

# Enderby Road Infant School

Sunningdale Road, Scunthorpe, Lincolnshire DN17 2TD

## Inspection dates

11–12 May 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Pupils are carefully nurtured in this caring and vibrant school under the determined and considerate leadership of the headteacher.
- Pupils make good academic progress in all subjects. Their personal, social and emotional development excels as this runs through all of the school's activities.
- Teaching and learning are now good. Staff teach inspirational lessons that motivate pupils and learning is fun.
- Attainment in reading, writing and mathematics has improved considerably since the previous inspection. Pupils' achievement in learning phonics (letters and the sounds that they represent) is outstanding and standards are consistently well above the national average.
- Children in the early years make good progress from their different starting points. Strong leadership and good teaching ensure that they are suitably prepared for their move to Year 1.
- All staff, including teaching assistants, lead learning and contribute well to raising attainment for groups of pupils. Most middle leaders now have a marked impact on improving teaching in their subjects.
- A lively curriculum provides pupils with a broad and balanced range of skills in many subjects and this is a major strength of the school.
- Outstanding behaviour and welfare underpin the school's success. Pupils are extremely proud of their school and discuss complex concepts maturely. Their conduct is impeccable at all times.
- The proportion of most-able pupils who reach the highest standards at the end of Year 2 has increased substantially over time.
- Governors make a significant contribution to the school. They offer high levels of challenge and also give effective support to secure continuous improvement in outcomes for pupils.

### It is not yet an outstanding school because

- While pupils make swift progress in English, it is not quite as rapid in mathematics.
- Some subject leaders have not observed lessons frequently in order to improve teaching even further.
- At times, there are not enough opportunities for the very youngest children to develop their early understanding of number and quantity.

## Full report

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

- Sustain and improve the recent progress made by pupils, especially in mathematics, by:
  - increasing opportunities for all subject leaders to observe lessons frequently in order to give feedback that will strengthen teaching even more
  - securing the new mathematics curriculum so that pupils use their problem-solving skills regularly in calculation tasks
  - helping pupils to develop greater speed and accuracy when recalling number facts and carrying out mental calculations
  - ensuring that the very youngest children in school have more opportunities to develop their early understanding of number and quantity.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher is ambitious for every pupil to be successful and her determined leadership has produced considerable improvements over time. She has established a team approach to developing the school. Staff are clear about their roles and responsibilities; morale is high and all are committed to improving outcomes for pupils.
- Leaders and teachers make good use of new assessments to track the progress of each individual pupil. Staff use results from termly assessments to determine how well different groups are doing and quickly step in to offer more support if they spot any underachievement.
- Subject leaders understand where further developments are needed in their subjects and can show how they have made a positive impact on outcomes for pupils. Leaders of English, religious education and early years have observed lessons and provided useful feedback to improve teaching but other subject leaders have not yet had the chance to do this.
- The leadership and provision for pupils with special educational needs or disability are good. Well-planned activities in classrooms ensure their good progress. Specialist support is precise and correctly targeted and leaders check it has a positive impact on learning.
- The pupil premium is used effectively to support disadvantaged pupils. It has ensured that gaps in attainment between these pupils and others nationally have started to close in all subjects. Leaders use funding carefully and check it makes a positive difference to learning. For example, pupils who access the 'explorers club', funded by the pupil premium, have improved their attendance and progress.
- Leaders manage staff performance well. They regularly observe teaching and give staff helpful advice to raise attainment further. They follow up areas that need improvement quickly so that teaching remains consistently good.
- Staff have overhauled the curriculum so that it is inspiring and relevant to pupils. They provide exciting learning tasks that lead to academic, social and personal development. Numerous visits and specialist teaching in music and physical education enhance pupils' learning. Pupils receive good teaching in a broad and balanced variety of subjects. They talk enthusiastically about the many after-school clubs and especially enjoy book club.
- Pupils' spiritual, moral, social and cultural development is excellent. They have frequent opportunities to learn from first-hand experiences, such as when they re-enacted a Christian wedding and explored Islamic artefacts to learn about prayer in that faith. They are very well prepared for life in modern Britain.
- British values are integral to the school's culture. Pupils show deep respect for the views and opinions of others. They often vote for their preferences and make decisions in school, such as when deciding which charity to support. In lessons and assemblies, pupils frequently discuss many personal characteristics or 'strengths' that will help them to become responsible citizens.
- The school uses its additional funding for sport and physical education well. A wide mix of activities are available, from judo to tap dancing. Pupils work towards national sports awards and often take part in competitions.
- Parental involvement in school has increased significantly. The vast majority of parents are happy with the school. They appreciate the warm and welcoming atmosphere and the friendly staff who are eager to help.
- Staff and leaders value the support provided by the local authority. It has particularly helped middle leaders to develop their roles and has confirmed the school's own self-evaluation.
- **The governance of the school**
  - A review of governance was undertaken after the previous inspection. Governors now have a secure understanding of their roles and regularly audit their strengths to secure a broad base of skills.
  - Governors know the school well and correctly identify the main priorities for improvement. They make good use of information to check the performance of staff and ensure that teachers' pay is linked to the progress made by pupils. They manage spending efficiently and give high levels of challenge and support to leaders. Governors work closely with staff to measure the impact of their decisions on teaching and learning.
- The arrangements for safeguarding are effective. Staff are highly trained, extremely vigilant and make prompt referrals if they suspect children are at risk of harm. The school works closely with many outside agencies to help vulnerable children. Staff 'go the extra mile' for families who need additional support.

## Quality of teaching, learning and assessment is good

- Teaching is consistently good and has improved since the previous inspection. Groups of pupils, with different starting points, make good progress over time.
- Teachers plan work to match the needs of pupils and use practical resources effectively. Teaching inspires pupils, firing up their interest so that they are eager to learn and try their best. In every class, pupils commented that teachers made learning fun and exciting.
- Staff use questioning to deepen pupils' thinking and check their understanding. Staff step in quickly to reshape tasks or explanations. For example, in a Year 2 class, staff questioned pupils about aspects of multiplication and division. Pupils were able to explain their difficulties clearly and the teacher showed them a different way to reinforce their knowledge. This helped pupils to correct their previous errors and misunderstandings.
- Teaching assistants provide good support. They have been trained well and closely follow the good example set by teachers. Teamwork between teachers and assistants is first rate; all use the same vocabulary and methods so that teaching is consistent.
- Phonics teaching has significantly improved in recent years. A structured programme of teaching and assessing pupils makes sure they progress rapidly with phonics learning. If any pupil does not meet the high expectations set, then staff provide additional support promptly to help them catch up.
- Pupils make good progress in reading because of a relentless drive by staff to increase their skills. Pupils enjoy using their new library, which has boosted their love of reading for pleasure. Staff use any available time to share books individually with their 'adopted readers'. These are pupils who need more regular opportunities to read with an adult. This support prevents them from falling behind in reading.
- The school's assessment and marking policy is used consistently. Pupils understand the feedback received and say it helps them to improve their work. Marking is just as effective in foundation subjects as in writing and mathematics.
- Pupils take a pride in their work and most use neat, fluent and joined handwriting by the time they reach Year 2. Teachers provide exciting reasons for pupils to write for different purposes across different subjects. These include making books for the school's own museum and writing pen-pal letters to new friends in their next school. Pupils enjoy writing and their work is celebrated in attractive displays.
- A new curriculum in mathematics engages and motivates pupils. Real-life experiences allow pupils to apply their knowledge of shape, space and measures. For example, pupils act as 'weather watchers' every week, using equipment to measure wind speed, direction and rainfall. They apply skills successfully to record and compare changes in the weather over time. When using number skills, however, pupils have fewer opportunities to solve problems. Pupils do not always demonstrate the speed and accuracy needed to use mental calculation as proficiently as possible.
- Pupils with special educational needs or disability are carefully supported. These pupils are effectively included in lessons and make good progress because all staff are aware of their needs. Staff choose resources thoughtfully to help them learn complex concepts rapidly, such as a small group in Year 1 who understood place value with the assistance of apparatus.
- The most-able pupils are challenged more readily now. For example, in mathematics, pupils were asked to investigate which number might be the 'odd one out' from a group of three. The most-able pupils generated many different solutions from their investigation and were able to explain their reasoning in depth.
- Homework is set regularly and supports learning. Pupils complete fun tasks at home, such as making castles with turrets and towers. The school values and celebrates success at home with displays of homework all around the public spaces.
- Staff have strong subject knowledge in all areas of the curriculum. Teaching in religious education is a particular strength as pupils learn about many faiths and beliefs directly from guest speakers and visitors. Pupils learn about worship in different religions by visiting a cathedral and a mosque.

## Personal development, behaviour and welfare

is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Personal, health, social and emotional education is exceptional, securely permeating all aspects of the school. Staff are keenly aware of pupils' needs, abilities and backgrounds and do everything they can to nurture the welfare and development of each pupil.
- Relationships between pupils and staff are excellent. Pupils of different ages and within classes have close friendships and their cheerful co-operation helps learning to flourish.
- Pupils keenly take on responsibility, such as tidying away playground equipment or representing their class on the school's council. They discuss feelings and emotions with a depth of maturity beyond their age. Staff actively teach them about 'strengths of character' and give them a wide vocabulary with which to explain personal qualities. For example, while discussing the story of 'Daniel in the lion's den', pupils talked about his 'strength of hope and belief' and the 'strength of forgiveness' he showed when he did not retaliate against those who imprisoned him.
- Pupils say they feel safe in school and parents agree. Pupils know how to keep themselves safe, such as while crossing roads and using the internet. Visits from a local dentist and doctor have deepened their understanding of healthy lifestyle choices.
- Pupils explained that 'there is no bullying at our school now'. They said that if pupils ever become upset or fall out with their friends, then staff intervene to deal with situations quickly and fairly. Pupils trust the school's system for resolving disputes and say that it works well.
- Vulnerable pupils are carefully supported by the school's 'extra mile' initiative. Staff monitor children who are involved with outside agencies very closely. Members of the school's wider community visit classes to mentor pupils who need extra support and attention so they are encouraged to achieve their full potential. Additional activities are prepared for pupils supported by the pupil premium. Consequently, all pupils have the same opportunities as their peers.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils love learning and enjoy their lessons. Their behaviour in classrooms and around school is impeccable and makes a very strong contribution to improving progress. Staff consistently set high expectations for learning and behaviour and pupils rise to the challenge.
- Break times and lunchtimes are happy and well managed by vigilant staff. Pupils conduct themselves sensibly and cooperate maturely at a wide range of activities. For example, a group of pupils organised themselves in the reading garden, taking turns to play the 'teacher's role' and read books to their friends while another group organised and refereed their own game of football.
- Pupils fully understand the school's behaviour and rewards policy. They appreciate the praise and rewards system and thoroughly enjoy their weekly assemblies that celebrate 'Star and Citizen of the Week'.
- Each class is involved in setting their own classroom rules and understands why these are needed to keep everyone safe. There are much fewer incidents of low-level disruption seen in lessons because learning motivates pupils, who are eager to improve. Pupils take great pride in the presentation of their work.
- Attendance has improved over time. The headteacher rigorously follows up all absences to ensure pupils' safety. She has worked persuasively with a small minority of parents who do not send their children to school regularly and their attendance has subsequently improved.

## Outcomes for pupils

are good

- Pupils' achievement has improved because of better teaching and learning over time. Teachers match activities well to pupils' abilities and they provide exciting tasks that challenge different groups of pupils.
- In 2015, standards in reading and writing at the end of Year 2 were significantly above the national average, while in mathematics, standards were broadly average.
- There have been yearly improvements in outcomes for pupils in all subjects since the previous inspection but this has been more rapid in reading and writing. Recently, progress in mathematics has been good as a

result of the changes made to teaching in this subject. However, they are not yet helping pupils to make the rapid progress seen in reading and writing.

- In the 2015 phonics screening check for pupils in Year 1, the proportion of pupils who reached the expected standard was well above national figures. Results in phonics have continuously increased since the previous inspection because the quality of teaching and assessment in phonics has improved markedly.
- The attainment of disadvantaged pupils in 2015 varied across different subjects but overall the gap between their attainment and other pupils nationally has narrowed. When compared to other pupils in school, the attainment of disadvantaged pupils widened in 2015. Disadvantaged pupils currently in the school, however, make similarly good progress to their peers and many make the faster progress needed to catch up with other pupils. In reading, for example, they are achieving better than their peers because of precise teaching and high-quality additional support.
- Pupils who have special educational needs or disability make good progress from their different starting points. Additional support is carefully tailored to their specific needs. Leaders check regularly that teaching is of a high quality for this group of pupils.
- The proportion of most-able pupils that reached above-average standards, the higher Level 3, was well above the national average in reading and writing and broadly average in mathematics last year. This is a substantial improvement on the previous inspection. Currently, the most-able pupils make good progress in all subjects because they are provided with sufficient challenge to extend their learning.
- Boys were behind girls in all subjects at the end of Year 2 in 2015. However, work in pupils' books and the school's own information about progress show that boys are currently making faster progress than girls in reading and similar progress in writing and mathematics. Boys' progress has increased because staff have improved the curriculum even further in the past year to make sure it is more relevant to their needs and interests.

## Early years provision

is good

- Children make good progress during their time in early years because staff provide learning tasks that are interesting and cater for their individual needs. The proportion of children who reach a good level of development has increased since the previous inspection and is above the national average.
- Effective leadership and management have improved provision in the early years and children are well prepared for moving into Year 1. Even more children are on course to reach a good level of development this year.
- Teaching is good in Reception and Nursery. Staff have created exciting learning spaces indoors and outside which engage children's interest. Children are encouraged to find things out for themselves. For example, they hunted for mini-beasts in the nature area by looking closely and identifying the different insects found by using factual books. In this way, children developed skills in reading for information.
- Phonics is taught well so that children can already read and write words and sentences. Younger children in Nursery are encouraged to write their own names on the toys they make in the workshop area. Children skilfully used tools to design and make kites and crowns as props for their play. They wrote their names or initials on for identification. Other children enjoyed using light sabers to practise forming their letters and numbers correctly while moving to the music from 'Star Wars'.
- Behaviour is outstanding in early years, as in the rest of the school. Children help each other and play together cooperatively. For example, a small group of children using wheeled toys organised their own system to ensure that riding time was shared out fairly across the group. Without needing adult direction, they used a sand-timer to measure a set time each per turn.
- Some exciting opportunities are prepared to help children develop their understanding of shape, space and measures such as making and comparing different lengths of 'Rapunzel's' hair from play dough. However, there are not enough activities that encourage the very youngest children in early years to learn about number and quantities.
- Staff record children's progress and learning carefully, dating and commenting on the skills they have observed. Children's work books and learning journals show that children have gained a broad range of skills across the curriculum. Children were engrossed by their current topic work about dinosaurs and were fascinated as they waited and watched for their 'dinosaur eggs' to 'hatch'. This imaginative activity made children think carefully about how they would care for the baby dinosaurs, what they would feed them, how they would keep them safe and what they would do with the dinosaurs when they grew up.

- Good links are made with pre-school groups and staff visit children at home to meet them before they start school. Parents are encouraged to gather information about their children's achievements at home and share these with staff to give a fuller picture of each child's progress. Workshops and meetings with staff help parents find out what is happening in school and how they can help their children to learn at home.
- Parents praise the early years staff highly, explaining how well their children have settled into school routines. Parents are pleased with the good rates of progress they see their children making.
- Staff are vigilant at all times so that children are kept safe. They encourage children to think about risks for themselves, such as when they are climbing or building tall structures. Staff initiate conversations with pupils about what might happen so that pupils learn to assess dangers independently. The school fully meets the statutory welfare requirements for the early years.

## School details

<b>Unique reference number</b>	117768
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10002088

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

<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise West
<b>Headteacher/Principal/Teacher in charge</b>	Mary Elliott
<b>Telephone number</b>	01724 861571
<b>Website</b>	<a href="http://www.enderbyroad.schnet.org">www.enderbyroad.schnet.org</a>
<b>Email address</b>	<a href="mailto:head.enderbyroad@northlincs.gov.uk">head.enderbyroad@northlincs.gov.uk</a>
<b>Date of previous inspection</b>	10–11 December 2013

## Information about this school

- This is a smaller than average-sized infant school.
- The large majority of pupils are from White British backgrounds.
- The proportion of pupils supported through the pupil premium is similar to the national average. The pupil premium is additional funding provided by the government for children who are looked after by the local authority and pupils who are known to be eligible for free school meals.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of pupils who have an education, health and care plan or statement of special educational needs is below the national average.
- The school has a Nursery class attended by 41 children. Some children attend mornings or afternoons to access their 15 hours of free provision while others attend for 2.5 days per week.
- All of the children in the Reception class attend full time.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- The inspector observed learning in 14 lessons, or parts of lessons. Two of these observations were carried out jointly with the headteacher. The inspector looked at the work in pupils' books and learning journals and analysed the most recent information about the progress of pupils in the school.
- The inspector listened to pupils read and observed phonics being taught in all year groups.
- Discussions were held with senior and middle leaders and governors. The inspector also met with two representatives from the local authority to gain their views of the school.
- The inspector spoke with a large number of pupils, both formally and informally, and took account of five responses to the pupils' online questionnaire.
- A range of documents relating to school improvement were examined along with policies linked to teaching, safeguarding and behaviour. The inspector reviewed the school's website and documents relating to provision for disadvantaged pupils and pupils who have special educational needs or disability.
- The inspector gathered the views of a number of parents as they brought their children to school or visited the school for special events. She also took account of 14 responses from parents who completed Ofsted's online questionnaire, Parent View. The school's own recent survey of parents' views was considered along with written letters sent into school by parents during the inspection.
- The inspector spoke to staff and took account of the views of the 17 members of staff who completed Ofsted's questionnaire for staff.

## Inspection team

Sylvia Anne Humble, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

