

# Edenthorpe Hall Primary School

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

## Inspection dates

11–12 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Pupils' achievement in reading, writing and mathematics is not yet good. Teaching over time has not been good enough to ensure that all pupils reach the standards of which they are capable, particularly the most able.
- Teaching requires improvement because, over time, teachers' expectations of what pupils can achieve have not been high enough and the work set has not always been pitched at an appropriate level.
- Teachers have had too few opportunities to observe outstanding practice in other schools.
- The quality of marking is inconsistent because the school's marking policy is not followed by all staff. Teachers do not always provide pupils with sufficient guidance on how they can improve their work.
- Early years provision requires improvement because it does not provide good quality learning for all children. Resources for outdoor provision have been neglected for some time.
- Behaviour requires improvement. Occasionally, it is outstanding and sometimes good. However, there are too many inconsistencies in the way it is managed. In lessons, pupils' attitudes to learning are variable. At breaktimes there is too little to occupy pupils and some staff lack the necessary skills to engage pupils in games and activities.
- Overall, pupils say they feel safe at school. However, the behaviour of some pupils has a negative impact upon the well-being of others.
- Over time, senior leaders and managers, including governors have not brought about the rapid improvement needed as a result of the previous inspection.
- Middle leaders are new to their roles and, for some, their skills in checking teaching and learning are not yet fully developed in order to ensure good progress for pupils in their areas of responsibility.

### The school has the following strengths

- Recent changes to leadership and governance have strengthened the leadership teams. As a result, appropriate areas for improvement have been identified and have begun to have an impact on teaching and learning.
- Leaders and managers are knowledgeable and support their colleagues well within the limited time they have had to develop their roles.
- Pupils generally are friendly, articulate and keen to share their views.
- The passion, dedication and determination of the new headteacher, well supported by the executive headteacher, are driving improvements in all areas and demonstrating the capacity to improve further. Staff share the headteacher's ambition for the school.
- There are examples of strong teaching, learning and behaviour in the school. Improvements are already seen in pupils' achievement in reading.

## Information about this inspection

- Inspectors visited several lessons or parts of lessons, two of which were observed jointly with the headteacher. They looked at a range of pupils' work and heard a number of pupils from Year 2 and Year 6 read.
- Meetings took place with the headteacher, senior and middle leaders, staff and groups of pupils. Inspectors also met the Chair of the governing body and other governors. They also held a meeting with a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes, assemblies and lunch breaks. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account 55 responses to the online questionnaire (Parent View). In addition, inspectors looked at the results of a parent questionnaire carried out by the school. They also held a telephone conversation with one parent and spoke informally with others.
- The views of staff and pupils were also considered.

## Inspection team

Christine Millett, Lead inspector	Additional Inspector
Paul Plumridge	Additional Inspector

## Full report

### Information about this school

- Edenthorpe Hall is slightly smaller than the average sized primary school.
- Early years provision consists of one Reception class that children attend on a full-time basis.
- The overwhelming majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils supported through the pupil premium funding is below that found nationally. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is part of the Hungerhill pyramid of schools.
- Since the school was last inspected in 2013, there have been considerable changes in staff, including the recent appointment of a new headteacher and other senior leaders. The school is currently supported for two days a week by an executive headteacher.
- The school runs a daily breakfast club for pupils.

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

- Improve the quality of teaching so it is consistently good or better by leaders:
  - ensuring all teachers have high expectations of what pupils can achieve and pitch work at an appropriate level so pupils are challenged to achieve their best, particularly the most able
  - demanding consistency in the quality of marking so all pupils know how to improve their work
  - developing provision in the early years
  - providing opportunities for staff to observe outstanding practice in other settings
  - developing the skills of middle leaders to enable them to play a more prominent role in the monitoring of teaching and learning.
- Improve pupils' behaviour by:
  - developing further pupils' understanding of what is acceptable and unacceptable behaviour
  - ensuring pupils understand and take responsibility for the consequences of their actions
  - ensuring behaviour is consistently well managed throughout the school by providing further training for all staff
  - providing more activities for pupils at break times.

## Inspection judgements

### The leadership and management

### requires improvement

- Over time, leaders have not secured effective teaching and learning or pupils' consistently good behaviour. The newly appointed headteacher and senior leaders are working hard to bring about the necessary improvements. Initially they were hampered by staffing issues. However, most of these have been resolved and systems put in place to ensure continuity of provision for pupils. The pace of change is escalating. However, all are aware there is still more to be done to ensure all pupils make consistently good progress.
- Senior leaders carry out lesson observations and provide teachers with feedback on their performance. The school's monitoring of teaching over time shows that there are examples of good and occasionally outstanding teaching. However, leaders' actions are not yet rigorous enough in ensuring consistency in the marking of pupils' work to enable them to improve and learn from their mistakes.
- Many middle managers and subject leaders are in the early stages of developing their roles. All have embraced their new roles with commitment and enthusiasm, but there has been insufficient time to measure the full impact of their input and for some new skills are not developed to the full.
- The school has an accurate understanding of how well it is doing and where further improvements can be made. Action plans are in place to achieve these. For example, leaders know that, in the past, there have been too few opportunities for teachers to observe and share good practice in the school and beyond. More opportunities to do so are now being provided within school and most recently through partnerships with local schools.
- Weaknesses in the quality of teaching have been addressed. The process for setting staff targets is now in place and staff now have appropriately challenging targets for improving their performance, which focus on assessing pupils' achievement as well as their own areas of responsibility. Teachers know how their targets are linked to their pay. All staff, including support staff, have the opportunity to develop their skills through relevant training. However, training to enable all staff to develop their skills in behaviour management and engage effectively with pupils has not been available to all.
- The tracking of pupils' progress has improved. The school now tracks pupils' progress more thoroughly. Regular pupils' progress meetings are helping the school to identify those not doing well enough.
- The school supports disadvantaged pupils through the use of the pupil premium funding. In the past, additional funding has been used on staffing but this has been found to have had limited impact. A new plan has been put in place which includes the appointment of a learning mentor. However, it is too early to measure accurately the impact on this relatively small group of pupils.
- The school uses the primary school sport funding well. It belongs to the local pyramid of schools who share sports resources. Specialist coaching helps pupils develop a range of skills while providing professional development for staff. Pupils take part in sporting competitions such as football, netball and rounders. They have also taken part in a lunchtime 'Keep fit' club to encourage healthy lifestyles.
- Pupils' spiritual, moral, social and cultural development is sound. The subjects taught, including the teaching of French, promote effectively the study of other cultures, faiths and customs, preparing pupils well for life in modern Britain. They know right from wrong and in the main, get on well together. Respect for others is widely promoted though not practised by some pupils who do not yet fully understand how their actions impact upon others.
- Leaders ensure that pupils have a good understanding of British values. For example, pupils saw democracy in action through the election of the school council. Pupils understand the need for rules and show mutual respect in the way they listen to and learn from each other. Even the youngest children learn about taking turns and sharing.
- The school is committed to promoting good relations and to equality of opportunity for all pupils. Discrimination is not tolerated. Pupils from all backgrounds and of all abilities are welcomed into school. They receive additional help and support as appropriate to their social, emotional and academic needs. All pupils have access to the extra activities and visits that take place. However, over time, pupils have not achieved equally well across the key stages but this is now improving.
- The range of subjects taught has been revised recently. Subjects are taught in themed topics which engage the interests of most pupils. However, not all pupils are sufficiently well motivated and their attention wanders. The curriculum is enriched through visits, residential trips and a range of clubs.
- Responses to the on line questionnaire show that some parents lost confidence in the school following the previous inspection. However, the new headteacher is working hard to reopen channels of communication through the introduction of a parents' forum, newsletters and a questionnaire. Leaders recognise that there are still improvements to be made but have been encouraged by the positive responses from many

parents.

- The school has effective and robust policies in place to ensure the safety of pupils. These are well managed.
- The local authority provides effective support and guidance to the school and the new headteacher through, for example, the use of consultants and additional training.

#### ■ The governance of the school:

- The newly reconstituted governing body is playing an increasingly focused role in the leadership of the school. They bring a range of skills and expertise that help them to hold leaders to account. Members have benefited from training, provided by the local authority, which enables them to understand what the school's data are saying about pupils' performance. They are confident to ask related pertinent questions about pupils' achievement. Because they visit the school regularly, members know the school, staff and pupils well.
- Governors have a clear understanding of the quality of teaching and ensure that pay and promotion are matched to teachers' performance. Members review the school's finances to ensure the budget is managed effectively. They know how the pupil premium and new sports funding are being used and the impact they are having. Governors are committed to the continued safety and well-being of pupils and staff, and they ensure all statutory safeguarding requirements are effectively met. A review of the governing body has taken place.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour and its management are not consistently good across the school. Pupils' attitudes to learning are extremely variable. In some lessons, the lack of engagement by a small number of pupils slows their progress. When lessons do not engage their interest or the pace of the lesson is slow, pupils quickly lose interest and become fidgety. However, in lessons which fully engage their attention, pupils' behaviour is good and often outstanding and they display a real thirst for learning.
- The school has a behaviour policy, but it is not consistently implemented by all staff. Senior leaders monitor behaviour across the school and records of significant and minor incidents are kept. As a result, leaders have recognised that there is more to be done to engage pupils in lessons and at breaks.
- Pupils say that 'most of the people most of the time behave well', recognising that there is a small number of pupils who find managing their own behaviour difficult. Even though behaviour is not always good, pupils have confidence in most members of staff to deal with it effectively and fairly. Pupils know the school rules and are able to explain the systems of rewards and sanctions that are in place.
- Pupils are mainly polite and friendly towards each other and all adults. They use words such as 'happy', 'hard working', 'creative' and 'fun' to describe their school. They willingly take on responsibilities around the school, such as being members of the school council or preparing the hall for assembly.
- Pupils say that there is bullying in the school but most staff deal with it effectively. Pupils learn about the different forms that bullying can take, including cyber-bullying, and recognise the difference between that and falling out.
- Attendance is broadly average. The school has effective procedures in place to monitor attendance and follow up absences.
- Staff are mainly happy that behaviour is managed well. However, views of parents are not consistently positive and this also reflects the view of the inspection team.

#### Safety

- The school's work to keep pupils safe and secure requires improvement.
- The school provides a safe environment for pupils. All policies and procedures are in place. The school is vigilant in its management of this. However, some poor behaviour, particularly at break, impacts on the overall safety of pupils.
- E-safety is promoted across the school. Visiting speakers cover many different aspects of personal safety such as road safety. Older pupils attend 'Crucial Crew' where they learn the life skills necessary to deal with and avoid a range of potentially hazardous situations.
- The school site is safe and secure. Systems and procedures to safeguard pupils meet requirements. They are well managed and regularly checked by senior leaders and members of the governing body.
- The majority of parents are happy that the school keeps their children safe.

**The quality of teaching****requires improvement**

- Overtime, the quality of teaching has not been consistently good because of weaknesses in teaching and staff absence. Although improvements have been made, it is still too variable to secure better progress for pupils. There are instances where teaching and learning are strong.
- Where teaching is less effective, lessons lack an appropriate pace to fully interest the pupils. Expectations are inconsistent from class to class and teachers do not always provide activities that challenge and motivate all pupils. In particular, expectations for the most able are not high enough to secure good progress.
- Learning is usually planned carefully. However, the school's marking policy is not fully established. Where it works well, pupils engage with the comments made by teachers. They follow up suggestions and complete additional questions which consolidate learning and deepen thinking. Pupils talk of the benefits of returning to work to improve or correct it. However, not all staff use this to the same high standard and this means there are inconsistent levels of feedback to pupils. In classes where it works well, pupils' progress is accelerating.
- The teaching of reading requires improvement. However, pupils now make better progress across the school from their starting points. The teaching of phonics (letters and the sounds they make) has been inconsistent. However, the large majority of pupils reach the required standard in phonics by the end of Year 2. Those pupils heard reading were enthusiastic readers and spoke excitedly about the books they had read and the encouragement they receive from staff that helps them improve.
- Over time, pupils' achievement in writing has not been good enough and still requires improvement. Developments in the teaching of writing are underway. However, new strategies have not had time to develop and raise the quality of writing through more rapid progress.
- The teaching of mathematics is variable. At the start of a new mathematical theme pupils are set specific tasks to determine what they already know and what needs teaching to whom. This form of assessment is beginning to ensure work is set at an appropriate level for all pupils but it is not yet fully established. Overall, there is a greater focus on computation skills than on problem solving.
- Where learning is most rapid, teachers are skilled in the use of questioning to develop understanding and critical thinking. For example, in one lesson pupils were challenged to think about their choice of vocabulary when writing for a particular audience. The teacher showed pupils how to do this and they enjoyed the challenge of new learning.
- Overall, teaching assistants are used effectively to support the range of needs of pupils in school. As a result, disabled pupils and those with special educational needs make similar levels of progress as their classmates.
- Pupils discuss their work sensibly with partners or in small groups. Good relationships also exist, between pupils and teaching assistants, and teaching assistants and teachers. Staff work productively together.

**The achievement of pupils****requires improvement**

- Pupils are starting to make better progress. However, there remain some inconsistencies across year groups and ability groups. Overall, pupils are now making better progress in reading than in writing and mathematics.
- In 2014, the results of the Year 1 national phonics screening check were above the national average, an improvement on the previous year. The large majority of pupils who did not meet the standards in 2013 had done so by the end of Year 2 and were starting to apply their skills in phonics to their reading and writing.
- Standards at the end of Year 2 are starting to rise in reading, writing and mathematics. In 2014, standards were similar to the national average in reading, writing and mathematics. However, current data, supported by inspection evidence from observing learning in lessons and the work in pupils' books, show an improvement in all three areas. However, the proportion of pupils reaching Level 3 shows little improvement.
- In 2014 at the end of Year 6, standards in reading and writing were higher than in the previous year. Results in national tests showed that attainment in reading was above the national average, that in writing it was similar and in mathematics slightly below. Not enough pupils made the levels of progress expected of them in writing and mathematics. However, progress in reading was broadly average. The proportions making more-than-expected progress were below national averages in reading, writing and mathematics.



Current assessments show progress in reading, writing and mathematics is accelerating.

- The most able pupils make the progress expected of them rather than good progress. This is because pupils are not challenged sufficiently well to achieve at the higher levels of which they are capable, most particularly in writing and mathematics.
- The progress of disabled pupils and those with special educational needs requires improvement because it is also too varied. The proportion of disabled pupils and those with special educational needs vary from class to class, as does the complexity of their needs. Individual needs are identified and systems of support put in place.
- The proportions of disadvantaged pupils in each class are low and vary from year-to-year so meaningful comparison between their achievement and non-disadvantaged pupils in the school and nationally are difficult to draw. However, the school monitors the achievement of this group carefully. School data, supported by inspection evidence, show that, currently, the actions introduced by the school to ensure disadvantaged pupils make similar levels of progress as others is starting to have the desired impact.
- Recent improvements in the quality of teaching are starting to improve achievement throughout the school. Work in pupils' books and the school's own assessment records show that progress in reading, writing and mathematics in all classes is starting to show signs of improvement with some pupils now making good progress.

### The early years provision

### requires improvement

- Children's progress across the different areas of learning requires improvement. This is because, over time, children have started in the Reception class with skills, knowledge and understanding that are typical for their age, yet by the end of the year, the proportion having reached a good level of development is still only similar to that found nationally. Many children, particularly the most able, do not achieve as well as they could. Nevertheless, children are sufficiently well prepared for learning in Year 1
- Staff currently working in the early years have a good understanding of the quality of provision and the improvements needed. They have started to make better use of the indoor and outdoor areas, setting up interesting and engaging activities. They support and encourage the children in all that they do. However, there is much still to do to make up for long-term neglect of resources, particularly in the outdoor area.
- Children are active and inquisitive. They enjoy the range of activities on offer. For example, dressing up as pirates and building their ship. However, there are some missed opportunities to develop basic skills in reading and writing at these times.
- Children behave well and show good levels of concentration. They have formed good relationships with adults. They listen and respond quickly to instructions from staff. Children learn to be independent through getting their own drinks and snacks, as well as taking responsibility for putting things away.
- Staff provide a safe, happy and caring place for children to play and learn. Risk assessments are carried out to identify and neutralise any potential dangers. Those who are more vulnerable or with specific needs are quickly identified and supported.
- Leadership and management require improvement. Staff work together to plan, monitor and analyse children's progress, observe lessons, and identify areas for development. However, a substantive leader of early years has only recently been appointed and will take up post in September 2015. The school makes effective uses of its partners in other schools to check judgements are accurate.

## 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>	462280

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>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Garbutt
<b>Headteacher</b>	Michelle Mahoney
<b>Date of previous school inspection</b>	11 June 2013
<b>Telephone number</b>	01302 882381
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