



Enderby Danemill Primary School

Inspection Report

Unique Reference Number 119963
Local Authority Leicestershire
Inspection number 291585
Inspection dates 8–9 November 2006
Reporting inspector Brian Holmes

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

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|---|--------------------|-------------------------|--------------------|
| Type of school | Primary | School address | Mill Lane |
| School category | Community | | Enderby |
| Age range of pupils | 4–11 | | Leicester LE19 4LH |
| Gender of pupils | Mixed | Telephone number | 0116 2862674 |
| Number on roll (school) | 440 | Fax number | 0116 2753671 |
| Appropriate authority | The governing body | Chair | Peter Winkless |
| | | Headteacher | Paul Vipond |
| Date of previous school inspection | 2 July 2001 | | |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Enderby Danemill is a larger than average primary school in a village near Leicester. It is based on two sites about half a mile apart. Most pupils come from the village and the surrounding area. There are lower than average proportions of pupils eligible for free school meals, with learning difficulties and disabilities and from minority ethnic backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the achievement of pupils in Years 3 to 6 and to the quality of teaching and learning.

The overall effectiveness of the school is inadequate. This differs from the school's judgment of itself because the school has an inaccurate view of pupils' achievement and teaching and learning. There has been insufficient improvement since the last inspection and the school provides unsatisfactory value for money. Its capacity to improve is now satisfactory because the senior leadership has introduced strategies to raise pupils' achievement which are beginning to have a positive effect.

Pupils' achievement is inadequate. Standards are broadly average by Year 6, but pupils in Years 3 to 6 do not build on the satisfactory progress they make in the Foundation Stage and in Years 1 and 2, especially in writing and mathematics.

Pupils' personal development and well-being are satisfactory with some good features. Pupils clearly enjoy school and have positive attitudes. They adopt healthy lifestyles and know how to stay safe. Pupils' behaviour is satisfactory but, when asked, they and their parents expressed some concerns about bullying. The provision for pupils' care, support and guidance is satisfactory. Child protection arrangements and those for pupils' health, safety and welfare are fully in place. Their academic guidance is satisfactory, with targets in place, but these are not yet resulting in any measurable improvement in pupils' performance.

Teaching is unsatisfactory because of its lack of effect on improving pupils' achievement in Years 3 to 6, particularly in mathematics. More able pupils are not challenged enough and marking does not sufficiently guide pupils on how to improve their work. The recently introduced initiatives to improve teaching are beginning to work but have not yet had enough effect on pupils' achievement. The curriculum is satisfactory and includes a good range of additional activities that help to promote pupils' personal development and well-being.

Although it still has a number of weaknesses, the leadership and management of the school is satisfactory. School leaders are now setting a clear direction for the school and, with help from the local authority, are tackling several important aspects satisfactorily. These include procedures for checking provision, especially teaching, and pupils' performance.

What the school should do to improve further

- Raise the achievement of pupils in Years 3 to 6, especially in mathematics and writing.

- Provide pupils of all abilities with more challenging work and use marking more effectively to guide them on how to improve.
- Improve the impact of the school's monitoring and evaluation procedures.

Achievement and standards

Grade: 4

Pupils' achievement is inadequate. Children enter the school with skills and experiences that are in line with what is normally expected for their age. They make satisfactory progress in the Foundation Stage to attain the goals expected at the end of the Reception Year, with a minority of children exceeding them. In Years 1 and 2, pupils make satisfactory progress and attain broadly average standards. In Years 3 to 6, pupils attain broadly average standards in national tests. However, pupils' progress is unsatisfactory, with many pupils significantly underperforming in mathematics by Year 6. Evidence from the inspection shows that pupils currently in Year 6 have significantly underperformed in Years 3 to 5 in mathematics and that many have made unsatisfactory progress since they entered the junior classes. Pupils with learning difficulties and disabilities make satisfactory progress because they receive satisfactory support to meet their needs.

The national test results in 2006 indicate that pupils' progress over time is getting worse, particularly in writing and mathematics. Results were above average in reading and science but not in writing and mathematics. Pupils make unsatisfactory progress over time and underachieve against their earlier performance in Year 2. In writing, very few pupils attain Level 5 by the end of Year 6. The school is now setting more challenging targets for the current Year 6 and the recent emphasis on writing is beginning to improve their achievement in this area. However, most of the strategies recently introduced have yet to make a full impact. The school acknowledges that it has much more work to do to reach a stage where all pupils are achieving as well as they can.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils' spiritual development is promoted through a number of subjects, but opportunities to reflect on issues in assemblies are limited. Pupils appreciate other cultures through taking part in events and performances. They show concern for others, for example by collecting shoe boxes of gifts for children in Romania. However, because of the two sites, opportunities for older pupils to foster friendships and help younger ones are very limited. Behaviour is satisfactory, though a number of pupils complain about incidents of aggressive behaviour and bullying. Relationships are satisfactory but a few pupils show intolerance towards others, reflected in the number that receive detentions. Many pupils say the school is a friendly place and enjoy school. They appreciate the wide range of clubs and activities where they gain a good understanding of what constitute healthy and safe lifestyles. For

example, the school's road safety officers remind pupils to 'arrive alive' and pupils learn how to make fat-free muffins. Participation in sporting events encourages teamwork and pupils make a satisfactory contribution to the local and wider communities. These instances help pupils to prepare satisfactorily for the next stage of their learning.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate because of the lack of impact on pupils' achievement, particularly in mathematics in Years 3 to 6. More able pupils are not always challenged enough and given work that meets their needs. Teachers' marking is inconsistent in guiding pupils as to what they have done well or how they could improve further. Teaching in the Foundation Stage and in Years 1 and 2 is satisfactory and enables these pupils to make satisfactory progress. In Years 3 to 6, recent initiatives have improved the quality of teachers' planning. In addition, teachers are beginning to use assessment information more effectively to help pupils make progress towards their targets. A lot of emphasis has been put on improving the teaching of writing and this is beginning to raise standards. However, these initiatives to improve teaching are at an early stage and they are not applied consistently in all classes. Pupils with learning difficulties and disabilities receive suitable support in class, enabling them to be involved in all activities and make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Although it meets all requirements, the curriculum does not have enough effect in helping pupils to improve their achievement, particularly in mathematics. Improvements in the Foundation Stage curriculum provide children with better opportunities to learn through play although the outside area remains underdeveloped. In the rest of the school, the greater focus on improving writing is raising achievement but opportunities for pupils to practise their writing skills in other subjects are limited. Mathematics has not had the same focus and pupils in Year 6 are underachieving significantly. A few teachers are finding it very challenging to provide effectively for such a wide range of ages and abilities in the mixed-age classes.

Pupils enjoy many additional activities and the school's swimming pool is used to maximum effect to promote pupils' awareness of water safety. Visits and visitors, including for example members of the emergency services, help pupils gain a wider understanding of the wider world. Clubs and activities, particularly for pupils in Years 3 to 6, are very popular and support their personal, social, physical and health development well.

Care, guidance and support

Grade: 3

The school takes satisfactory care of its pupils. Child protection procedures are well established, as are procedures to ensure the health and safety of pupils. All staff have had appropriate training. Risk assessments are thorough and regular. Pupils with learning difficulties and disabilities and those who are vulnerable are identified early and receive satisfactory support. A number of parents expressed concerns about bullying and the lack of action by the school regarding persistent offenders.

The monitoring of pupils' academic progress is satisfactory. Good evidence is now being gathered to check how well pupils are achieving, although this information is not always used effectively to plan work to meet pupils' individual needs. Pupils have a satisfactory understanding of the targets they are set but the guidance they are given through marking doesn't help them enough to know how they can achieve the targets

Leadership and management

Grade: 3

Although a number of weaknesses remain, leadership and management are satisfactory. School leaders are now setting a clear direction for improving the school's work. A more dynamic senior leadership team is in place and, with intervention and support from the local authority, several aspects of leadership and management are now being tackled satisfactorily. These include procedures for checking provision and pupils' performance. These aspects of the school's work are still at an early stage of development. Subject leaders are beginning to play a greater part in improving pupils' achievement in their areas of responsibility. The governing body fulfils its duties satisfactorily and is now more involved in the work of the school, including checking the school's performance more rigorously. Pupils' equal access to the opportunities the school provides is inadequate because not all pupils do as well as they can. Parents are generally supportive of the school but almost a quarter of those who responded to the parents' questionnaire felt that the school is not led and managed well. The actions already taken to check the school's provision and pupils' performance more purposefully and regularly are beginning to have a positive effect on the quality of education provided. The school leadership team is at the centre of this drive to improve standards, which means that the school's capacity to improve is now satisfactory.

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Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 4 |
| How well does the school work in partnership with others to promote learners' well-being? | 3 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 4 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | No |

Achievement and standards

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|--|---|
| How well do learners achieve? | 4 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 4 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 4 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 4 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 4 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| 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? | Yes |

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and hearing what you have to say about the school. You told us a lot about what you like and what you would like to see improved. It was interesting to find out about the 'fat free' muffins some of you have made and to hear about all the activities you are involved in.

At present, your school is not doing as well as it could in some important areas. For example, some of you are not making as much progress in writing and mathematics as you should, especially those of you in Years 3 to 6. We think you can do better than you are doing and that you need more good teaching if this is to happen. Your teachers are working hard to make things better, especially in planning work that is just right for you. and in checking how well the school is doing.

We found out many interesting things about your school in the short time we were there:

- Most of you like school.
- You like your teachers and other helpers, and always try to do your best.
- You are learning how to be fit and healthy, and know how to keep yourselves safe.
- Your teachers organise interesting clubs and trips for you to take part in.

While these are some of the good things, we have asked the headteacher, staff and governors to make some improvements:

- Help you to do better in your writing and in mathematics, especially those of you in the juniors.
- Make sure that your teachers give some of you harder work to do and make clear in their marking how you can make your work better.
- Make sure that all the checking that teachers do helps you to do as well as you can.

We are sure that you can do really well if you receive this help. You can help your teachers by working as hard as you can and continuing to do your best all of the time.