

Endike Academy

Endike Lane, Hull, East Riding of Yorkshire, HU6 7UR

Inspection dates 16–17 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- Since the academy opened, leaders, including governors, have ensured that the quality of teaching and pupils' achievement are securely good.
- The progress pupils make is quickly improving and the standards they reach are significantly rising, particularly so in reading and writing.
- Early years provision is good. There has been a marked improvement in the proportion of children in the early years who reach a good level of development; they are now well prepared to start Year 1.
- Leaders have created a very strong team spirit and a 'we can do this' ethos is now firmly established within the academy.
- The academy gives a high priority to the professional development of staff and this has helped to strengthen the quality of teaching.
- Governors focus on monitoring the improvements that are being made and are skilled at holding leaders to account.
- Pupils across the academy have positive attitudes to their learning, are proud of their school and are keen to do well.
- Pupils' behaviour is good and often outstanding in some lessons. Their attendance has improved and is now broadly in line with average. The proportion of pupils who are persistently absent or who arrive late for school has also fallen significantly.
- Parents say that their children feel safe and secure at school. Pupils have a good awareness of how to keep safe and enjoy the many activities that are offered.
- The new school building and extensive, well-designed grounds provide a rich environment for pupils to enjoy.

It is not yet an outstanding school because

- The expectations teachers have for the most able pupils in some lessons is not always high enough and some pupils find the work too easy.
- The quality of marking does not consistently make sure that pupils are clear about how to improve their work.
- The progress pupils make in mathematics is not as strong as their progress in reading and writing.
- Standards are improving, but are not yet consistently above average by the time pupils leave the academy.

Information about this inspection

- Inspectors conducted a number of inspection activities jointly with the acting headteacher and senior leaders, including observing learning in classes and looking at work in pupils' books.
- Inspectors spoke with pupils about their views on behaviour and how the school keeps them safe. The inspectors spoke to pupils about their learning and looked at work in their books. Inspectors also listened to pupils from Year 1 and Year 2 read.
- Meetings were held with leaders, academy staff, governors and a representative from the David Ross Education Trust.
- Inspectors observed behaviour at lunchtime, break times and around the academy as pupils moved between classrooms.
- Inspectors considered the 10 responses to the on-line questionnaire (Parent View) and also took account of the academy's own recent survey of parents' views. Inspectors spoke with a number of parents during the two days of the inspection.
- Inspectors observed the academy's work and looked at a number of documents, including the academy's own information on pupils' current progress, planning and monitoring, records of behaviour and attendance, and documents relating to safeguarding and child protection.
- The inspector also took account of the 32 responses to the staff questionnaire.

Inspection team

Jim Alexander, Lead inspector	Additional Inspector
Nicola Shipman	Additional Inspector
Lynne Goodhand	Additional Inspector

Full report

Information about this school

- Endike Academy opened in November 2013 and is a larger than average-sized primary school. When the predecessor school, Endike Primary School, was last inspected, in September 2013, it was judged to be a good school.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is above average. The pupil premium is additional government funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- At the time of the inspection, the school was led by an acting headteacher.
- The academy has part-time nursery provision and two full-time Reception classes.

What does the school need to do to improve further?

- Improve the consistency of outstanding teaching by:
 - increasing teachers' expectations of what pupils can achieve, particularly the most able
 - providing more regular and consistent guidance to pupils about how to improve their work
 - making sure pupils are given opportunities to respond to teachers' marking.
- Continue to raise standards, so they are consistently above average, by increasing the proportion of pupils who are making better-than-expected progress, particularly in mathematics.

Inspection judgements

The leadership and management are good

- Since the academy opened, leaders have been relentless in their drive to improve the quality of teaching and pupils' achievement. Clear expectations have been set and a very positive ethos has been established. All staff are determined that pupils get the best possible start to school life at the academy.
- The leadership team keeps a careful watch on the quality of teaching and how well pupils are behaving and learning in their lessons. The academy has provided effective support for those staff that needed to improve their work.
- Leaders at all levels have a good understanding of the academy's strengths and weaknesses and action plans are focused on the correct priorities.
- School staff speak very highly of the support and challenge they receive from the David Ross Education Trust and are active members of a local cluster of schools. Staff from the academy are regularly asked by other schools to help in the moderation of their assessment arrangements.
- Middle leadership is also effective. Some leaders are new to their role and are bringing a vision for excellence. Leaders have not shied away from tackling weak performance when required.
- A major strength of the leaders' work is the quality and regularity of the assessment of pupils' learning and review the work in their books. This helps leaders to step in quickly if any pupil is slipping behind in their work and typifies their commitment to provide equality for all pupils. The academy fosters good relationships and actively seeks to tackle any discrimination.
- Leaders have effectively introduced a new curriculum and provide many opportunities for pupils to enjoy a wide range of clubs and after-school activities. Visits and residential trips are a regular feature of school life. A wide variety of visitors also come to school. For example, during the inspection pupils in Year 3 were gaining a great deal of enjoyment from a workshop provided by Northern Ballet.
- The academy uses the pupil premium effectively to increase staffing and provide one-to-one and small group support for eligible pupils. As a result, disadvantaged pupils are making good progress and catching up quickly with others in their class.
- The academy also uses the primary sports funding well to increase opportunities for pupils to participate in a range of activities. Staff have attended training to improve their skills and develop confidence in teaching the subject. Pupils have a good understanding of how to stay fit and healthy.
- Senior leaders are developing very positive partnerships with parents. A good example of this is how well staff and parents have worked together to improve pupils' attendance significantly and reduce the proportion who are persistently absent. School leaders are now also working effectively to reduce the number of pupils who arrive late for school.
- Arrangements for the safeguarding of pupils are in place and meet statutory requirements. The academy undertakes risk assessments for the wide range of activities on offer and staff regularly attend training to ensure they are up-to-date with the latest requirements.
- The David Ross Education Trust offers very effective support and all staff speak very highly of the guidance provided by their link adviser.
- The enhancement of pupils' spiritual, moral, social and cultural development is a strength within the academy and equips them well for life in modern Britain. Staff actively promote British values and as a result, pupils show respect and tolerance for one another.
- **The governance of the school:**
 - The governance of the school is effective. The governing body works closely with the trust and senior leaders to ensure pupils have the advantage of a good education. Governors have set ambitious targets and watch carefully to see if these are met. The governing body is well informed by detailed reports presented by the headteacher and also because they are regular visitors to the school. Governors are skilled in asking the right questions to hold leaders to account. Governors have a good understanding of how additional funds are used, for example, the pupil premium and sports funding; this ensures the academy provides good value for money. Governors have an accurate view of data about pupils' achievement and the quality of teaching; they have supported leaders to reward good teaching and effectively tackle previous weaknesses. Governors have recently asked leaders to undertake two safeguarding audits, one for the local authority and one for the trust. Most of the actions have been addressed and leaders are now reviewing arrangements for pupils' admissions to ensure they meet the highest standards.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Pupils and the overwhelming majority of parents who commented during the inspection agree that pupils behave well.
- Pupils have good attitudes in lessons. Pupils in Year 6 and Year 1 have developed an outstanding approach to their work, because teachers know their pupils well and provide work that stretches and challenges their ability. Pupils say 'we love it, it's so much fun' which explains why they work so hard and achieve well.
- Behaviour during playtime and lunchtime is also good. Pupils are polite and courteous with one another and staff. Pupils have a good understanding of the behaviour policy and what is expected of them. They look very smart in their school uniform and keep their academy and school grounds in tip-top condition. They are very proud of their academy.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep safe, when, for example, they are using the internet.
- Pupils also have a good understanding of how to recognise and deal with different forms of bullying. They say that it hardly ever happens and also it is well managed. Academy records confirm this to be an accurate view of their happy and caring school.
- Visitors to the academy are all checked upon arrival and issued with badges. Access to the building is secure and the school site is well maintained.

The quality of teaching is good

- The quality of teaching is good and continues to improve. The quality of teaching in Year 1 and Year 6 is outstanding.
- Relationships within classes are positive and there is a 'can do' attitude in lessons. Teachers know the pupils well and generally match the work to their ability levels, so that they are challenged to think hard about their work. However, this is not always the case and in some lessons, pupils find work too easy; this is particularly the case for the most able pupils.
- Teachers regularly check on pupils' understanding during lessons and adapt tasks to help their understanding. Pupils are also confident to ask questions and explain what they do not understand. This enables teachers and support staff to offer effective guidance during the lessons.
- Overall, the quality of teachers' marking is good and pupils respond quickly to the advice and guidance they are given. However, the quality of marking is not consistent across the school. For example, pupils in Year 1 have an excellent understanding of how to improve their written work, while pupils in Year 2 are not so clear about what they need to do to improve in mathematics.
- Most pupils say they are given plenty of opportunity to improve their work, but again this is not consistent across the school and some pupils want more opportunity to go back and correct the work they got wrong. They recognise this would help them learn from their mistakes.
- Teaching assistants are experienced and well trained. They are used effectively to support individual pupils and small groups in class or in many of the well-designed spaces around the school.
- The teaching of reading is very effective and pupils grow to be confident readers who enjoy a range of authors. Younger children use what they have been taught to read tricky words and have a good understanding of the books they read.
- The teaching of writing has been a major focus of the academy this year and there are many examples of some very good written work on display around the building. Effective use is made of the 'immersion room' (a purpose-built, multi-media facility) to help encourage pupils' writing. This helped pupils in Year 1 write some fantastic stories about Barnaby Bear's visit to a beach.
- The teaching of mathematics is improving and good in the majority of classes. However, there remain some opportunities that are missed to develop pupils' mathematical skills across a range of subjects. Teachers' expectations of what pupils can achieve in most classes have improved, but are still not as high in a minority of lessons. This slows the progress some pupils make.

The achievement of pupils is good

- In 2014, the standards reached by pupils at the end of Key Stage 1 and Key Stage 2 were below average in reading, writing and mathematics and too few were reaching the higher levels.
- Pupils across the academy now are making good progress in the reading, writing and mathematics and for some it is outstanding. All the evidence available at the time of the inspection indicates that standards are rising quickly.
- A large majority of pupils in Year 1 have now reached the expected standard in the national check on phonics (letters and the sounds they represent). Those few pupils that did not read as well as expected were all helped to catch up quickly after just two terms.
- From the checks on the pupils' books, the analysis of the academy's data on pupils' performance and observations made in classes, the inspectors found that pupils in Year 2 are on now on track to reach broadly average standards in reading, writing and mathematics. Leaders recognise there is still more to do to help the most able pupils reach the standards of which they are capable.
- Standards by the end of Year 6 are also set to be higher than in 2014, in reading, writing and mathematics. The outstanding quality of teaching in this year group and pupils' excellent attitudes to their work are helping a greater number of pupils to reach age-related expectations.
- In other year groups, the proportion of pupils who are making expected progress and the proportion making better than expected progress is close to, and in some cases above, average. This represents good progress from their individual starting points.
- In 2014, disadvantaged pupils left school two months behind their peers in school in reading, but almost a year behind other pupils nationally. In writing, disadvantaged pupils left school six months behind others in school and again, almost a year behind other pupils nationally. In mathematics, disadvantaged pupils left 10 months behind others in school and almost a year behind other pupils nationally. This year, the school has focused relentlessly on addressing this inequality and has been very effective. Disadvantaged pupils now benefit from very good support and they are making good progress. This has helped to close the gaps in attainment with other pupils that exist within school, and they are quickly catching up with other pupils nationally.
- Pupils from minority ethnic groups are helped to make the same good progress as others in their class.
- The school also provides effectively for disabled pupils and those who have special educational needs. These pupils are also making good progress overall because work is planned well to meet their individual needs. Support staff also understand what is required to build the self-esteem of these pupils.
- The school's work to challenge the most able pupils is paying off. Many are now making good progress and, for some pupils in upper Key Stage 2, progress is outstanding in reading and writing. For a small minority, however, while they are helped to make the progress expected of them, too few do better.

The early years provision is good

- Leadership and management in the early years are securely good and much is now outstanding. A strong team of staff work effectively together and are driven to provide children with the best possible start to school life. The classrooms and magnificent outdoor areas are well resourced and all areas of children's learning are provided for well.
- When children start the academy, their skills are generally below those typically expected for their age. A small minority start with skills that are much lower because of their own individual needs.
- In 2014, the proportion of children who reached a good level of development was below average and progress was not good enough. However, much has been achieved this year and children are now much better prepared to start Year 1. The quality of their written work is particularly impressive.
- Children now show excellent levels of concentration when working and make the most of the many enjoyable activities that are planned for them. Relationships with adults are wonderful and everyone has a fun time at school, no matter what their age!
- Parents are very appreciative of the positive way their children are helped to settle when they start in the early years. Parents are very well informed about the progress their children are making and liaise closely with teachers to make sure children have many happy and memorable experiences.
- Behaviour and safety are good because children soon learn the high expectations and routines. Safeguarding procedures are thorough and children learn how to use equipment safely. They are very happy at work and play and say 'our teachers are as lovely as ice cream'.
- The quality of teaching is now securely good and improving quickly. Much is now outstanding. Support

staff are also very effective in their work. Together, they keep a very careful watch on how well children learn. They know when to step in and help and are skilled in recognising when to step back and let children work things out for themselves.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	140184
Local authority	City of Kingston upon Hull
Inspection number	450206

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	A Medicott-Revel
Headteacher	L Burrows
Date of previous school inspection	Not previously inspected as an academy
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