

Enderby Road Infant School

Sunningdale Road, Scunthorpe, Lincolnshire, DN17 2TD

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Progress is uneven throughout Key Stage 1 because the quality of teaching varies. This is due to a high turnover of staff in this key stage that has slowed pupils' progress.
- Phonics (the sounds letters make) is not always taught well, so pupils at the early stages of reading do not always have the necessary reading skills.
- Teachers do not always show pupils how to write their letters correctly. At times, they use too many worksheets to develop pupils' mathematics skills.
- The work does not always challenge pupils enough. On these occasions they lose their concentration and become restless and their learning slows. Teaching assistants are not always used well enough to promote good learning.
- All the middle leaders are new to their roles. They are in the early stages of understanding about data and do not yet monitor the quality of teaching in the subjects for which they are responsible.
- Governors do not yet have a grasp on the school's data nor the impact of the pupil premium funding.

The school has the following strengths

- The proportion of pupils achieving the higher levels in English and mathematics has improved.
- Children achieve well in the Early Years Foundation Stage.
- The school effectively supports pupils who find themselves in challenging circumstances.
- The school has won the support of the parents and they are now more confident in supporting their children's learning.
- The headteacher's strong leadership and clear plan for improvement is helping to improve the school, despite encountering many challenges.
- Pupils feel safe and conduct themselves well around the school.

Information about this inspection

- The inspector observed eight parts of lessons. Two of which were jointly observed with the headteacher. The inspector observed a whole school assembly.
- The inspector listened to pupils read in Years 1 and 2.
- Meetings were held with key staff, pupils, two members of the governing body, a local headteacher and a representative from the local authority.
- The inspector looked at a number of documents, including the school's evaluation of its own performance, the development plan, minutes of governing body meetings, checks on teaching, the school's own data on pupils' current progress and documents relating to safeguarding and behaviour.
- The inspector took account of 13 responses to the online questionnaire (Parent View), its own analyses of parental questionnaires and 10 responses from the staff questionnaires.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average size primary school.
- The large majority of pupils are from a White British background.
- All the teachers in Key Stage 1 and the leadership team are new to the school since the last inspection.
- There are new members that have recently joined the governing body. The Chair and vice- chair of the Governing Body are new to their roles.
- During the second day of the inspection there were two concerts performed by the children in the Early Years Foundation Stage and by pupils in Key Stage 1 for their parents.
- The proportion of pupils supported through the pupil premium is above average. The pupil premium funding is additional government funding for children who are looked after by the local authority, pupils known to be eligible for free school meals and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average.
- The proportion supported at school action plus and or with a statement of special educational needs is above average.

What does the school need to do to improve further?

- In order to raise pupils' standards and achievement ensure that the quality of teaching is consistently good or better by ensuring that:
 - the teaching of phonics (the sounds that letters make) is taught effectively throughout the school so that pupils have the necessary skills to help them to learn to read
 - teachers give clear guidance to pupils so that they can improve their letter formation and the presentation of their work
 - teachers give pupils more opportunities to solve problems in mathematics using real-life situations, rather than relying on using too many worksheets
 - the work given to pupils match their different abilities and all groups of pupils are appropriately challenged especially the most-able
 - pupils are involved and engaged in their learning teachers have more opportunities to observe good and outstanding teaching in other schools
 - teaching assistants are fully used to support pupils' learning.
- Improve the effectiveness of leadership and management including governance, by:
 - improving the knowledge and understanding of middle leaders about the data on pupils' achievement so they can help to drive up standards in their subjects
 - ensuring middle leaders can effectively monitor and evaluate the quality of teaching and learning in their areas of responsibility and hold others to account for the impact of their work on driving improvement in outcomes for pupils
 - ensuring that all members of the governing body have a better understanding about the school's data on performance, so that they are in better position to further challenge and hold school leaders to account
 - ensuring that leaders and governors are clear about the impact the pupil premium funding is having on the pupils who benefit from it.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved including a review of the pupil premium spending.

Inspection judgements

The achievement of pupils

requires improvement

- Over time pupils' progress is uneven in Key Stage 1 and as a result, they do not make good progress from their individual starting points.
- Pupils at the early stages of learning to read do not always have a secure understanding of how to use phonics to help them to read any unfamiliar words. The proportion of pupils who met the required standard in the national phonics screening check at the end of Year 1 in 2013 was below average.
- Pupils do not always form their letters correctly. Work in pupils' books indicates that pupils' presentation and their letter formation is a times weak.
- Pupils' mathematical skills, particularly their ability to solve problems, do not develop at a fast enough rate because their work is too often limited to the completion of work sheets which limit their progress in applying their mathematical knowledge.
- When children join the Early Years Foundation Stage, their skills are particularly weak in communication, language and literacy and in their personal, social and emotional development. In 2013, the children entered Key Stage 1 with skills that are broadly average, indicating good progress from their starting points. This is because all the adults have close liaison with the families before the children start the school. Teachers are able to plan and cater for their specific needs, which help the children to quickly settle into their routines.
- Disabled pupils and those with special educational needs make expected progress, although their attainment is lower than their peers nationally. School leaders have created a warm and friendly room called the 'sunshine room', where pupils with additional needs receive extra personalised and skilled support. This helps them to make good progress in developing their confidence and self-esteem, because some of them have very complex needs.
- The gap between those eligible for the pupil premium funding and the others in the school is closing in some the year groups, showing that the school is sufficiently promoting equality of opportunity for its pupils. Part of the funding enables pupils to have extra adult support so they can be taught in small groups. In 2013, pupils known to be eligible for free school meals were just over two terms behind the others in reading and were just over a term behind in mathematics and writing.
- Standards in reading improved in 2013. The proportion of the more-able pupils achieving the higher Level 3 in this subject increased and was close to the national average.
- Standards in writing and mathematics dipped in 2013. The proportion of more-able pupils getting the higher Level 3 increased, but remained below the national average.

The quality of teaching

requires improvement

- Teaching requires improvement because over time it has not strongly impacted on pupils' achievement. Although improving, the quality of teaching varies throughout the school.
- Phonics is not always taught well. As a result, some pupils in Key Stage 1 do not recognise the sounds of the letters and struggle to read very simple words that they commonly use every day.
- Where progress is limited, teachers do not always ensure that pupils are given work that appropriately matches their ability, sometimes it is too easy, particularly for the most-able pupils who finish it very quickly.
- In some lessons, pupils become disengaged in their learning and this causes their concentration to wander and their progress slows.
- Mathematics is at times taught well in other subjects. However, there are missed opportunities to promote pupils' use of real life events to solve problems in mathematics and teachers are sometimes too reliant on worksheets to develop pupils' mathematical skills. This limits pupils' progress in their ability to apply their mathematical knowledge.

- Where pupils progress well, teaching assistants are used well to support their learning. This was seen in the 'sunshine room' where the teaching assistant effectively taught a small group of pupils how to spell their tricky words. However, there are times when the teaching assistants are not used well enough, particularly when the teacher is addressing the whole class.
- Teachers' marking is a strength because it clearly lets pupils know how well they have done and it is used well to clearly guide them on how they can improve their work. This practice is consistent throughout the school.
- In some lessons, teachers use computer technology, practical resources and the learning environment well to support pupils' learning. This was seen in a Year 2 mathematics lesson, where pupils were developing their understanding about sharing. They were given practical resources such as cubes, exciting mathematical games and computer programs, which helped them to make good progress on this topic.
- Teaching is generally good in the Early Years Foundation Stage. Teachers give children good opportunities to develop their communication skills so they are stimulated into writing by using a 'talking tub.' This helps them to generate questions about what they would like to investigate. In a session observed, it effectively enabled them to be more equipped to discuss and write more about owls and hedgehogs.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety require improvement because where teaching is weak, pupils switch off quickly and lose their concentration and this causes some unacceptable behaviour.
- Pupils conduct themselves well around the school. They are polite and friendly and they play with each other well in the playing areas. At lunchtimes, they settle well around the tables but can be a little noisy at times. Parents, staff and pupils are happy with their behaviour. There are a few pupils whose behaviour is challenging but this is handled well by all staff.
- In the Early Years Foundation Stage, children play well together and happily share the different resources that are available.
- Pupils have a sound understanding of the different types of bullying. They say that bullying does occur on a few occasions, but they feel this is sorted out properly by the adults in the school. When it does occur, it is usually in the form of name calling. The school has effective systems in place to help them to sort out any disputes between pupils.
- Pupils say they feel safe and are confident that all of the adults will help them if needed. The older pupils clearly say how they can keep themselves when using the internet.
- Pupils are learning how to take their responsibilities seriously and they are proud of the different roles that they have. The school council are proud that they have helped to 'jazz up' the toilets. Any pupil who stands at the friendship stop is welcomed by a playground pal to ensure that they have someone to play with them. Class ambassadors meet and greet visitors into their classrooms.
- Attendance is broadly average and has improved over the last three years. The school's systems in dealing with attendance are working well.

The leadership and management

requires improvement

- Despite the headteacher's relentless determination and drive, the quality of teaching and achievement are not yet good.
- Some of the issues from the previous inspection have not yet been fully addressed, although, teachers are much more confident and accurate with assessing pupils' achievement and stronger links have been made with the local junior school. Both schools work together in assessing pupils' work to ensure that there is a smooth transition for pupils when changing schools. However, as a result of staffing instability, including within the leadership team, some of the systems initiated by the headteacher have not had enough time to embed properly.

- The leadership team have not been afraid to tackle difficult decisions to address any weakness in teaching and this has contributed to the high turnover in staffing. All teachers have challenging targets that are related to pupils' progress and the priorities in the school development plan and these are helping them to improve their practice. However, teachers have not yet had the opportunity to see good or outstanding practice in other schools because most of them are fairly new to the school.
- The headteacher regularly checks the quality of teaching and uses data about pupils' achievement well to identify the different types of support needed for those pupils who are not making the progress expected. The school development plan focuses on the correct priorities. However, because the middle leaders are new into their roles, they do not yet monitor the quality of teaching and do not have a full understanding about the data on pupils' achievement in their subjects. As a result, although some improvement in the quality of teaching and pupils' achievement is evident, further improvement is required.
- The curriculum has been re-vamped and updated and is much more suited to the needs and interests of the pupils. They are regularly involved in deciding what they would like to find out. Pupils have more opportunities to write for a real purpose because the curriculum is widening their experiences beyond the school. For example, pupils in Year 2 were extremely motivated and enjoyed making their own information books about dinosaurs after their visit to the museum. A wide range of clubs are offered beyond the school day and at lunch times, such as country dancing, drama and cookery.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well through assemblies and displays. Pupils enjoyed dressing up in different outfits for Diwali and making sweets for this occasion. This helped to develop their awareness and understanding of a culture and faith that is different to theirs.
- The use of the new Primary School Sports premium funding is well planned, spent well and is starting to have a positive impact on pupils' health and well-being. It is partly used to strengthen the link with the local partnership of schools, so that pupils have more access to a wider range of sporting activities, which contribute to improvements in their health and well-being. It is also used to improve the skills of staff so that some of the activities can continue once the funding stops.
- The school has developed strong relationships with the parents. The parental link worker has been instrumental to ensuring that there is strong communication between home and school. Parents have frequent meetings with the headteacher and always come into the school to support their children during assemblies and any performances. Spending time at the end of the school day listening to their children read with the teacher has given them more confidence to do this independently at home.
- The support from the local authority has helped the school to monitor the checks on teaching and to look at data. Local authority advisors are in the process of providing more intense support to help the school improve further.
- Safeguarding policies meet statutory requirements
- **The governance of the school:**
 - Governors generally have a sound overview of the school's strengths and weaknesses. This is because they regularly come in and support the school's work, with each governor linked to a particular class. For example, they help to escort their classes when they go out on trips and come into school to watch the assemblies so that the pupils get to know them. However, governors have a limited understanding of how teachers' performance is managed and how this is linked to their salary progression. They know how the pupil premium is spent but are not clear about the impact it is having on those pupils eligible for the funding. The governing body are, therefore, limited in the amount of challenge they give to school's leaders because they do not have a secure enough understanding of data on the school's performance.

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	117768
Local authority	North Lincolnshire
Inspection number	430898

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Philip Cullum
Headteacher	Mary Elliott
Date of previous school inspection	13 March 2012
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