorities and cannot easily be checked to see if they are working.
- The school's checks on the quality of teaching do not look closely enough at the progress made by pupils in lessons.
- Governors do not consistently challenge senior leaders to improve the school.

### The school has the following strengths

- Pupils feel safe, work hard, enjoy coming to school and behave well.
- The acting headteacher is taking a strong and effective lead in improving the school. She has quickly raised the quality of teaching, and given school leaders, staff and governors clear direction.
- Pupils' results at the end of Key Stage 2 are in line with national averages.
- Pupils' progress is tracked carefully, and extra help is given quickly where it is needed.
- Reading is taught successfully. By Year 6 pupils are confident readers with standards in line with the national average.
- Relationships with parents and carers are good. As a result, pupils' attendance rates are improving and are now above average.

## Information about this inspection

- Inspectors observed 21 lessons, including a joint observation carried out with the headteacher. All classes and all full-time teachers were observed. Inspectors also made a number of shorter visits to see pupils at work and at play. They also saw three assemblies.
- Meetings were held with two groups of pupils, with a representative from the local authority, with governors and with members of school staff, including senior and middle leaders.
- Inspectors considered the 27 responses to the staff questionnaire that they received. They spoke to a small number of parents and carers and took account of the 32 responses to the on-line questionnaire (Parent View). They also looked at the results of a recent larger survey of parents' and carers' views carried out by the school.
- Inspectors looked at pupils' books and at teachers' planning. They also looked at school documents including information on pupils' current progress, and at plans for improving the school. They looked at records on pupils' behaviour and attendance, and at how the school keeps children safe.

## Inspection team

Michael Phipps, Lead inspector	Additional Inspector
Joanne Sanchez-Thompson	Additional Inspector
Renee Robinson	Additional Inspector

## Full report

### Information about this school

- Enderby Danemill Primary School is a larger than an average-sized primary school. It has an Early Years Foundation Stage unit for reception-aged children.
- The proportion of pupils from minority ethnic groups is much lower than is found nationally. Very few pupils do not speak English as their first language.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding for groups of pupils including those eligible for free school meals) is below the national average.
- The proportion of pupils with disabilities or special educational needs in the school is lower than the national average. The proportion supported through school action is lower than average, and the proportion supported through school action plus or with a statement of special educational needs is well below what is found nationally.
- The school's acting headteacher has been in post since 1 November 2012.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching, in order to raise pupils' achievement and to speed up their rates of progress, by:
  - setting harder work in lessons for all pupils, but especially for more-able pupils
  - making sure that teachers always encourage high quality written work from pupils, especially from boys
  - developing boys' early writing skills better by encouraging them to draw using pencils and crayons in contexts that they will find interesting
  - sharing the good and outstanding practice in teaching that is already present in the school.
- Increase the effectiveness of leadership and management by:
  - drawing up plans for improvement that have fewer priorities, with clear measures of success that can be checked more easily
  - raising the level of challenge provided by governors, particularly in analysing pupils' results to identify areas that need improving, and in checking whether the school's plans for improvement are working
  - making sure that checks on the quality of teaching take account of the progress made by pupils in lessons.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start school with skills below those expected for their age, and well below in language and counting. In the Early Years Foundation Stage, all children make at least the progress they should. By the time they enter Key Stage 1, their skills remain below what is expected for their age. In particular, many boys have weak skills in writing, reading and creative development.
- Pupils make better progress in Key Stage 1, particularly in Year 2. By the end of Key Stage 1 they have caught up, and overall their attainment in reading, writing and mathematics is slightly above the national average.
- Pupils' progress in Key Stage 2 is inconsistent. Although progress increases in Years 5 and 6 in recent years pupils have made slightly less progress in English and in mathematics than is the case nationally. This trend has now been addressed with the exception of boys' writing, particularly for the more-able.
- Evidence from observing lessons also shows that many pupils are now making good progress. The school's own data indicates that pupils' current progress is better than it has been in the past as a result of recent improvements in teaching. As a consequence, attainment is rising and is broadly in line with national averages.
- Reading is well taught in school. Children make a good start in learning phonics (the sounds that letter make). As they grow in competence, the school makes sure that pupils regularly read books at the right level of difficulty. This means that by Year 6 pupils are confident readers who can talk about favourite books and authors.
- Pupils known to be eligible for the pupil premium, disabled pupils and those with special educational needs make progress that is broadly in line with that of similar groups nationally. Like many pupils in the school, their progress is inconsistent, but these groups do not underachieve.

### The quality of teaching

### requires improvement

- The quality of teaching has improved recently and currently much of it is good. However, this is not yet consistently the case, as shown by pupils' continued uneven progress. Teachers do not encourage boys' early writing skills enough by giving them contexts for writing that they will find interesting. In Key Stage 2, teachers do not give writing a high enough priority and so the quality of pupils' written work varies too much.
- In many lessons the work that is set for pupils is not hard enough. Higher ability pupils in particular are not always given work which makes them think hard and which allows them to work without help from the teacher. This means too few of them reach the higher levels of attainment.
- Where teaching is strong there are good relations between adults and pupils, and teachers skilfully develop pupils' thinking through their questioning. In an outstanding Year 6 geography lesson, for example, all pupils concentrated very well and made excellent progress. This was because of the teacher's very good subject knowledge, his imaginative use of information technology and the good pace of the lesson.

- Teachers monitor pupils' progress well. Teachers' marking generally makes it clear to pupils how to improve their work, although this is not consistent in all classes, especially in encouraging pupils to aim for high quality written work.
- Teachers and other adults who support pupils with disabilities and special educational needs encourage pupils to think for themselves by careful questioning, and they explain tasks clearly. This helps these pupils and means that they make at least the progress they should.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons. They enjoy learning and show very positive attitudes in lessons. They are keen to take part and they want to do well. Many pupils take responsibility for their own learning and can work without help from their teacher, when given the opportunity. Poor behaviour rarely interrupts learning, and the behaviour of those pupils with known difficulties is managed well.
- Pupils like the rewards they get for working and behaving well. The school's sanctions for poor behaviour are not often needed.
- Pupils say they enjoy school. They get on well with each other, and with adults in school. Pupils move around the site in a safe and sensible way, so the school is very calm. Pupils say they feel safe in school. Racist incidents are very rare and there have been very few exclusions from school.
- Parents and carers rightly feel that pupils' behaviour in school is good. They know their children are well looked after, and will be kept safe. Questionnaires show that school staff also feel that pupils' behaviour is good.
- Pupils understand that there are different types of bullying, such as name-calling and cyber-bullying. They say that bullying in this school is rare, but pupils are confident that if it happens, it will be dealt with effectively.
- Attendance rates are rising, and are now above national averages. However, the number of pupils who are frequently absent from school remains above national figures.

### **The leadership and management requires improvement**

- The acting headteacher has moved quickly to improve the school. School leaders, staff and governors have a clear idea of how the school can be made better. The quality of teaching has improved recently as a result. Leadership overall is not good because pupils' achievement and teaching require further improvement.
- Pupils' progress is checked carefully, and extra help is given quickly where needed. Regular meetings to discuss pupils' progress hold teachers to account for how well pupils achieve.
- The school's checks on the quality of teaching are not yet systematic, and have not focused sufficiently on the progress made by pupils in lessons. This means that school leaders cannot easily identify good practice so it can be shared with other teachers. The management of teachers' performance is linked to their salary progression.
- The school leaders know its strengths and weaknesses well. However, the school's plans for

improvement have too many priorities, and they contain measures of success that are too vague. This means these plans cannot easily be checked to see if they are working.

- The school's arrangements to keep pupils safe meet requirements, in almost all respects, although the policy has not yet been fully updated to take account of all of the most recent requirements.
- Relationships with parents and carers are good. A parents' and carers' consultation group encourages good communications between home and school. A large number of parents and carers volunteer to help in school, which further strengthens this relationship.
- School leaders, including governors, use the school's finances well. Extra funds from the pupil premium have been spent well to increase support for pupils known to be eligible for free school meals, and on providing a breakfast club and internet access at home for some pupils.
- The pupils' learning in a range of subjects is planned well, and provides them with interesting lessons and experiences. Because of this, pupils can develop their literacy and numeracy skills in different subjects. Pupils go to a number of clubs and activities after school, including sports, drama, guitar, computer, mathematics and board games. These opportunities add to pupils' enjoyment of school, and increase their self-confidence.
- The school promotes pupils' social, moral, spiritual and cultural development well. In a Year 5 assembly on the festival of Diwali, for example, pupils paused for a moment of silent, thoughtful reflection which showed their respect for different beliefs and traditions. Pupils have a well-developed sense of right and wrong, and show concern for others.
- The school has received a moderate level of support from the local authority, focused on data analysis, lesson observations and training for governors. More support has been given since the appointment of the acting headteacher. This has helped the school in its current period of change.
- **The governance of the school:**
  - Governors are keen to improve the school. They know what is happening in school and understand the school's strengths and weaknesses, its priorities for improvement and the overall quality of its provision. They have a more limited knowledge of the quality of teaching, the use of performance management and its links to salary progression. They oversee the budget well, and know how extra funds from the pupil premium are being used. In the past they have not provided enough challenge to senior leaders in improving the school. They relied too much on school leaders to give them the information they needed, especially in analysing pupils' results to identify areas for improvement, and in checking the effectiveness of the school's plans for improvement. In recent months the Chair of the Governing Body has acted to make governance more effective. This, together with recent appointments, means that governors are now beginning to carry out this role in a more systematic way.

## 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

<b>Unique reference number</b>	119963
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	405897

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Malkin
<b>Headteacher</b>	Catherine Winterton
<b>Date of previous school inspection</b>	29 September 2010
<b>Telephone number</b>	0116 2862674
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