

# Inspection of Enderby Road Infant School

Sunningdale Road, Scunthorpe, Lincolnshire DN17 2TD

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Inspection dates:	3 and 4 December 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy attending this warm and welcoming school. The school promotes pupils' well-being and personal development alongside their academic achievements. Pupils understand the importance of the school's values. These values include kindness, teamwork, honesty, independence and a love of learning. Pupils are well prepared for their next steps. They know that staff have high expectations of them. They rise to these expectations and support their friends to do the same.

There are high expectations of behaviour. Pupils know how they should behave and adhere to the school's rules. Pupils move around the school sensibly. They listen carefully to other peoples' ideas and develop both independence and teamwork skills as they move through the school.

Parents and carers are happy with the education the school provides for their children. The school prepares pupils well for life in modern Britain. For example, pupils understand how democracy is an important way of allowing people to contribute to decisions. Pupils are safe and are well supported by adults. However, a significant number of pupils are persistently absent. This means that too many pupils miss vital learning in school.

## **What does the school do well and what does it need to do better?**

The school has developed a broad curriculum. The curriculum identifies the knowledge they want pupils to know and remember in each subject. The curriculum is under constant review. The school carries out checks to find out what pupils know and can do. Staff use this information to identify and address gaps in pupils' learning. The school ensures pupils revisit important knowledge when needed. As a result, pupils can talk confidently about what they have learned.

The school establishes strong relationships with parents as soon as children begin in the Reception class. The environment provides rich opportunities for children to develop early language skills. The school has developed an ambitious curriculum to teach early reading. Children start to learn to read as soon as they start school. Staff receive training in the school's reading programme. Staff receive professional development so they can keep developing their skills. Teachers check that pupils are keeping up. However, despite these checks, some pupils struggle to join in reading lessons. They are not ready to learn the sounds that are being taught. This means that a small number of pupils do not keep up with the school's reading programme.

The school has made improvements to the teaching of mathematics. The school provides training to help adults teach mathematics well. The curriculum allows pupils' knowledge and skills to build logically on what they learn each year. Pupils have frequent opportunities to develop their problem-solving and reasoning skills. They show resilience in doing so and respond well to mathematical challenges. As a result, pupils develop the skills they need to become more confident mathematicians.

Pupils with special educational needs and/or disabilities (SEND) receive support for their individual needs. There are clear systems in place to identify pupils who may need extra

help. The school provides staff with further advice where needed. The school works alongside outside agencies to provide pupils with the help they need. As a result, pupils with SEND achieve well.

Pupils behave well around the school. Pupils listen carefully to adults. There are opportunities for pupils to take on responsibilities. The school ambassadors look after visitors and promote the school's values. Pupils enjoy visits that give them new and exciting opportunities. For example, pupils enjoyed a trip to Cleethorpes to learn all about the seaside. However, some pupils miss out on learning because they do not attend school frequently enough. The proportion of pupils that were persistently absent was high. This has not improved quickly enough this year. The school's procedures to ensure pupils attend regularly are not rigorous enough.

The school is ambitious and has ensured that outcomes for pupils have continued to improve. The school has established a strong team culture. Care is taken to consider the workload and well-being of staff. Staff enjoy working at the school. The school has developed stronger links to the community. This is welcomed by parents and families.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- A small number of pupils struggle to join in during phonics lessons. They are not confident with the sounds that are being taught. As a result, they do not learn as well as they should. The school should ensure that the sounds pupils are taught are well matched to the needs of all pupils.
- There are too many pupils who are persistently absent. This means some pupils miss important learning. The school should put in place rigorous systems to ensure that more pupils attend school regularly.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	117768
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10346310
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Cath Lloyd
<b>Headteacher</b>	Jo Smeaton
<b>Website</b>	<a href="http://www.enderbyroadinfantandnursery.co.uk">www.enderbyroadinfantandnursery.co.uk</a>
<b>Date of previous inspection</b>	3 December 2019, under section 8 of the Education Act 2005.

## Information about this school

- The school does not use alternative provision.
- The governing body provides a breakfast club for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders and representatives of North Lincolnshire local

authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted's parent survey, Ofsted Parent View, as well as the responses to the staff and pupil surveys.
- The inspectors reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

Paul Higginbottom

Ofsted Inspector

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