



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR EDENTHORPE HALL PRIMARY ACADEMY

Name of School:	Edenthorpe Hall Primary Academy
Head teacher/Principal:	Jonathan Moody
Hub:	Astrea Hub
School type:	Academy sponsor led
MAT (if applicable):	Astrea Academy Trust

Estimate at this QA Review:	Good
Date of this Review:	13/02/2019
Estimate at last QA Review	This is the school's first review
Date of last QA Review	This is the school's first review
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	11/06/2015

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Good
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Not submitted for this review.
Previously accredited valid Areas of Excellence	This is the school's first review.
Overall Estimate	Good

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Edenthorpe Hall Primary Academy is a small school situated on the outskirts of Doncaster. The school has plans to increase recruitment by around thirty pupils next academic year. The school seeks to widen provision to include a nursery and full early years foundation stage (EYFS). The school has faced a number of challenges over the past few years with successive inspections that indicated there was significant work required for the school to improve. The school joined the Astrea Academy Trust in August 2016. The current headteacher joined the school at the start of the following academic year. Staff turnover has been high over the last two years with half of the teachers new to the school. A high proportion of recent recruits are newly qualified teachers (NQTs).

The new headteacher has reintroduced and re-established initiatives such as the 'house' reward system, a music curriculum and after-school clubs. The school has also benefited from some renovations to classroom areas to ensure that teaching areas are fit for purpose, vibrant and conducive for learning.

Attainment on entry is above average. The proportion of pupils with special educational needs and/or disabilities (SEND) is around the national average although almost no students have an education, health and care plan. The proportion of pupils from disadvantaged backgrounds is much higher than the national average but lower than the regional average. The region has experienced historic social deprivation and low aspirations following the collapse of the area's coal mining industry. Almost all pupils are from White British backgrounds with very few speaking English as an additional language.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- School leaders have acted to address many of the aspects for improvement identified during the previous inspection. Previously using a six-weekly rapid improvement plan the school has helped the school to make significant progress. The school now operates in line with the standardised, academy-wide quality assurance arrangements.
- Senior leaders have established a culture of distributed leadership where there is much greater accountability at year-group level for the planning of teaching and for pupil outcomes in each cohort. There are high aspirations for what can be

achieved at the school. Pupils understand that they will receive praise and reward for positive behaviour as well as their academic performance. Pupils talk about the support that they are given to improve from their teachers. Consequently, outcomes across key stages are improving.

- Leaders have reintroduced many new initiatives to improve the quality of the curriculum and wider opportunities for pupils to take part in enrichment activities. For example, the baking club, debating club and trips to the theatre allow pupils to experience learning outside the formal, taught curriculum.
- Leaders have made a significant investment to update learning areas. High-quality resources ensure that pupils have access to contemporary and engaging learning materials.
- Leaders at the school have had a consistent and concerted effort to improve key areas of weakness. For example, writing has performed less well in recent years. The current strategy to develop pupils' handwriting so that they can achieve the expected curriculum standard, as well as greater depth, is now consistently applied across the school. As a result, outcomes in writing are improving.
- Leaders are not afraid to make in-year adaptations to the curriculum where they identify a need to improve or change direction. For example, the newly introduced 'chatterbox' and 'reading gladiators' is enabling pupils to experience a more diverse, interesting and challenging curriculum.
- Teachers benefit from a range of internal and external training opportunities. There are a wide range of Trust-led initiatives such as the NQT network that supports the development of teachers to ensure that they are effective in their roles. Training includes shadow observations, video observations and reflections with mentors as well as dedicated training in effective teaching practice.
- Subject leaders take part in moderation exercises across the Trust, across the local authority and across the region to ensure that there is rigorous assessment against curriculum standards. As a result, there is increased confidence in the tracking of pupils' progress against predicted outcomes across all year groups and particularly Years 1 to 4.

2.3 School Improvement Strategies - Even better if...

...the school ensured that current Key Stage 2 pupils meet at least the predicted outcomes for combined reading, writing and mathematics including the proportion who attain the higher standard.

...teaching was consistent across all stages of learning so that the progress of all groups of pupils is strong, particularly for those from disadvantaged backgrounds.

...pupil progress trackers were used consistently so that teachers and leaders have a clear picture of actual performance in each year group.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- This is the school's first review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers plan learning well, including where pre-teaching is needed for those who require extra support. For example, in Year 1, intervention groups are provided with learning outside of classrooms to ensure they are ready to access lesson content. These pupils make strong progress and are then reintegrated into whole class learning.
- Teachers use a range of resources to effectively scaffold learning. For example, in a Year 2 mathematics lesson, pupils had access to, and use of, physical resources, worksheets and additional materials. They used these to develop their confidence when working towards mastering division and multiplication.
- Most teachers use effective questioning to check pupils' knowledge. In a Year 4 mathematics class, targeted questioning helped the teacher to fully check learning. Pupils question each other to deepen their knowledge of what they are studying. This practice is well embedded in some areas.
- Pupils ask questions readily including where they are unsure of the correct answer. They are not afraid to contribute or admit if they still need support to learn. Pupils respond well to the reward and praise system at the school which links clearly to their academic progress. Pupils know what academic success looks like.
- Teachers have high expectations of pupils' behaviour which is of a consistently positive standard across the school. Pupils are responsive to instructions from their teacher. Respect between pupils is very positive; they allow each other to take turns without disruption. Class leaders take responsibility for the sharing of resources in class. They uphold positive behaviour across school including on entry to classrooms and assembly.
- Teaching assistants help pupils to address misconceptions and support them when they struggle to grasp key points in learning. For example, in a Year 6 English lesson, teaching assistants support those pupils who find forming correct sentences too demanding. Appropriate intervention helps those pupils to quickly improve the quality of their use of grammar and sentence structure.
- Pupils take pride in presenting their formally marked work. Work in pupils' books is of a high standard and improving since the start of each academic year.
- Learning routines are well established across the school. In addition, key modelling in subjects such as bar modelling in mathematics helps pupils to solve problems independently.
- Pupils love the challenge of learning. They are building confidence and resilience through learning. They stay focused on the task at hand, engagement is high and progress for most pupils is strong.

- Teachers use high quality reading texts in English that link across other subjects. The highly effective sequencing of activities links well to previous and future learning. Pupils can apply prior knowledge to become more fluent in their reading. The engaging reading texts build a strong platform for pupils to be able to refer to. They inspire ideas that pupils can use to write about. Consequently, more pupils are writing to the required standard and a higher proportion are writing to a greater depth.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...teachers consistently challenged all pupils and particularly the more able so that they can build on what they already know.
- ...teachers shared good practice across the school so that learning is maximised in every lesson.
- ...all teachers tracked pupils' progress accurately to ensure that all planned and potential interventions had the maximum impact on pupil's progress.

4. Outcomes for Pupils

- In the EYFS, children make excellent progress from their respective starting points. Children practise reading and writing in every lesson. They are often paired with their peers which is helping to build their confidence to collaborate as well as developing their language skills. Literacy through speaking has been a strategy at the school and this has been effective in securing additional improvement in the EYFS.
- Almost all children reach the expected standard in the phonics screening check at the end of Year 1 and results are much higher than national averages despite the school only having a Reception class.
- At the end of Key Stage 1 in 2018, the proportion of pupils that attained the expected standard in reading, writing and mathematics was in line with the national average but significantly above the local authority average. Pupils that achieved a greater depth was in line with the national average but higher than the local authority average. The proportion of pupils attaining the expected standard in reading is high but for writing is still too low.
- Current pupils in both year groups in Key Stage 1 are making strong progress with almost all currently working at the expected level for their age. Tracking of pupils' progress is highly effective in Key Stage 1 and clearly shows the upward trend of improvement at the school.
- Current pupils in Years 5 and 6 have made less progress over time compared to those in Key Stage 1 and the EYFS. This is as a result of the legacy of weaker teaching this cohort received prior to recent staff changes. Additionally, there have been several late starters in Years 5 and 6 because of the number of available places at school. This is an area that the school continues to plan for so that the

disruption to pupils' learning is kept to a minimum.

- At the end of Key Stage 2, the proportion of pupils that attained the required standards in reading, writing and mathematics was around the national average and has improved over the past three years. The proportion of those attaining the higher standard was low, around half the national average. Those pupils from a disadvantaged background attained less well than non-disadvantaged pupils. No disadvantaged pupil achieved the higher standard for combined subjects.
- Progress for most pupils is low and for disadvantaged pupils is very low although improving over time. In line with the national trend, girls generally perform better than boys in reading and writing. The very small number of pupils with SEND made the slowest progress. Although progress is too low, the school performs much better than the local authority average in almost every indicator across subjects. Current progress is improving for all year groups in Key Stage 2.

5. Area of Excellence

Not submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school would like to take time to reflect on this review process before deciding on how best to access wider support from the Challenge Partners network.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.