

Endsleigh Holy Child RC Primary School

Inspection report

Unique Reference Number	118046
Local Authority	Kingston-upon-Hull
Inspection number	312793
Inspection dates	30–31 January 2008
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	295
Appropriate authority	The governing body
Chair	Mrs Helen Green
Headteacher	Mrs Ann Merckel
Date of previous school inspection	1 April 2004
School address	Inglemire Avenue Hull HU6 7TE
Telephone number	01482 853203
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school serves families from a wide range of backgrounds. The proportion of pupils who take up free school meals is lower than usual. The proportion of pupils with learning difficulties and/or disabilities is average. The school is an ethnically diverse community and 22 different home languages are spoken. Most of the pupils are of White British heritage but around a fifth have European, Asian or African heritages. The school also caters for some asylum seekers. A small minority of pupils are in the early stages of learning English as an additional language. Due to the transient nature of the local population, a high proportion of pupils leave the school or are admitted throughout the year. Extended provision at the school includes a breakfast club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Endsleigh Holy Child RC Primary is a satisfactory and improving school. Good features include pupils' personal development and provision in the Foundation Stage. The school provides satisfactory value for money. Parents have positive views of the school. They praise the 'friendly, welcoming and hard working staff' and one wrote, 'my child can't wait to go to school each day'. Links with other schools and outside agencies provide valuable benefits for the pupils, especially in terms of facilities for sport and physical education, and in providing expert help to meet individual needs.

At the start of Year 1, pupils' development is broadly typical. Test results for 2007 show that pupils' achievement is satisfactory overall and good in English at Key Stage 2. Standards for Year 2 and Year 6 pupils are average. Under the focused leadership of the headteacher, the school is successfully implementing well laid plans to raise achievement and attainment. Improved systems for assessing and checking pupils' progress have helped to raise teachers' expectations of what pupils should achieve. Work is now better tailored to meet pupils' different abilities in English although this is not always so in mathematics and science. Subject management for English provides good support for teaching and learning. The improved progress in the subject has been maintained and extended to Key Stage 1. Inspection evidence and convincing indicators from the school's records show that progress in mathematics and science in Key Stage 2 is improving but is not as good as in English. The subject management of mathematics has not made a significant difference to learning. The school is in the early stages of developing subject management for science.

Pupils' personal development is good. The school's religious foundation provides a strong, caring ethos which ensures that pupils feel secure. As a result, there is a calm, productive atmosphere and pupils enjoy their learning. Behaviour is good. The rich diversity of cultures and home languages is valued and celebrated, creating a harmonious community. Pupils make a good contribution to the school and wider community. For example, they help draw up school rules and organise fundraising for charities. Such experience of responsibility prepares them soundly for life in the wider world.

Teaching is satisfactory overall and some is good. In most lessons, teachers provide a good level of challenge but this is not consistent across all classes and subjects. For example, a scrutiny of mathematics and science books shows that the more able pupils are sometimes completing the same work as the rest of the class. The curriculum is satisfactory and pupils are enthusiastic about the interesting range of lunchtime and after school clubs. A strong emphasis on personal, social and health education enables pupils to make informed choices about their lifestyles and they learn to deal with social and moral issues. Good attention is paid to safeguarding pupils, and to health and safety matters.

The new senior management team has driven through some good improvements over the last year and a half. They take good advantage of help provided by the local authority. Although the full impact, in terms of test results, has yet to be seen, some pockets of good progress are emerging. Therefore, the school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Most children enter the Foundation Stage with skills and knowledge broadly typical for their age. A good programme of introducing children to school ensures they settle quickly. Because of the improved and good provision, they make good progress. Those who are in the early stages of learning English make great strides in their abilities to understand and speak the language. In 2007, the majority of the Reception children had met expectations fully, with strengths in personal and social development. Many had also developed further than usual in early reading and number work.

The planning of the curriculum produces an inviting and exciting learning environment. Teaching is good. Children learn well in the adult-led sessions and have a good variety of free-choice activities which encourage them to become independent. They show great enjoyment in their work and play. As one child said excitedly, 'I love it here!' Plans are in place to further develop the outside play area so it can be used in all weathers.

What the school should do to improve further

- Increase achievement in mathematics and science.
- Ensure that all mathematics and science lessons include enough challenge for pupils.
- Improve the leadership of mathematics and science.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory overall; it is good in English at Key Stage 2. Standards are average. Test results are affected by the large number of pupils who move in or out of school during the year. Many of these pupils have experienced a lack of continuity in their learning. However, the school recognises that there have been general inconsistencies in pupils' progress in the past.

New systems for checking pupils' progress enable teachers to identify pupils who are not meeting expectations. Under-performance from previous years is being eradicated through special teaching programmes. Standards were average in the Year 2 teachers' assessments for 2007; they were best in mathematics. A new programme for teaching sounds and letters is helping to boost progress this year in reading and writing, and pupils are on track to make up lost ground.

There is good progress in English in Key Stage 2 where challenging targets have been exceeded. Progress in mathematics is slower and this has been the weakest subject over recent years. Pupils' knowledge and understanding of science are satisfactory but their skills of problem-solving and investigation are not developed well enough across the junior years.

Pupils with learning or emotional difficulties make good progress and are confident learners. Those whose home language is not English make good progress; most become fluent speakers and many achieve at least average standards by Year 6. Girls and boys achieve equally.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. It is well supported by the school's Catholic ethos and a good programme of personal and social education. Pupils clearly enjoy their lessons and have good attitudes to their work; levels of attendance are above average.

Pupils have a keen awareness of personal safety and how to lead a healthy and fit life. This is because of the good work done in achieving the Positive Health in Schools award and also through anti-bullying projects. Pupils behave well and contribute effectively to the school community. There are many opportunities for them to give their opinions and to support new initiatives in school, for example, the school councillors are involved in the selection process for the new headteacher and 'buddies' help to ensure good relationships at playtimes. The school council is rightly keen to make playtimes more interesting. Pupils are soundly prepared for the next stage of their education, having achieved satisfactory skills in basic subjects together with good skills of collaboration.

Quality of provision

Teaching and learning

Grade: 3

Teaching has a satisfactory impact on learning overall and is good in English. Pupils who have learning, physical or emotional difficulties are taught well and there is enough good teaching across the age groups to enable the school to meet its own targets for improvement. Relationships in lessons are good. This means that pupils develop good attitudes to learning and a willingness to persevere with tasks.

Many worthwhile improvements have been made in teaching but they are not all consistently embedded. In most classes, the work is carefully planned to promote progress for pupils of all abilities. However, in some mathematics and science lessons at Key Stage 2, pupils are not stretched fully. Many lessons include a good amount of practical and oral work which helps to maintain a good pace to learning. However, pupils sometimes listen passively to the teacher for too long. In most lessons, teachers provide good feedback to pupils on how well they are doing and how they can improve but marking is not always as helpful as it could be.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to develop personal and social skills well and their academic skills satisfactorily. Spanish lessons are much enjoyed as is the emphasis on sport and physical education. Special groups, both in and out of school time, are successful in boosting progress in English, mathematics and science and in supporting pupils who need extra help with their learning.

Teachers have made a start in linking subjects together so that pupils are able to consolidate their reading and writing skills. There are fewer opportunities for pupils to practise their numeracy and computer skills. The interesting lunchtime and after school activities are popular and provide good opportunities for pupils to try out new activities. The judo club is a great favourite and the choir's talents have resulted in several competition successes. A range of

visits, visitors and special events extends learning beyond the classroom and widens pupils' horizons.

Care, guidance and support

Grade: 3

This aspect is satisfactory overall, although the care of pupils, especially those who are most vulnerable, is good. New arrivals at the school have good support to help them settle. Pupils say they are confident about moving to secondary school because they get to know teachers and routines beforehand. Child protection and safeguarding procedures meet requirements. The school goes to great lengths to secure specialist support and resources to meet individual needs. The breakfast club provides a good start to the day for many pupils.

There is satisfactory guidance for pupils to support their academic progress. The learning goals that are given at the start of lessons provide a clear purpose for learning and ensure that pupils know what is expected of them. Pupils have targets for learning that provide advice on how they can improve. Where they are written in child friendly language or explained fully, they are useful. In many cases, however, pupils do not understand the guidance fully so it has a limited impact on learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, and there are some strengths. The headteacher, ably supported by the deputy headteacher, provides strong leadership and is instrumental in maintaining the calm and nurturing environment. Staff work as a good team and are committed to raising standards further. School evaluations are accurate and the information is fed into school improvement planning. This provides a clear steer for future developments but some of the targets are not precise enough which makes it difficult to monitor progress.

New systems for assessing, monitoring and evaluating the performance of the school have been introduced; these enable senior managers to keep a close eye on pupils' progress and the quality of provision. Subject management in English and for the Foundation Stage has been very successful in supporting teaching and learning, and has resulted in much better progress in these two areas. Less input to the provision for mathematics means that improvements are slower here. The school is currently developing the management of science.

The governors are a very knowledgeable and supportive group who play an active role in the day-to-day life of the school. They clearly know where further action is needed. At present, governance is satisfactory and all statutory requirements are met.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	3
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.

Annex A

Leadership and management

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

Text from letter to pupils explaining the findings of the inspection

1 February 2008

Dear Pupils,

Inspection of Endsleigh Holy Child RC Primary School, Kingston-upon-Hull, HU6 7TE

Thank you very much for your warm welcome and for helping my colleagues and me when we came to visit your school. I would like to tell you what we found out.

Endsleigh Holy Child provides you with a satisfactory education and has some good features. Your behaviour is good, you get on well together and take good care of each other. You enjoy your learning and try hard. We enjoyed chatting with some of you and learning about the things you do. We agree with you that playtimes could be more interesting and we passed your comments to the headteacher. I think that your school council will also be following this up.

Please thank your parents for sending me lots of replies to the questionnaire. They are happy with the school and especially pleased with the new Foundation Unit for the younger ones and the care that your headteacher and staff take in ensuring you are happy. Several parents of children who had transferred to the school said your friendliness had helped the newcomers to settle in quickly. That shows how thoughtful you are.

You are making satisfactory progress and enjoying your learning. I know that you have worked hard to improve your reading and writing. Well done! I think you could make similar improvements in mathematics and science. I know that you like new challenges so your teachers are going to make some of your work a bit harder. They think that is a good idea and will be checking to see that you are doing your best all of the time.

Thank you once again for the interesting conversations we had throughout the two days and for letting us know your views so clearly. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector