



# Enderby Road Infant School

## Inspection Report

**Unique Reference Number** 117768  
**LEA** North Lincolnshire  
**Inspection number** 280150  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Andrew Margerison

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

<b>Type of school</b>	Infant	<b>School address</b>	Sunningdale Road
<b>School category</b>	Community		Scunthorpe
<b>Age range of pupils</b>	3 to 7		DN17 2TD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01724 861571
<b>Number on roll</b>	112	<b>Fax number</b>	01724 861984
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Christine Parkinson
<b>Date of previous inspection</b>	1 January 2000	<b>Headteacher</b>	Mrs Marie O'Hara

<b>Age group</b> 3 to 7	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 280150
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

Enderby Road Infants School is a small school situated in the South Park area of Scunthorpe. It serves an area of mixed private and local authority owned housing and most of the pupils live locally. Overall socio-economic factors are below average. An above average proportion of pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average, but this varies considerably from year to year. All pupils are of white-British origin.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. This judgement matches the school's own evaluation of its effectiveness. Parents and pupils are fully justified in their confidence in the school. Throughout the school all adults put the care and well-being of the pupils at the very heart of their work. As a result, pupils love being at school, behave very well and have every confidence that the school will help them learn and support them if they are worried about anything. Pupils make good progress in developing very strong moral and social values but their understanding of other cultures and traditions is not as well developed. Provision in the Foundation Stage is good and ensures that children settle really quickly into school and achieve well. Throughout the school, teaching is good; it enables pupils to make good progress so they reach good standards. Good leadership by the headteacher and senior staff has ensured that the school has tackled the issues from the last inspection well, leading to standards rising to above average. This is rooted in a shared vision for the school and very strong teamwork between all staff. Procedures to check the performance of the school are effective, but not always focused enough on how new developments are affecting learning. The school gives good value for money and is well placed to move forward.

not applicable

### What the school should do to improve further

- Ensure that learners develop a better understanding of the lives and traditions of children from different cultures.
- Ensure that the evaluation of new initiatives is sharply focused on their effect on pupils' achievement and learning.

## Achievement and standards

### Grade: 2

Children start school in the Nursery with standards below those typical for their age, particularly in their language, literacy and mathematical skills and their knowledge of the world around them. They enjoy school and make good progress in the Foundation Stage. Most reach the expected goals by the end of Reception in all the areas of learning, although few reach levels above those expected, particularly in aspects of their spoken language. Since 2000, the school's results in national tests at the end of Key Stage 1 have gradually been rising; they were above average in 2004. Early indications from this year's test show that standards were not as good because a third of the pupils had learning difficulties and/or disabilities. These pupils achieved well compared to their starting point, but most did not reach the expected level for their age, particularly in writing. Other pupils achieved well; a good proportion exceeded the level expected for their age in reading and mathematics. School assessment information and evidence from lessons shows current standards in Year 2 are good with pupils achieving well in reading, writing and mathematics. As a result, even at this early point in the school year, a few pupils are already working at the level expected

of 7 year olds at the end of the key stage. The school carefully identifies pupils with particular gifts and talents. These pupils achieve well because of the good support provided for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. In the Foundation Stage the youngest children are fully involved in school activities so they quickly learn school routines and how to behave well. They are also expected to make choices which promote their independence well. As pupils move through the school they learn very strong moral and social values. This is reflected in their very good attitudes to learning and very good behaviour. Because pupils are involved in deciding school rules, they fully understand what is expected of them and how their efforts are rewarded. Pupils and parents say that there are no incidents of bullying, but pupils are confident that if they have a problem or are upset they can tell an adult and the situation will be dealt with. Pupils say they really enjoy school. They are keen to take part in anything the school provides for them. For example, the number of pupils, including a few from the nursery, who take part in the after school activities, such as gymnastics, is good. The school positively seeks to encourage pupils to take an active part in the local community and learn about their responsibilities to other people. Pupils learn about their local history and take part in music and art activities, but there are not enough opportunities for them to learn more about the daily lives and backgrounds of children from different traditions or cultures. Pupils understand the importance of leading a healthy lifestyle and how to stay safe in different situations in and out of school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning throughout the school are good. In the Foundation Stage, the activities provided for children are well planned and ensure that children develop their skills in all the areas of learning. There is a good balance between adult-led activities and those that children choose for themselves, which promotes their personal skills well. In all classes, teachers have high expectations of pupils and manage lessons well. They use questions well in class discussions to check pupils' understanding, although on occasions they miss opportunities to draw all the class into the discussions by targeting questions to particular pupils. Teachers plan interesting activities that enthuse pupils and help them to develop good basic skills in reading, writing and mathematics. Pupils of different abilities are well challenged. For example, higher attaining pupils achieve well in mathematics because they are expected to use basic skills to solve problems. Teaching assistants play a very important role in lessons. They help to manage pupils, but, most importantly, they provide very effective support when pupils work on the activities set by the teacher. Most of the teaching assistants' work is with pupils with learning difficulties and/or disabilities, but they are flexible and very much

aware of any pupils who may need a little prompting or guidance. As a result, pupils work productively and are engaged purposefully most of the time.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets the needs of all learners, irrespective of their age or ability, well. Pupils say that they enjoy a wide range of enrichment activities such as recorder and chess clubs after school and visits to places in the local area. Most of the curriculum is planned across the school and based on specific topic themes. This ensures that pupils' skills, knowledge and understanding develop progressively as they move through the school and that the basic skills of literacy and numeracy are taught well. The school is currently implementing a whole-school approach to developing pupils' speaking and listening skills because it believes that this will help raise standards in writing further. A good programme of personal, social and health education ensures that pupils develop a good understanding of healthy eating and the importance of taking exercise.

## **Care, guidance and support**

### **Grade: 2**

The school quite rightly feels that this aspect is one of the key strengths of its work. The level of care provided for pupils is excellent, is embedded throughout the school and evident in all activities. The Learning Support Officer plays a vital role in supporting pupils and their families when they need it most. Pupils really value this support and say that they would ask for help if they were upset or worried about anything. Good procedures are in place for child protection and parents are unanimous in their praise for the standard of care provided for their children. The school has satisfactory systems in place to track the progress pupils are making and pupils can explain in broad terms what they need to work on to improve their work. Their involvement in setting and reviewing their targets is in the early stages of development. The school is also in the process of setting up a school council to give pupils more opportunities to contribute to school improvements.

## **Leadership and management**

### **Grade: 2**

This aspect of the school's work is good. This concurs with parents' views and is founded on the good improvement since the last inspection and the good leadership provided by the headteacher and senior management team. They have very successfully created a shared sense of direction, commitment and shared responsibility throughout the school. There is a strong emphasis on ensuring that all learners succeed, which is reflected in the rise in standards in recent years. Good procedures are in place to check the overall quality of teaching and, because all staff are fully involved in identifying school priorities, senior managers know the strengths and weaknesses of the school well. As a result, the school has correctly identified areas for future development which means the school is well placed to improve further. However, the monitoring procedures

are not sufficiently refined or focused enough to enable the school to clearly evaluate the effect of new initiatives on achievement and learning.

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Governors are committed to the school, but much of the responsibility falls on the shoulders of a small number of individuals. The school has quite rightly identified that extending the role of the governors, particularly their contribution to monitoring school improvement, would strengthen this aspect of the management of the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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21 October 2005

Dear Children

Thank you very much for welcoming me to your school this week. I enjoyed talking to you and finding out about all the things you do. You were very polite and friendly and I would have liked to have been able to stay longer.

I am pleased to tell you that I agree with you and your parents that your school is doing a good job and that you are helping to make it better all the time. The things I particularly liked were:

your behaviour is very good and you have a very good understanding of how to look after yourselves, eat well and have plenty of exercise

the school really cares for you all equally and looks after you superbly

all the adults in school work together very well so your school is a happy place to be

teachers make sure you do well in reading, writing and number

your headteacher and senior teachers know what your school does well and how they want to make it better.

We have asked your headteacher and the governors to make your school even better by:

giving you more chances to find out about the daily lives and traditions of children from different backgrounds who live nearby

to check that the things they do to improve the school have a good effect on your learning.

Thank you again for helping me so much with the inspection.

With best wishes

Andy Margerison

(Lead Inspector)

Annex B