

Edenthorpe Hall Primary School

Inspection report

Unique Reference Number	106675
Local Authority	Doncaster
Inspection number	336720
Inspection dates	27–28 January 2010
Reporting inspector	John Young HMI

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 of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Mr J Cartwright
Headteacher	Mr S Richardson
Date of previous school inspection	9 March 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors, one of whom was present for the first day only. The inspectors observed teaching in each of the nine classes at least twice and spent the bulk of their time looking at learning. They held meetings with school staff, the School Improvement Partner and groups of pupils. They observed the school's work and looked at a wide range of documentation including improvement plans, self-evaluation and procedures for safeguarding pupils. Inspectors also analysed the 79 responses to parental questionnaires, 7 staff questionnaires and 117 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement and attainment
- the impact of teaching on pupils' learning and progress
- leaders' and managers' effectiveness in sustaining high quality educational outcomes for pupils.

Information about the school

At this average-size school most pupils are White British and live locally. The remaining very small number of pupils originates from a range of minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is lower than the national average. The number of pupils with special educational needs and/or disabilities is also below the national average. Very few pupils speak English as an additional language. The schools' provision for the Early Years Foundation Stage consists of a Reception class. The school is part of a national network for School Centred Initial Teacher Training in outstanding primary schools. The headteacher is due to retire shortly after 22 years service to the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The educational experience pupils receive at Edenthorpe Hall Primary School is outstanding and provides excellent value for money. Pupils, parents and staff are rightly proud of this harmonious and caring school. The school's philosophy is deeply embedded in a holistic approach to education that expertly prepares pupils for the next stage of their lives beyond this school. Consequently, they flourish academically, socially and emotionally in the nurturing and secure environment that staff create.

The effectiveness of the school is evident in the outstanding outcomes for individuals and groups of pupils. This is matched by high quality provision. Pupils say they love coming to school and talk excitedly about the diverse and captivating curriculum. They also recognise the importance of the consistently good and sometimes outstanding teaching they receive. They and their parents are also grateful for the excellent care, guidance and support the school provides. Staff facilitate a first-class climate for learning. They expect a lot from pupils. They encourage self-reliance and help them to build key life skills. As a result, their personal development is exceptional. More often than not they exceed their challenging targets. They are helped in this by their own high aspirations and positive attitudes to learning. The rate of attendance has dipped in the past year and is now average.

Over time, pupils' attainment has been consistently above national averages and continues to rise. Given their starting points, all pupils' achievement is at least good. Within this strong overall picture, pupils' performance in writing at Key Stage 1 and in mathematics at Key Stage 2, lags behind their accomplishments in other aspects.

Accurate self-evaluation, astute planning and effective implementation of improvement strategies, have enabled the school to successfully tackle the identified issue from the previous inspection. There is excellent capacity for further sustained improvement, evidenced by the school's impressive track record, highly effective leadership team and current performance indicators.

Most parents are very happy with the work of school. Of the very small minority that were not, inspectors found little evidence to support their views.

What does the school need to do to improve further?

- Further improve the proportion of pupils reaching and exceeding age-related expectations by:
 - ensuring better learning and progress in writing at Key Stage 1
 - raising attainment and achievement in mathematics at Key Stage 2

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- increasing rates of attendance.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy the educational experience the school offers. They demonstrate this through their exemplary behaviour and excellent work ethic. Staff encourage pupils to take responsibility for their own learning. They challenge them to think creatively and critically, and to plan and discuss work with their peers. As a result, pupils are adept at a number of key skills. They are confident, articulate and deepening their knowledge and understanding effectively across a range of subjects.

Pupils' learning and progress is good overall and improving securely. Their overall attainment has been above average for several years. Their outcomes in reading and mathematics at Key Stage 1 and English and science at Key Stage 2 are exceptional. Inspection evidence and the school's own robust data show that currently, all pupils, including those with special needs and/or disabilities, are making good progress. The school met most of its challenging targets in 2009. However, there is further work to do in raising pupils' attainment and achievement in writing in Key Stage 1 and in mathematics at Key Stage 2, to their very high levels of performance in other subjects.

Pupils feel exceptionally safe and know any concerns they have will be dealt with effectively by staff. They love doing physical education. At lunchtimes it was also clear that the message has got through about eating healthily, though some pupils were peeved the school was sneaking dates into their puddings as one of their '5 a day'. Personal, social, health and citizenship lessons make them aware of some of the dangers that can affect their mental, emotional and physical well-being. Pupils throw themselves well into the life of the school and local community. They serve on the school council and act as play leaders. The choir performs regularly and they raise funds for charities. Pupils' development of their workplace and enterprise skills is tremendous overall. Year 5's biscuit factory, visits from local industry professionals and the Year 6 technology challenge, exemplify a few of the ways they develop these skills. Attendance is average and has dipped in recent times- it can improve. Pupils' social, moral, spiritual and cultural development is wonderful. They are courteous, respectful and know the difference between right and wrong. Their understanding of other cultures is much improved. They resolve any differences sensibly and can reflect on the implications of their actions. The school's arrangements for safeguarding pupils are secure. Procedures are regularly reviewed and refined.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Most teaching is good, but a significant minority is outstanding. This quality of teaching ensures that pupils learn effectively. Staff are hard working. They use their very good subject knowledge to plan a range of enjoyable, at times exciting, and consistently effective lessons. They have high expectations of the children and provide them with the necessary support and guidance to help them flourish. A key theme is developing self-reliance and giving pupils' confidence in their own ability. Assessment procedures are robust and rigorously applied. Careful tracking and regular evaluation provide staff with reliable data that informs target setting, support strategies and future planning. This is boosting pupils' achievement and is enabling staff to meet their individual needs. The quality and range of curriculum experiences pupils receive are outstanding. The emphasis on connecting learning through themes, as opposed to a series of discrete subjects, works very well and allows pupils to consolidate their understanding and knowledge. This was illustrated vividly during the inspection as history; geography, art, music and drama were used seamlessly to investigate Mexico, animals of the rain forest and the Tudors. Pupils' immersion in these topics was reinforced by role play, Mexican cuisine at lunchtime, wall displays, assemblies and creative writing. The exciting and innovative programme of study is enriched by numerous visits and visitors and provides pupils with some striking experiences, in which they are required to make use of all their senses. Pupils and staff proudly talked about winning the recent tag-rugby festival and the exploits of the school choir.

The outstanding care, guidance and support the school provides is a major factor in pupils' exceptional personal development. They feel secure, cared for and very well

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supported. Academic guidance is effective and has supported the improving and consistently high standards attained. Provision for pupils' pastoral welfare is also excellent. Potentially vulnerable pupils are identified early and robust procedures, including effective liaison with parents, ensure that no-one slips under the radar. Learning support assistants work effectively alongside teachers to make sure all pupils benefit from the high quality curriculum on offer. Transition into, and through the school is very well managed, allowing pupils to settle quickly and focus on their learning and development. Work to enable late entrants and/or long term absentees to catch up with work missed or receive appropriate support and advice, is first class.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is totally committed to the school. He and his very capable senior team set a clear educational agenda. As a result, staff share a strong sense of common purpose and understand the essential part they play in sustaining the school's high quality provision and outcomes. The school has not grown complacent with success over time and continues to strategically plan for further improvement. The intake of the school changed when it absorbed pupils from a local failing school, yet standards continue to rise overall. The headteacher, who has been appointed to replace the departing leader, will join a forward thinking, highly committed group of staff. The monitoring, training and mentoring of staff have made them better able to meet the increasingly diverse and sometimes complex learning needs of pupils.

The school's engagement with parents is good and includes regular contact about their child's progress, celebration events and guidance to support their child's learning. There are a number of effective partnerships in place, particularly in relation to music, sport and the arts, which are enriching pupils' learning and well-being. The effectiveness with which the school promotes equal opportunities, tackles discrimination and promotes community cohesion is also good. This is reflected in pupils' outstanding social, moral, spiritual and cultural development. This is a happy and proactive school, which exudes a strong sense of community, cooperation and trust. Pupils understand that they are part of a diverse society beyond Edenthorpe. Governance is satisfactory. The school is aware, and have taken steps to ensure that governors can become better able to offer challenge as well as support to the school. Despite budgetary constraints, sound financial management has ensured appropriate staffing levels have been maintained.

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Resources are deployed very effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. Children start in Reception with skills that are often below those expected. They settle quickly and make rapid progress. By the end of the Early Years Foundation Stage, their skills and competencies exceed age-related expectations, particularly their social skills.

This transformation is supported by the inclusive and welcoming ethos of the school. The children benefit from a tremendous programme of tailored experiences, activities and challenges that promote their learning very effectively. They are also free to explore the stimulating environment. Children take great delight in their learning. Their confidence and self-esteem is 'sky high'. This is built on the wonderfully positive relationships staff foster with them and excellent welfare arrangements. Parents actively support their children's learning and some act as helpers in class.

Excellent leadership and management have created a highly effective setting, which expertly prepares children for the next stage of their education. Resources are used innovatively. Assessment practice is comprehensive, but unobtrusive and is used very well to shape future planning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents are extremely positive about the work of the school. They feel the school is well led and managed. They believe teaching is good and that the school meets the needs of their children very well. A very small minority of parents voiced concerns about the extent to which the school took account of their concerns and suggestions. Some parents also felt that challenging behaviour was not dealt with effectively. Inspectors found little or no evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edenthorpe Hall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	26	32	2	2	0	0
The school keeps my child safe	64	79	17	21	0	0	0	0
The school informs me about my child's progress	47	58	32	40	2	2	0	0
My child is making enough progress at this school	56	69	23	28	1	1	0	0
The teaching is good at this school	61	75	20	25	0	0	0	0
The school helps me to support my child's learning	51	63	26	32	2	2	0	0
The school helps my child to have a healthy lifestyle	49	60	31	38	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	62	27	33	0	0	0	0
The school meets my child's particular needs	45	56	32	40	2	2	1	1
The school deals effectively with unacceptable behaviour	43	53	30	37	6	7	0	0
The school takes account of my suggestions and concerns	40	49	28	35	8	10	0	0
The school is led and managed effectively	51	63	24	30	4	5	0	0
Overall, I am happy with my child's experience at this school	52	64	24	30	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2010

Dear Pupils

Inspection of Edenthorpe Hall Primary School, Doncaster DN3 2LS

Thank you for being so friendly and polite to the inspectors when we visited recently. We learned a lot from observing your lessons and talking with some of you. We also read with interest the views you and your parents expressed in the questionnaires.

Congratulations! After studying all the evidence, we decided that the school provides you with an outstanding education. We know that you will be thrilled with this news because you told us how much you love coming to school.

We discovered that the teaching you receive is at least good. Sometimes it is outstanding. This helps you to learn effectively and reach above average standards in most of your work. However, your performance is average rather than good in mathematics in Key Stage 2 and in writing in Key Stage 1. Your behaviour is excellent. You are developing into mature and very bright young people. You all seem to get along really well and are happy to get involved in school life. You especially like the responsibility you are given such as being on the school council, and acting as monitors and play leaders. Your school is run really well. The superb curriculum gives you many memorable experiences which you clearly treasure. Staff take excellent care of you and give you the help and support you need to feel confident and to thrive. The youngest children in your school make outstanding progress during their time in the Early Year's Foundation Stage unit.

In order for your school to be even more effective we have asked staff to:

- ensure those of you in Key Stage 1 improve your writing
- improve your performance in mathematics in Key Stage 2
- improve your attendance.

You can play your part by continuing to working hard and attending school regularly.

Yours sincerely

John Young

Her Majesty's Inspector

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