

Edenthorpe Hall Primary School

Inspection report

Unique Reference Number	106675
Local Authority	Doncaster
Inspection number	287582
Inspection date	19 March 2007
Reporting inspector	Linda Murphy

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	230
Appropriate authority	The governing body
Chair	Mr J Cartwright
Headteacher	Mr S Richardson
Date of previous school inspection	5 February 2001
School address	The Drive Edenthorpe Doncaster South Yorkshire DN3 2LS
Telephone number	01302 882381
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school serves a mix of private and social housing. The majority of pupils are White British. A few are from other heritages including Travellers. The proportions of pupils eligible for free school meals and with learning difficulties and/or disabilities are below average. However, the proportion of pupils with a statement of special educational need is higher than average as is the number of pupils who join and leave the school throughout each year. Since the last inspection, the school has admitted 50 pupils from a local school which was subject to special measures prior to its closure.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is a school of outstanding quality. The key to its tremendous success is the inspirational headteacher who engenders a very strong and successful philosophy where the needs of individual pupils are paramount. Excellent support from staff and a vibrant team spirit brings the philosophy alive. This remarkable steer enables pupils to do exceptionally well socially and academically because as the school says, 'it provides a climate where learning can flourish'.

Pupils' behaviour is impeccable and their attitudes are delightful: their smiles when they talk about school are dazzling. Pupils grow in maturity and self-esteem and are very caring members of the school and local community. They persevere with challenges - an attribute that sets them up very well for their continuing education at secondary school. Underpinning their striking personal development are the high levels of care that the school provides: new pupils are given a very warm welcome and quickly find their feet because others are so friendly and helpful. Pupils are given much encouragement to live a healthy and safe life.

Pupils take great joy in their learning because staff provide an excellent curriculum that sparks pupils' imagination and creativity. It meets the needs of all pupils very well because it is thoughtfully planned and gives plentiful opportunities for first-hand experiences and creativity. It ensures that pupils develop skills sequentially in a wide range of subjects. Within clear guidelines set by the school, the staff are given professional freedom and are confident to use their expertise so that teaching is unique and tailored to the individual's needs. The headteacher helps staff to 'flex their wings' and as a result, staff are very well placed to build on pupils' interests and imagination, and meet their thirst for learning. They guide and develop pupils' talents extremely well. The quality of teaching is stunning and pupils learning moves on very quickly. The school also uses its expertise to train new members of the teaching profession.

Children get off to an excellent start in the Reception class and achieve very well. The school does not always gain from this because of the high turnover of pupils as families leave and move into the area. For example, less than half of the pupils in Year 6 started this school in the Reception class. Pupils' achievement is outstanding from the often below average levels on entry to the Reception class to the above average standards at the end of Year 6. All groups of pupils do very well and make rapid progress. Although standards vary depending on particular year groups of pupils, they are usually above average by the end of Year 6. Pupils really enjoy reading for pleasure: they relish solving problems and meeting challenges and enjoy writing stories and factual information because they are encouraged to use their thriving imaginations. The pupils' academic achievement supports their economic well-being very well indeed. The reason that all do so very well is a combination of excellent management of basic systems such as assessment and tracking of pupils' progress and needs, the brilliant flair of the teaching and the resulting swift learning and the underpinning, engaging curriculum.

Pupils' gain a good cultural understanding through subjects, such as geography and religious education. They are often touched by world events and keen to help through support of various charities. However, their understanding of what it is like to live in a culturally diverse society is not as well developed as other aspects of their life.

The school has done very well since the last inspection. This is because of the firm leadership at senior level. Monitoring is used regularly to check on how well things are going and to help identify how aspects could be improved. The school is not complacent and ensures that staff

training is up to date and that it provides the best education it can for the pupils in its care. The school's capacity to improve is excellent and it gives outstanding value for money.

What the school should do to improve further

- Help pupils gain a better understanding of the cultural aspects of the diverse society in which we live.

Achievement and standards

Grade: 1

Pupils' attainment on entry varies considerably year on year, although it is mostly below average in the basic skills of reading, writing and numeracy. Staff quickly assess pupils' capabilities and regularly check their progress. As a result, pupils achieve outstandingly well in the Reception class. Most attain the expected levels for their ages and a significant proportion reach even higher standards by the beginning of Year 1. Pupils build very well on this excellent start in Year 1 and Year 2. All pupils do very well including those from minority ethnic groups, those with learning difficulties and/or disabilities and the large number of pupils joining the school later in their primary education. Pupils make swift strides in their learning because the school makes sure that all have equal opportunities to reach their potential. This means that standards are above average in English, mathematics and science by the time pupils transfer to secondary school. This sets pupils up well for their future. Challenging targets are met because staff have high expectations of the pupils and set demanding tasks. The pupils' excellent attitudes and behaviour together with the strong teaching and exciting curriculum enable them to immerse themselves in their studies, use their initiative and achieve apace.

Personal development and well-being

Grade: 1

Attendance is much higher than average which reflects the pupils' tremendous enjoyment of school. This starts for some in the thriving breakfast club and persists throughout the school day. The great majority of parents wholeheartedly agree that children arrive home 'happy, stimulated and inspired by what and how they have learnt'.

Pupils' spiritual, moral and social development is first-rate and leads to the outstanding behaviour and maturity beyond their years. Being 'thoughtful, considerate and empathetic' are strong features of the school's philosophy seen in practice. Spirituality is tangible as pupils persevere with exciting tasks such as learning in the fresh air and feeling the chill wind around them, or listening to music as they mix colours to create a textured backdrop for their paintings. Although pupils have an effective understanding of our multi-cultural society, arrangements for cultural development lack the greater breadth and depth given to other aspects of their life.

Pupils have many opportunities to link with the local community and the school council helps pupils to understand about democracy. The 'flying high' initiative aids pupils' healthy lifestyles considerably ensuring plenty of physical education including great opportunities at playtime to improve their fitness. Pupils enjoy a tasty choice of healthy meals. They gain a very clear understanding of the importance of being healthy and keeping safe. Pupils in Years 5 and 6 have extra opportunities to develop their economic awareness through technology and business challenges.

Quality of provision

Teaching and learning

Grade: 1

'Learning is fun and time flies' is how some Year 6 pupils rightly describe their day. This is because the excellent quality of teaching is founded on very trusting relationships and exceedingly high aspirations for all pupils. The pupils relish the challenges set for them because teachers and other adults work in partnership to encourage pupils to think for themselves, share ideas and contribute to groups tasks. As one child commented, 'Many hands make light work and we all learn from each other.' Good humour and endeavour pervade the teaching and learning. Pupils' brilliant behaviour, clear work routines and the clarity of learning mean that time is used extremely well so planned work is completed. As well as this, staff have the training and confidence to follow up pupils' ideas and take time out from planned work to explore interesting alternatives.

Curriculum and other activities

Grade: 1

All groups of pupils are very well served by the outstanding curriculum and the high expectations that all can achieve their best. For example, when an influx of pupils from a local school were admitted, they all required extra help with their learning. Now, none remain on the school's register of pupils with learning difficulties and/or disabilities. This is a huge tribute to the way in which the curriculum and support meet pupils' needs.

The school's culture is such that because pupils are content, happy and enjoy school they are willing to give of their best. This shows dividends in their writing, in particular, where pupils are confident to share their feelings in the knowledge that their thoughts and efforts will be understood and appreciated.

There is a wealth of opportunities for pupils to apply their basic skills in many subjects. Older pupils learn French and this provides a strong link to their secondary school.

Care, guidance and support

Grade: 1

Tremendous care is given to all pupils. Arrangements for health and safety including child protection are satisfactory. The induction of new pupils to the school is very well thought through and families are welcomed and expected to share in their children's education. Many fruitful partnerships with others, including parents, other schools and the community make an important contribution to pupils' high achievement. Academic guidance is first class. Assessment is used very well to ensure each child is set challenging tasks. Arrangements for checking pupils' progress over time work very smoothly and are part and parcel of every day life. As a result, challenging targets do not just keep pupils on their toes but as their headteacher explains on their 'tiptoes'.

Leadership and management

Grade: 1

The school listens to parents and has their overwhelming support. It far exceeds the expectations of many parents. Clear monitoring and evaluation enable senior staff to keep a check on pupils' progress and initiate new ideas to further improve what it provides. It leads to significant improvements and has helped the school to settle in the large influx of new children when a nearby school closed. Very strong teamwork including subject teams at middle management level contribute very well to the school's success. Members of the very professional senior leadership team complement each other very well so that they have an inbuilt check and balance on their work. Governance ensures that high standards are met across the board and that pupils have equal opportunities to do very well indeed.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome when I visited your school. You, your parents and the staff told me that Edenthorpe Hall Primary School is wonderful and I agree. It is an outstanding school of high quality of which everyone is very proud.

I saw children in Year 6 using 'wow' words to make their writing more interesting. I judge this to be a 'WOW' school. When I looked up the word in the Thesaurus I came across other words such as 'WINNER, SMASH, TRIUMPH, SENSATION and KNOCKOUT', all of which aptly describe your school.

This is because the headteacher and other staff work tirelessly to make sure that the teaching and your learning are the best they can be. You have many exciting and practical tasks to interest you and challenge your thinking. You respond with hard work, delight and happiness. You show a lot of care in your work and to others. You make new children very welcome. You have the advantage of parents and teachers working together to help you learn fast.

The school makes sure that you attain high standards and that your behaviour, attitudes and maturity are excellent. The next step for the school is to deepen your understanding about people from different cultures to your own. This is to help you to become even more caring, happy and successful as adults.