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Mrs Mary Elliott
Headteacher
Enderby Road Infant School
Sunningdale Road
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Lincolnshire
DN17 2TD

Dear Mrs Elliott

Requires improvement: monitoring inspection visit to Enderby Road Infant School, North Lincolnshire

Following my visit to your school on 27 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure the school development plan includes specific information about the arrangements for checking on the impact of planned developments, particularly when staff training is intended to improve classroom teaching
- identify precisely how governors will monitor and evaluate the impact of planned improvements
- ensure written evaluations of lesson observations identify specific information about what staff need to do to improve their performance
- ensure the headteacher's termly report to governors provides detailed information about progress and developments against the areas for improvement, including the impact of training on classroom practice.

Evidence

During the visit, I held meetings with you, the deputy headteacher and Early Years Foundation Stage Leader, five members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the school improvement plan and looked at a range of evidence including information on pupils' progress, samples of pupils' work, the outcomes of monitoring activities and the minutes of governing body meetings. You accompanied me on a tour of the school, which included observing pupils' behaviour and attitudes to learning in lessons.

Context

Since the inspection in December 2013, two teachers, including a temporary teacher, have left the school. Two temporary teachers, including a newly qualified teacher have been recruited and took up their posts on 6 January 2014. Two new governors have been recruited but there remains a vacancy for a parent governor.

Main findings

The school development plan has been re-written to address all of the areas identified for improvement by the inspection in December 2013. Although it includes some appropriate detail it does not always identify how the impact of developments on classroom practice will be checked. Additionally, following any staff training, it is not always clear what will be expected in all classrooms. Consequently the impact of recent training on the teaching of letters and sounds, and linking this to the formation of letters, is inconsistent. There is not an agreed, and well modelled approach, to teaching the formation of letters. There is evidence, however, of early impact of other aspects of the school's work.

- Evidence seen in pupils' work shows they are now making better progress and the quality of marking and feedback is improving.
- The evidence in your monitoring file shows that comments on teachers' performance are becoming more evaluative and identify where improvements are being made. Underperformance in the classroom is being challenged. However, written records do not always identify specifically what staff need to do in order to improve their work.
- Your observations of lessons indicate that recent appointments appear successful. For example, pupils' behaviour and engagement in lessons is said to have improved. This inspection was able to confirm that in the classrooms visited behaviour was always appropriate and all pupils were engaging well. However, it is early days and it was clear some teachers require guidance and support in order to secure good learning for all pupils.
- The deputy headteacher and Early Years Foundation Stage coordinator have a clear understanding of their roles. However, the development of middle leaders remains a priority, particularly for those new to their roles.

Governance is improving. An external review of governance has been commissioned. Governors are aware their collective skills need to be improved. They have begun to receive more information about pupils' progress but some require further training to help them understand the data they receive. In addition to their desire for the school to become good, a cause for optimism is the work of some individual governors. The literacy governor, has met with staff to review the teaching of English with the literacy leader. However, the role of governors in checking and evaluating the implementation of the school improvement plan is not clear. This is because the plan does not identify what they will monitor and how they will evaluate the impact of the work done. Additionally, although the headteacher's termly report to governors provides a range of useful evaluations of the school's work, it does not always report on the specific impact of developments on classroom teaching and learning.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has provided appropriate support. For example, the headteacher and governors note the support and guidance they have received from the local authority's human resource department. The local authority officer supported the writing of the post inspection action plan and has plans to undertake half-termly progress reviews with school leaders and governors. A partnership with another more effective local school, Bushfield Infant School, has been established but this is in its infancy and impact has been limited.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for North Lincolnshire.

Yours sincerely

Amraz Ali

Her Majesty's Inspector