

# Edenthorpe Hall Primary School

The Drive, Edenthorpe, Doncaster, South Yorkshire, DN3 2LS

## Inspection dates

11–12 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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

- The quality of teaching, although improving, is not consistently good across all classes. As a result, pupils' progress varies and overall is as expected rather than good.
- Some teachers' expectations are not high enough. In these cases, the quality and quantity of work expected in lessons are too low.
- The pace of learning in lessons is not always quick enough. Too many lessons fail to excite and fully engage some pupils, particularly boys.
- Opportunities for pupils to respond to the teachers' marking of their work are inconsistent across the school.
- Leaders do not consistently place enough emphasis on good and better progress when monitoring their work or setting targets for future improvement. The school's view of its performance is over-generous.
- Until recently, teachers who lead aspects of the school have had too little involvement in monitoring provision. This prevents them from playing a bigger part in driving improvement, especially in teaching.
- Governors are not fully using information about the progress of different groups of pupils in different classes to hold teachers to account for their performance.

### The school has the following strengths

- The school is now improving following a period of turbulence. Initiatives introduced by leaders to improve reading, writing and mathematics are helping to improve achievement and strengthen pupils' progress.
- Children make a good start in the Early Years Foundation Stage and make good progress.
- Teachers' questioning in class and quality of written feedback to pupils on how to improve further are strengths and both are resulting in more recently improved progress.
- Pupils' behaviour is good. They are very keen to get on with the work they are given to do and feel positive about their experience of school. Pupils are polite and almost always cooperative around school.
- The school has developed productive partnerships with parents.

## Information about this inspection

- The inspectors observed teaching and learning in 14 lessons. One of these was seen with the headteacher. They also heard pupils reading and observed some part lessons.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors and pupils.
- Inspectors reviewed the 34 responses to Parent View, the online survey for Ofsted, as well as the school's own survey of parents' views. Correspondence sent to the inspectors was also considered. The inspectors also evaluated the responses to the questionnaire completed by 17 staff.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's improvement plans.
- The breakfast club was observed in action.

## Inspection team

Mark Colley, Lead Inspector

Additional Inspector

Sue Eland

Additional Inspector

## Full report

### Information about this school

- Edenthorpe Hall is a smaller-than-average primary school.
- Most pupils are White British and the proportion from other ethnic heritages is smaller than that seen nationally.
- The proportion of disabled pupils and those with special educational needs supported by school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A below-average proportion of the pupils are eligible for the pupil premium. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after.)
- Since the last inspection, there has been a total change in leadership across school. A new headteacher took up post in April 2010, a new deputy headteacher in May 2012 and almost all leaders across school were new to their roles in the past year. A number of changes in teaching staff and the governing body have also taken place.
- The school has a breakfast club.
- The school is currently in a formal consultation process to convert to academy status.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that the quality of teaching is consistently good or better so that pupils' attainment and progress improve further, by:
  - ensuring all teachers' expectations are high about the quality and quantity of work pupils should produce
  - ensuring the pace of learning is brisk in all lessons
  - increasing opportunities for pupils to respond to teachers' marking of their work, so that they can practise and improve their skills
  - ensuring that teachers consistently plan and deliver lessons that excite and fully engage pupils, particularly boys, actively in their learning.
- Strengthen leadership and management by:
  - increasing the impact that subject leaders have on driving improvements in their areas of responsibility
  - ensuring leaders place greater emphasis on good and better progress when monitoring the quality of teaching and learning and when setting targets for improvement across school
  - increasing the accuracy of the school's evaluation of its performance, based on pupils' progress
  - improving the quality of information used by governors to hold staff to account for their performance
  - undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- From their different but overall broadly average starting points, pupils make variable progress and reach average standards in reading, writing and mathematics by the end of Year 6. After a decline in standards overall in 2011, pupils' progress is improving and attainment is rising in Key Stage 2. Pupils' progress across the school in reading is better than in writing and mathematics. The current Year 6 pupils have made the progress expected in reading, writing and mathematics during their time in Key Stage 2.
- When starting in Reception, most children's personal, social and emotional development is more advanced than their development in writing and mathematics. Clear structure and engaging activities ensure children make good progress overall, so that most exceed the expected levels in all areas of learning at the end of Reception.
- Teachers place great emphasis on reading and encourage pupils to read at home. As a result, pupils enjoy reading and read regularly. By the end of Year 2, pupils use their knowledge of phonics (letters and the sounds that they make) successfully to help them to work out new words. By the end of Year 6, pupils' attainment is broadly in line with that expected of pupils nationally.
- In Key Stage 1, standards have declined since the last inspection although evidence observed by inspectors in class and in pupils' books shows improved progress. The school's own evidence of progress in Years 1 and 2 identifies expected, and even some good, progress. The work of current Year 2 pupils is above average.
- Although progress is more inconsistent across Key Stage 2, achievement is improving. Learning observed was strongest in Years 4 and 6. The attainment in English and mathematics of pupils in the current Year 6 is higher than that in 2012.
- In 2012, pupils eligible for the pupil premium attained similarly to their classmates in English and mathematics at Key Stage 2, although at the end of Year 2 their attainment was, on average, six months behind that of other pupils. Samples of work and school records show that the current progress of pupils in this group, and of disabled pupils and those who have special educational needs, is similar to that of other pupils. This demonstrates the commitment of school leaders to ensuring equal opportunities for all pupils.

### The quality of teaching

### requires improvement

- There is some good and outstanding teaching and overall the proportion is increasing. However, teaching has not been consistently good enough over time to make sure that pupils' progress is rapid enough in all classes.
- Some teachers do not expect enough of pupils and underestimate what they are capable of doing. In some lessons, too much time is spent on what pupils already know and can do. In lessons where the quality of teaching is best, teachers have high expectations and pupils work hard to produce a good quantity and quality of work. For example, in a session to develop pupils' comprehension, they worked rapidly in teams to identify the points of view of a variety of characters from a story. They responded thoughtfully to the teacher's questioning and demonstrated an excellent range of vocabulary. The teacher's high expectations of speech and language resulted in exemplary progress.
- The pace of learning is not quick enough in the lessons where the quality of teaching requires improvement. Sometimes there is too much input from the teacher and pupils are given insufficient time to work on their individual and group tasks independently. In some of these lessons, teaching fails to engage or excite some boys who are too easily distracted from their learning as a result.
- The work in pupils' books shows that the recent focus on improving marking and target setting is having a positive impact on helping pupils make better progress. The frequency and quality of

written comments explaining how pupils can improve their work are strong. However, not enough teachers give pupils sufficient time to address the next steps in learning identified in the written comments. This makes it difficult for pupils to bridge the gaps in their understanding, skills and knowledge.

- Teachers' use of questioning to support learning is strong. For example, in a mathematics lesson, the teacher used good knowledge of pupils' prior learning to ask questions of appropriate challenge to a range of pupils. This built both confidence and progress. Later questioning tested pupils' understanding and extended their thinking in a more complex context.
- Teachers develop pupils' literacy skills well across a range of creative subjects and projects. The development of numeracy skills beyond mathematics lessons is not as strongly developed.
- Teaching in the Early Years Foundation Stage is good. Teachers know the children well, and provide a range of exciting activities which motivate and challenge. Consequently, children's skills, particularly in writing and mathematics, improve quickly.
- Throughout the school, teachers and support staff establish strong relationships with pupils and create a positive classroom climate for learning. Pupils' spiritual, moral, social and cultural development is promoted well. As a result, pupils show consideration and respect for others. In lessons, they work effectively in pairs or in small groups as required.

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

- Children in the Reception class quickly learn and play well together. They benefit from the positive relationships established with adults. Children feel safe and secure, and grow in confidence.
- Pupils are well mannered and friendly. They are happy to talk with adults and commented that they enjoyed coming to school and attending after-school clubs. Their behaviour in and around the school is never less than good and this ensures that the school is harmonious.
- The responses of parents and discussions with staff confirm that the pupils' behaviour and safety are strengths of the school. Pupils say they feel safe and secure in school and are free from bullying. They get on with one another well at playtimes. Pupils have a good awareness of e-safety; they are aware of the possible dangers of giving away their personal details when using the internet. The well-attended breakfast club ensures that pupils get a positive start to the school day.
- The good levels of care provided by teachers and their consistent use of behaviour management strategies ensure that pupils' behaviour in lessons is good. Pupils take pride in their work and want to do well. They are confident to ask and answer questions and to contribute to discussions.
- Attendance has improved over the last two years and is now in line with the national average. The school has good systems in place to promote the importance of regular attendance. Pupils understand the importance of good attendance and punctuality, and value the recognition they receive for improved attendance.
- Pupils relish the opportunities within school to take on roles of responsibility, such as pupil mediators, playground leaders and school councillors. Pupils are proud of their fundraising efforts and regularly donate money to a range of charities.
- Although most pupils are keen to learn most of the time, some boys can become a little distracted when teachers talk for too long or when activities do not interest or challenge them sufficiently.

### **The leadership and management** require improvement

- The headteacher, other school leaders and the governing body have correctly identified the key areas for school improvement and they have been well supported by the local authority in this respect. A high turnover of senior staff has hindered school improvement efforts since the last

inspection. More stable staffing and leadership over the past year are resulting in some improvement. The decline in standards has been addressed in Key Stage 1 and pupils' rates of progress are increasing.

- Many teachers have new subject and aspect leadership roles in school. Although they have had some impact on ensuring that assessment, marking and target-setting systems are more consistent, they have yet to develop their role fully in monitoring teaching in their areas of responsibility. As yet, it is too early to evidence fully the impact of their work on the quality of teaching and pupils' progress.
- Leaders have an over-generous view of the school's performance. Priorities for improvement are not always precise and improvement plans lack clear and measurable criteria to measure success. In the past, leaders have placed too much emphasis on national averages when setting targets and this has resulted in some targets, particularly linked to progress, lacking challenge.
- The curriculum helps pupils to deepen their spiritual, moral and social understanding well. Pupils are fully involved in the after-school clubs offered by the school, providing good cultural and sporting experiences.
- The headteacher has the overwhelming support of her staff, senior leaders and community in her drive to move the school forward.

■ **The governance of the school:**

- While governors know about progress and attainment information from the school's results in Years 2 and 6 and understand how these compare with the national averages, their knowledge is less secure of how well different groups of pupils currently in the school are doing. As a result, they are not yet able to hold teachers fully to account and decisions about whether or not teachers should move up the salary scale are not sufficiently well based. Governors have supported the headteacher well to make important decisions around finance and staffing. They have taken a central role in the school's move to convert to an academy. Governors' monitoring and support around health and safety issues are strong. The headteacher has helped governors to understand both how the pupil premium is spent and its impact on pupils' progress. Governors are in school more frequently and are beginning to gather their own information around progress and teaching, linked to recent training from the local authority.

## 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>	106675
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	411839

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>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Cartwright
<b>Headteacher</b>	Ilona Sanderson
<b>Date of previous school inspection</b>	27 January 2010
<b>Telephone number</b>	01302 882381
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