

# Enderby Danemill Primary School

## Inspection report

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<b>Unique Reference Number</b>	119963
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313461
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Pat Walsh HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	461
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Winkless
<b>Headteacher</b>	Paul Vipond
<b>Date of previous school inspection</b>	2 July 2001
<b>School address</b>	Mill Lane Enderby Leicester LE19 4LH
<b>Telephone number</b>	0116 2862674
<b>Fax number</b>	0116 2753671

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Enderby Danemill is a larger-than-average primary school on the outskirts of Leicester. It is based on two sites about half a mile apart. Most pupils come from the local village and the surrounding area. The proportion of pupils eligible for free school meals is lower than average. There are few pupils with learning difficulties and/or disabilities and most pupils are of White British heritage. About half of the teaching staff is new to the school from September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Enderby Danemill is an improving school, and is now providing its pupils with a satisfactory standard of education, with some good features. One parent's comment echoes the views of many: 'I feel that the school is growing from strength to strength.' Pupils' personal development and well-being are good. They have positive attitudes to their learning, behave well and enjoy coming to school.

Pupils' achievement is satisfactory. In the past, the pupils' progress has varied between classes and year groups because the quality of teaching has not been good enough. The school has introduced a range of measures to tackle the legacy of underachievement and the effect of these measures is beginning to show in pupils' work. However, some of the more capable pupils do not achieve as well as they should.

Teaching and learning are satisfactory, and some lessons are good and occasionally outstanding. The new staff team works well together. The improved teaching, particularly in Years 3 to 6, is responsible for the satisfactory progress that is now made by the pupils. Relationships in the classroom are positive, enabling teachers and teaching assistants to concentrate on pupils' learning. Staff care well for the pupils. The ethos of trust and co-operation is strong. The support for those with learning difficulties and/or disabilities is good. Academic guidance is good. Teachers' marking shows pupils clearly what they have achieved and what they need to do to improve. Target setting is now well developed in all areas of the school and pupils are increasingly confident in their learning. One pupil commented in a mathematics lesson, 'It is hard but I can do it the way my teacher explains it.' The curriculum is satisfactory. The wide range of activities extends the pupils' learning but there are too few opportunities to develop literacy, numeracy and science in all subjects.

Leadership and management are satisfactory. The headteacher shows a clear commitment to improvement and is well supported by the senior staff, who have good leadership skills and are helping to drive forward the brisk pace of improvement. Efforts to remedy issues from the last inspection have been successful in most areas, for example, in the improvements seen in teaching. Some good progress is evident but the full effects of recent initiatives to improve pupils' achievement have not yet been realised. The school has satisfactory capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

The children's attainment when they enter the Reception class is typical for their age. Good systems for their induction and the effective care and support they receive from all the staff enable them to make a good start to their school life. They make satisfactory progress and achieve satisfactory academic standards by the time they move into Year 1. The recent appointment of new staff is helping to improve standards and achievement further. For example, letter sounds are taught well and there is now a rigorous analysis of children's progress, with regular checks on how they are doing academically. Good attention is given to the children's personal development, particularly helping them to stay safe and encouraging them to keep

healthy. Outdoor play facilities have improved since the last inspection and there are now more planned opportunities for children to develop their physical skills outdoors.

### **What the school should do to improve further**

- Raise standards in literacy, numeracy and science by providing planned opportunities for pupils to develop their learning through a wider range of subjects.
- Improve the achievement of potentially higher-attaining pupils in all classes by providing work better suited to their needs.

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

## **Achievement and standards**

### **Grade: 3**

By the end of Year 2, standards are broadly average in reading, writing and mathematics. In the past, the school has not done enough to ensure that pupils build on this sound start. However, despite the disappointing results in mathematics and science in the national tests in 2007, recent better teaching is beginning to result in rapid improvement in Key Stage 2. Convincing evidence seen during the inspection shows that standards across the school, particularly in Years 3 to 6, are rising. The early indications are that pupils are on track to reach the challenging targets set for them. The school's records and the work in pupils' books show that most pupils are now making adequate progress and achievement is satisfactory. Pupils with learning difficulties and/or disabilities and lower-attaining pupils make similar progress to their peers because work is well matched to their needs. However, higher-attaining pupils are not yet making progress at the rate they should.

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

### **Grade: 2**

This is a strong aspect of the school's work. Pupils have positive attitudes to their work, play cooperatively and are polite and well mannered. When there are occasional instances of unkindness and bullying, they are dealt with effectively by members of staff. The pupils' positive enjoyment of school is reflected in their good attendance and their high participation in the many extra-curricular clubs. They know how to stay safe, and why they need to adopt a healthy lifestyle. They understand the importance of exercise and benefit from the outstanding provision of physical activities offered to them. Pupils' moral and social development is good. They have a good understanding of right and wrong and they are tolerant and understanding of each other's needs. Spiritual and cultural development are satisfactory and the school recognises the need to improve planning and provision in these areas. The school council makes a good contribution to school life and is presently helping to improve the playground facilities. Pupils enjoy celebrating each other's successes and show good concern for the welfare of others by raising funds for their chosen charities. These events help prepare them for the world of work and for their future economic well-being. Pupils contribute well to the local community by taking part in events such as distributing harvest goods to the homeless and singing to the elderly.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory, with good practice developing in Years 3 to 6 so that pupils' progress is accelerating. Teaching remains good in Years 1 and 2. Throughout the school, teachers' approaches to lessons ensure that almost all pupils enjoy learning. They use interactive whiteboards well at the start of lessons to provide a focus for pupils to understand what they are expected to achieve, and then to review what they have learned at the end. Challenging targets based on thorough assessment have raised teachers' expectations of the standards that pupils should reach. Teachers' planning for pupils of different abilities is clearly based on relevant assessment information although, in some lessons, the highest-attaining pupils are less effectively challenged than other pupils are. Whereas teachers focus well on improving pupils' written vocabulary, progress is sometimes slow because there is less attention to presentation or accuracy in writing. Questions in almost all lessons promote independent decision-making, requiring pupils to reflect on what they have already learned. Teachers, with the support of well-trained teaching assistants, make good provision for pupils with learning difficulties and/or disabilities. Marking throughout the school is based on agreed codes that help pupils to understand where they have succeeded, what they need to improve and how to do this. There are some excellent instances of planned opportunities for pupils to reinforce their learning by assessing their own work. By keeping parents informed about pupils' targets and progress, teachers make it possible for them to support their children's learning out of school.

### Curriculum and other activities

#### Grade: 3

The satisfactory curriculum meets statutory requirements. Subject leaders, whose overall planning is now clearly based on thorough assessment of the pupils' learning needs, are developing progression throughout the school. A strong focus on English, mathematics and science is beginning to raise the standards that pupils achieve, particularly in Year 6. Booster groups help to improve the achievement of pupils whose assessment records show that they need greater support or challenge. Although the use of ICT, especially interactive whiteboards, has a positive influence on pupils' enjoyment and learning in all subjects, there is too little planning for the reinforcement or extension of their literacy and numeracy across all subjects. The range of visits and special events to develop pupils' knowledge and understanding of all subjects, including personal, social and health education is good. School leaders have responded to requests from parents by reviving opportunities for swimming. The school provides a wide range of popular after-school activities that broaden pupils' horizons and improve their sporting skills. Pupils have opportunities to develop independence through the planning of charitable fund raising.

### Care, guidance and support

#### Grade: 2

The school takes good care of its pupils. As a result, there is always someone they can go to if they have problems or are upset. Pupils feel safe and secure. Safeguarding systems and checks on adult workers are up to date and are easily accessed. Parents are pleased with the way in which their children are looked after and with the care they receive. They speak positively of

how the school has improved over the last term and how happy their children are. One parent said, 'Every school day is a happy one for my little boy.' There are rigorous child protection procedures and staff know what to do if they feel a child is at risk. Provision for pupils with learning difficulties and/or disabilities and for those who speak English as an additional language is good and well managed. There are now good systems to assess how pupils are progressing academically. The assessment information is being used well to set targets for pupils' future learning so they know how to improve. Appropriate induction systems help pupils settle in well when they join the school, and transition to secondary school is handled smoothly. The new staff this term have benefited from the high quality staff induction policy.

## **Leadership and management**

### **Grade: 3**

A significant factor in the improvement since the last inspection is the clear direction and shared sense of purpose provided by the headteacher and the strengthened leadership team. This has resulted in better teaching because all staff at the school know what is expected of them and have a strong commitment to improvement. The focus on using the information from the rigorous tracking system to plan actions that will directly accelerate pupils' progress is now much sharper. Accurate evaluation of the school's weaknesses and clear priorities for improvement has led to an upward trend, particularly in pupils' writing. The challenging targets set and the systematic checks made to improve teaching and learning are having a positive effect on pupils' achievement. Leadership and management remain satisfactory because standards have not yet been raised enough. Subject leaders are beginning to identify areas for development more clearly in their subjects and to take a more systematic approach to monitoring and evaluating improvements. However, because of the significant staff changes, many are new to the role and are not yet playing a full part in this process. Governors have an accurate view of the strengths and areas for development. They provide enthusiastic support and are satisfactorily holding the school to account for its actions. The school now provides satisfactory value for money.

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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	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	3

### 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	3
The extent to which learners adopt healthy lifestyles	3
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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
The effectiveness of the school's self-evaluation	3
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**

23 November 2007

Dear Children,

Inspection of Enderby Danemill Primary School, Mill Lane, Leicestershire, LE19 4HL

Thank you for welcoming us to your school, talking to us and showing us your work. You told us you enjoy school, particularly all the clubs and activities. We were very impressed by your efforts to recycle all the waste paper in the school. You told us that you get lots of help with your work and that you feel safe and happy in school. You know a lot about staying fit and we saw some great basketball players. I really enjoyed reading the exciting stories the younger children were writing using computers.

All the staff have worked hard in the last year to help you learn as much as you can, and the school is now providing you with a satisfactory education. We think the targets that are set with you, particularly in writing, are helping you to improve your work so that you are now making satisfactory progress. Your teachers expect you to work hard all the time and this is starting to show in the results you achieve and the work you do in lessons.

I have asked your headteacher, the teachers and the governors to make sure that the work you get in lessons is right for everyone, especially those of you who can do even harder work. I know the school is starting to plan interesting lessons in all subjects and I have asked your teachers to make sure you get opportunities to use writing, mathematics and science in your work as much as possible. I am sure you will help by continuing to behave well and always doing your best. I wish you well for the future.

Yours sincerely,

Pat Walsh Her Majesty's Inspector

**Annex B**



23 November 2007

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Leicestershire, LE19 4HL**

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Yours sincerely,

Pat Walsh  
Her Majesty's Inspector