

# Edenthorpe Hall Primary Academy

The Drive, Edenthorpe, Doncaster, South Yorkshire DN3 2LS

## Inspection dates

9–10 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and trustees have created a strong culture of improvement. Parents, carers, pupils and staff recognise the advancement since the school became an academy. They wholeheartedly support leaders' vision and ambition for the school and its pupils.
- Staff are very well supported to continue developing their teaching and leadership expertise. They make use of a wide range of professional development opportunities on offer as part of the multi-academy trust.
- Leaders have introduced new approaches to the teaching of reading, writing and mathematics. This is resulting in increasingly consistent and effective teaching. Consequently, current pupils are achieving well. An increasing proportion are reaching and exceeding the expected standards for their age.
- Phonics teaching is effective. Pupils who struggle to keep up with the programme's pace receive additional support to help them quickly catch up. However, staff miss opportunities to develop pupils' understanding of what they have read in their early stages of learning to read.
- Children make a positive start to their learning in the early years. They make good progress and are well prepared for key stage 1. However, leaders do not have a consistent system for assessing children's learning.
- In the early years and key stage 1, insufficient emphasis on the teaching of letter and number formation means that this skill is slow to develop.
- Adults and pupils have positive relationships, built on trust and mutual respect. Consequently, pupils behave well and have positive attitudes to their learning.
- A strong sense of community and a wide range of experiences and opportunities mean that pupils develop as rounded individuals. Their spiritual, moral, social and cultural development is promoted well.
- Pupils are enthused by the first-hand experiences which they encounter. This contributes to their positive behaviour and good attendance.
- Attendance has improved and was in line with the national average by 2017/18. Work continues to further reduce persistent absence for disadvantaged pupils.

## Full report

### What does the school need to do to improve further?

- Sustain the recent increase in the proportion of pupils working at greater depth in reading, writing and mathematics.
- Further embed the new approach for improving pupils' reading fluency and understanding, to increase the impact on pupils who are in the early stages of learning to read.
- Ensure that pupils are able to form letters and numbers accurately as soon as possible.
- Continue to reduce the rate of persistent absence for disadvantaged pupils.
- In the early years, establish a consistent system for the ongoing assessment of children's learning and development.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and trustees have an ambitious vision for the school. They are determined that pupils develop as rounded individuals, through an inclusive approach to their academic achievement and personal development and well-being. The headteacher has brought the school community together with a common sense of purpose. This has created an open culture of improvement, where staff feel valued and take collective responsibility for pupils' achievement.
- Leaders make exceptionally effective use of the training and support available through the trust. Staff have been well supported to develop subject knowledge and expertise in their areas of responsibility. They have regular opportunities to observe good practice, both internally and externally. This has been instrumental in the improvements achieved and in strengthening the school's leadership capacity.
- Leaders use their analysis of the school's assessment information and checks on the quality of teaching and learning to identify their priorities accurately. Plans for improvement demonstrate a sharp focus on sustaining the recent successes and making further improvements. Leaders' approach to making improvements is strategic and well considered. They are keen to learn from evidence-based research and through their partnerships with other schools.
- Leaders of mathematics and English have successfully implemented new approaches, which have contributed strongly to the improving outcomes seen.
- Leaders have ensured that the teaching of reading is high priority. Activities such as poet visits, links with the local library, participation in the Doncaster book awards, and a Shakespeare project have given pupils access to high-quality texts and have promoted a culture of valuing reading.
- Leaders have high aspirations for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). As a result of targeted support through effective use of funding, the progress these pupils make from their starting points is improving across the curriculum.
- Leaders are ambitious about pupils' learning and have been keen to redesign the curriculum so that it provides greater opportunities for pupils to deepen their subject-specific knowledge. A new approach, which allows pupils to build more coherently on their prior learning, is currently being trialled throughout the school before being fully introduced in September.
- The Astrea promise has been central to enhancing the enrichment opportunities available. Not only has this enabled pupils to find and develop new interests, it has been instrumental in strengthening parental engagement. Activities such as choir, sports, sign language, gardening and baking contribute well to pupils' personal development and well-being.
- Parents are very satisfied with the education their children receive. They recognise the improvements since the school became an academy. Parents say their children are well supported and have a range of experiences to support and enrich their development.

They feel that the school's approach improves their children's confidence and independence, as well as their academic achievement.

## **Governance of the school**

- Multi-academy trust oversight is very well developed. Leaders are held to account through centralised systems, for example for assessment and safeguarding. Additionally, leaders are assisted well by the wealth of professional development and support functions, such as local hubs, moderation events and collaboration with other leaders through peer-to-peer review.
- The transition management board (TMB) has a thorough understanding of the school's strengths and weaknesses. As part of their link roles, members of the TMB make visits to the school and check the impact of leaders' actions. Challenge partner reviews give an external perspective of the school and help to identify any emerging areas of weakness.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders and governors have put thorough systems in place for safeguarding pupils. These are understood and carried out diligently by staff. Regular training supports staff in being alert to the possible warning signs of abuse. Staff report concerns promptly, and the designated safeguarding leader acts swiftly.
- Leaders have ensured that keeping pupils safe is threaded through all aspects of the school's work. The very strong culture of safeguarding that is evident in the school ensures that pupils feel safe and secure and are in a very good position to learn.

## **Quality of teaching, learning and assessment**

**Good**

- Newly implemented strategies for the teaching of reading, writing and mathematics are resulting in increasingly effective and consistent teaching throughout the school. Teaching places a strong emphasis on developing pupils' basic skills, so they are able to access the whole curriculum successfully.
- Teachers use their subject knowledge and awareness of the curriculum expectations to check the security of pupils' understanding. Questioning and ongoing assessment are used effectively to identify and address pupils' errors or misconceptions.
- In pupils' early stages of learning to read, teachers regularly assess phonic development. This ensures that pupils are appropriately grouped, and those who need additional support to keep up with the pace of the phonics programme are quickly identified. Effective teaching of phonics and specific support for pupils who need to catch up mean that pupils quickly learn to read.
- A new approach to supporting pupils' reading fluency is developing well in key stage 2. Teachers model how to read a shared text with appropriate intonation and expression, and pupils are taught how to consider this before they read a text aloud. For example, they mark the text, noting where to place emphasis on a word or syllable, and where to pause for effect. However, when staff listen to the weakest pupils in key stage 1

reading, they do not routinely ask them to re-read a sentence if the focus has been on decoding the words and the meaning has become lost. This is a missed opportunity to develop pupils' fluency and understanding of what they have read.

- The curriculum for English is based around high-quality texts. Pupils work through carefully sequenced units of work, which include them acquiring specific grammatical knowledge and carrying out editing and re-drafting of their work. The well-scaffolded process means that pupils produce high-quality final versions of their writing, in which they take great pride.
- Teaching does not pay enough attention to developing accurate letter and number formation. This aspect of pupils' learning is, therefore, slower to develop.
- A new approach to the teaching of mathematics is more effectively challenging pupils and making sure that they deepen their understanding through a range of well-considered tasks.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils have positive relationships with staff. They are supported well to become confident and enthusiastic learners.
- The curriculum offers plentiful opportunities for pupils to learn how to be safe and manage risks effectively. For example, they learn how to be safe online and when crossing the road.
- Pupils say that bullying is rare. They feel safe at the school and feel confident that staff will resolve any issues which should arise.
- Leaders make the most of facilities in and beyond the local community to enhance the curriculum. Regular visits and visitors, along with a wide range of after-school clubs, contribute strongly to pupils' spiritual, moral, social and cultural development.
- Pupils have the opportunity to take on a range of responsibilities, for example as value leaders, librarians and playground monitors. Pupils are currently working collectively with the wider school community to raise funds for the development of their playground. They rise to these challenges and take pride in making a positive contribution to school life.

### **Behaviour**

- The behaviour of pupils is good. Pupils are clear about the expectations of their behaviour. They conduct themselves sensibly as they move around the school. Pupils value the recognition they receive, in the form of rewards, when they behave well.
- Attendance has been improving over time. Absence and persistent absence rates reduced in 2017/18 to be better than the national average. The improving trend has been maintained for current pupils in the school. Leaders closely monitor pupils' attendance and are proactive in their work with families where pupils are too

frequently absent. However, disadvantaged pupils remain more likely to be persistently absent than their peers.

## Outcomes for pupils

**Good**

- The proportion of pupils reaching the expected standards in reading, writing and mathematics by the end of key stages 1 and 2 was similar to the national average in 2017 and 2018.
- Current pupils are making increasingly strong progress. Adaptations to the curriculum for English and mathematics and the newly introduced teaching approaches are resulting in a higher proportion of pupils reaching the expected standards for their age, with many demonstrating a greater depth of understanding.
- Effective phonics teaching means that almost every pupil meets the expected standard in the phonics screening check by the time they reach key stage 2.
- Pupils say they are finding the new approaches to the teaching of English and mathematics very helpful. For example, pupils report that they are supported to comprehend texts and vocabulary more readily. They recognise that the pace and expression of their reading are also improving.
- Teachers make sure that pupils have access to a range of resources, such as thesauruses and spelling mats. Pupils are clear about the expectations for their work and make use of the resources when drafting and editing their writing. This supports them to produce work which is of high quality and in which they take pride.
- Pupils make good progress through a well-sequenced mathematics curriculum. Pupils have daily opportunities to recap previous learning. This is effective in securing their understanding and improving the speed of their calculations.

## Early years provision

**Good**

- The proportion of children reaching a good level of development by the end of Reception has been consistently above the national average. Children make strong progress from typically average starting points.
- Children get off to a flying start in developing their phonic knowledge when they join the school. Leaders have made sure that one phonics programme is followed consistently, and that there are clear expectations of children's progress at key points. Most children keep up with the pace of the programme and are quickly identified if they need additional support to help them catch up. All staff receive the training they need to enable them to teach the programme and provide effective support for those who need it.
- Over the last few years, leaders have made substantial improvements to the environment for learning. Furniture and equipment have been carefully considered, so that children are able to access resources with independence and to support their learning in all areas of the curriculum. The outdoor area has also been developed and now offers greater opportunities for children to play and explore, for example using den-building resources, the phonics shed and a planting area.

- Children have lots of opportunities to use and apply their newly acquired reading, writing and mathematical skills, as they carry out their independent work. However, there are some missed opportunities for adults to support children in producing work which is accurate, for example in terms of letter and number formation and the use of finger spaces.
- Leaders have ensured that there are systems to capture effectively some of the key things which children know and can do when they begin school. They use this to determine ambitious targets for children's achievement and devise plans to help them to realise this. However, throughout the year, the system for ongoing assessment is not as well established.
- Staff have positive relationships with children. They are caring and supportive, which instils a strong sense of confidence in the children. This could be seen when children were keenly awaiting their transition visit to Year 1.
- Leaders have made sure that there are plentiful opportunities to engage with parents. Parents are welcomed into the classroom each day, and staff are on hand to answer any questions they may have. Parents are kept informed about how to support their child's learning and about the expectations for their achievement. Resources, such as homework menus, phonics sound cards and reading books, help them to get involved in what their child is currently learning.
- Leaders make sure that children's safety and well-being are high priority. The legal welfare requirements are met.

## School details

Unique reference number	142933
Local authority	Doncaster
Inspection number	10087486

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	Board of trustees
Chair	Jenni Machin
Principal	Jonathan Moody
Telephone number	01302 882 381
Website	<a href="http://astreaedenthorpehall.org">astreaedenthorpehall.org</a>
Email address	<a href="mailto:admin@astreaedenthorpehall">admin@astreaedenthorpehall</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of disadvantaged pupils supported by the pupil premium is similar to the national average. The proportion of pupils with SEND is higher than the national average.
- The school converted to be an academy as part of the Astrea Academy Trust in August 2016. The school is governed by the board of trustees. The TMB provides information about the school's performance to the board of trustees.
- The multi-academy trust provides a wide range of support to develop school leadership and the quality of teaching, learning and assessment.
- The school runs a breakfast club.

## Information about this inspection

- Inspectors observed teaching and learning throughout the school. Some of the observations were undertaken jointly with senior leaders.
- Inspectors listened to some pupils read and talked to pupils about their experience of the school. They also talked to a group of staff, including newly qualified teachers, about the support and development they receive.
- Inspectors held meetings with senior leaders and subject leaders. A meeting was held with the chair of the TMB and a trustee. A meeting also took place with the chief executive officer and trust director of education.
- Inspectors looked at a range of pupils' work in books, along with the school's information on pupils' achievement, to determine the progress that pupils are making.
- A range of documentation was considered. This included the school's self-evaluation, records of the monitoring of teaching and learning, the school improvement plan, information relating to the attendance and behaviour of pupils, safeguarding and child protection records, and minutes from academy council meetings. Documents outlining the arrangements for the use of pupil premium funding were also considered.
- Inspectors spoke to parents informally at the start of the school day to seek their views about the school. The 12 responses to Ofsted's online questionnaire Parent View, the 15 responses to the staff questionnaire and the 21 responses to the pupil questionnaire were also taken into consideration.

## Inspection team

Kirsty Godfrey, lead inspector

Her Majesty's Inspector

Dimitris Spiliotis

Her Majesty's Inspector

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