

# Ann Edwards Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115650
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	357792
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Ann Henderson 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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matt McCahill
<b>Headteacher</b>	Stephen Richardson
<b>Date of previous school inspection</b>	27 November 2007
<b>School address</b>	Berkeley Close South Cerney Cirencester GL7 5UW
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 14 lessons or part lessons, observed 10 teachers and held meetings with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of meetings of the governing body, staff and pupil questionnaires and 116 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning and the use of assessment and their impact on the learning and progress of pupils, particularly for girls in mathematics and for boys in writing at Key Stage 1.
- Whether the level of expectation and challenge in lessons is sufficient to enable all pupils to reach higher standards and make rapid progress.
- The effectiveness of the support for Traveller and Service families and those pupils who arrive at school during the academic year.
- The impact of the leadership of the Early Years Foundation Stage on improving provision and ensuring consistently good outcomes for children.

## Information about the school

Ann Edwards Church of England Primary School is slightly larger than the average-sized primary school. It has Early Years Foundation Stage provision in one Reception class and one Reception/Year 1 class. The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion of pupils whose first language is not English. The proportion of pupils with special educational needs and/or disabilities is above the national average. The majority of these pupils have specific learning difficulties. The proportion of pupils with a statement of special educational needs is above the national average. A breakfast club operates on the school site which is managed by the governing body and was included as part of this inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Ann Edwards Church of England Primary School is a satisfactory and improving school. Christian principles lie at the heart of this friendly and caring school. The school's work is characterised by the excellent support and guidance for pupils, particularly pupils whose circumstances may make them vulnerable and those arriving during the year. Parents and carers agree. As one parent stated, 'There is a lovely, caring atmosphere in the school.' As a result, pupils, including those whose circumstances may make them vulnerable, feel safe and secure. Safeguarding arrangements are robust. Good attention is paid to keeping pupils healthy and free from harm. Pupils learn and play together well and their behaviour is good in lessons and around the school. Their spiritual, moral, social and cultural understanding is good.

Children make good progress in the Reception classes because of the interesting activities they are given and the good provision across all areas of learning. There have been variations in the rate of progress pupils make during their time in school. In recent years, progress in Key Stage 1 has been variable, particularly in mathematics, resulting in below average attainment in this subject by the end of Year 2. However, the school has recently taken action to address this issue and the teachers' most recent assessments show that progress in mathematics is improving, although in most year groups boys still outperform girls. By the time pupils leave in Year 6, their attainment is average in English and mathematics. Most pupils make satisfactory progress, although children with special educational needs and/or disabilities make good progress because of the targeted support they receive from effective teaching assistants. Overall, achievement is satisfactory.

Teaching is not consistent enough to promote good progress for all pupils. Teachers establish good relationships with their pupils. In the most successful lessons, pupils are challenged well and lessons are maintained at a good pace. In a few classes, assessment information is not used well enough to plan lessons that match tasks to pupils' different needs. In addition, the use of targets, marking and feedback to promote learning is inconsistent and does not always provide pupils with sufficient information on their next steps. The curriculum provides a sound foundation and includes a range of interesting visits and visitors to support pupils' learning. However, there is not a clear progression in the development of their knowledge and skills, and the range of learning opportunities are not yet extended and developed imaginatively to excite and engage all pupils.

The school's self-evaluation is broadly accurate, but does not measure precisely the success of planned improvements. Improved tracking procedures provide leaders with a clear picture of how well pupils are achieving, but monitoring systems lack rigour and sharpness, and areas identified for improvement, particularly in teaching, are not always followed up. The governing body shows clear determination in challenging and supporting

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the school and a clear commitment to tackling weaknesses. Consequently, there is a satisfactory capacity to sustain improvement.

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

- Improve the quality of leadership and management by:
  - using sharper and more measurable success criteria in development planning so that the impact of improvements can be evaluated
  - increasing the rigour with which leaders and managers at all levels monitor and evaluate their areas of responsibility
  - raising expectations and making teachers more accountable for the progress of their pupils.
- Accelerate pupils' progress and improve the consistency in the quality of teaching so that by the end of December 2011, at least 75% of lessons are good or better by:
  - ensuring teachers plan lessons to meet the learning needs of the different abilities of all pupils
  - making more effective use of targets, marking and feedback to ensure pupils know what they need to do to improve their work
  - monitoring teaching and learning more rigorously, providing clear guidance on how to improve and regularly checking that improvements are in place.
- Implement a curriculum that excites and engages pupils by:
  - creating a whole-school curriculum plan which systematically and progressively develops pupils' skills and knowledge
  - making clear and meaningful links between subjects and providing activities that are challenging for all groups of pupils.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils have good attitudes to learning and work well together in lessons. Children start in the Reception classes with skills and abilities broadly in line with those expected of their age. They make good progress throughout the year and begin in Year 1 with a good level of understanding across all areas of learning.

From Year 1 to Year 6, pupils make satisfactory progress in the vast majority of lessons. Consequently, preparation for the next stage in their learning is satisfactory.

However, there are now more examples of good progress, and the trend of underachievement, particularly in mathematics, is being addressed. In good lessons, pupils work industriously because the tasks are well matched to their learning needs. They are challenged in their thinking, producing work of good quality. The school has focused on improving the progress of boys in writing by planning tasks which effectively engage them in writing activities. For example, a group of Year 1 boys were enthusiastic when describing motorbikes and used adjectives well to complete a four-line verse. In a mathematics lesson on right angles, pupils had positive attitudes and confidently asked questions to develop their understanding. As a result, they made good progress and enjoyed their learning.

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Attendance since the last inspection has been low. The school has worked hard to improve attendance rates, particularly for those pupils who were persistently absent. The most recent attendance figures show the school's success in this area and attendance is now average.

Community cohesion is promoted well, and the school works hard to integrate pupils who are new to the school, particularly when they join the school during the term. Pupils make a good contribution to the school as peer mediators, supporting other pupils during breaks and lunchtimes. They also enjoy their work on the sustainable schools eco committee. The school council is effective in ensuring that pupils have their say in what happens in school, and pupils in Years 5 and 6 are responsible monitors and prefects.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The school provides a very welcoming learning environment. Classrooms are well organised. Displays celebrate pupils' work and provide good support for learning. The art displays of animals and self-portraits in the Year 5/6 shared area are particularly impressive. Excellent attention is given to the individual needs of all pupils because adults know pupils exceptionally well. Pupils with particular needs are ably supported and teaching assistants are skilled and suitably trained to support their personal and learning needs. Additional support from outside agencies is used well to provide further assistance for families whose circumstances may make them vulnerable. The daily breakfast club is

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run particularly well by teaching assistants and provides a calm and pleasant start to the day for those pupils who attend.

Teaching has a satisfactory impact on the learning and progress of pupils. There are many positive features of teaching, which include the good relationships with pupils and the effective collaboration between teachers and teaching assistants. Good assessment systems are in place and used well in most lessons. As a result, there are more examples of good progress. In these lessons, pupils are encouraged to think about and assess their own learning. In the best lessons, questioning and challenge are used with good effect to develop pupils' understanding. For example, in a Year 6 mathematics lesson on data handling, following a field trip the previous day, pupils used their problem-solving skills to consider how to represent information accurately on a pie chart. Effective questioning by the teacher and teaching assistant enabled groups of pupils to achieve well and successfully complete the activity.

The curriculum is appropriately broad and balanced and supports pupils' personal development well. Additional trips and focus weeks, such as the science week held during the inspection, provide further enrichment. In a Year 2 class, pupils were planning a healthy lunch box in preparation for a school trip. They showed a good understanding of the food groups and the balance needed to create a healthy lunch. Higher-achieving pupils were encouraged to use their initiative and match the foods they chose to the correct food groups by writing a checklist and explaining their choices to the teacher. However, the link between subjects to enliven the curriculum and systematically build on pupils' prior experience is underdeveloped.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and managers at all levels are currently having a satisfactory impact on raising attainment and improving pupil progress. The improved system for tracking pupils' progress enables all teachers to know which pupils are underachieving. However, the outcome of discussions with leaders following meetings on pupils' progress is insufficiently focused and precise to enable underachievement to be addressed swiftly. At present, expectations are not high enough to accelerate pupils' progress and raise achievement.

The new Chair of the Governing Body has taken decisive action to challenge the school to improve, actively setting priorities for improvement and using the skills of the governing body well to monitor the work of the school. There is a determination to promote equal opportunities by ensuring staff are well trained to meet the differing needs of pupils. This has had a positive impact on pupils' progress in mathematics. New systems have been

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introduced to seek the view of parents and carers, and the new parent council is proactive in addressing issues raised by parents. As a result, there is a high level of satisfaction from parents and carers, and communication is good. Partnerships with outside agencies make a satisfactory contribution to improving outcomes for pupils.

The governing body has fulfilled its duty to promote community cohesion well, with good links to the Traveller community and the local Services' camp. It is developing links with contrasting communities in the United Kingdom, Sierra Leone and Italy. Safeguarding procedures are monitored effectively by the governing body, through well-developed quality assurance and risk assessment systems. These ensure that staff are suitably trained and pupils are kept safe.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make a positive start in the Reception classes. On entry to school, their skills and abilities are broadly in line with the expectations for their age. They make good progress in all areas of learning. The newly appointed Early Years Foundation Stage leader and additional teacher have worked effectively together in a very short time to make good use of resources in the shared indoor and outdoor areas. Teaching assistants and other adults are used well to support groups and individuals and relationships are good. Children are encouraged to be cooperative and initiate their own learning, which contributes positively to their confidence, independence and personal development. Behaviour is good. Warm and positive relationships ensure children are safe, happy and ready to learn. Well-targeted support is provided for children with additional needs, who are included exceptionally well in all activities. In one lesson, children were learning about alliteration. They discussed with great excitement the name they could give a mini-beast, such as 'Susie Snail', 'Gregory Grasshopper' and 'Buster Bee'. Teaching assistants supported

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children to choose suitable names successfully, which led to an effective adult-led writing activity for a higher achieving group. Children focused well on their learning and were eager to read what they had written.

Leadership and management are satisfactory overall. Although outcomes for children and provision to support learning and development are good, recent changes of staff and a change of leader have had insufficient time to have an impact on the longer term improvements that have been planned. Observations and assessments of what children are learning are accurate and carried out regularly. The new leader and teacher are aware of the need to monitor outcomes closely and use assessment data to inform planning for the individual needs of all children and to plan further improvements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A higher than average number of parents and carers responded to the inspection questionnaire. Parents and carers are very happy with the school. A very large majority of their views are positive. They confirmed their support for the school and were particularly pleased with the care and support provided for pupils. A few expressed concerns about the way the school deals with behaviour and some felt that they are not informed about their child's progress or that the school does not take account of their suggestions and concerns. Inspectors found no evidence to substantiate these concerns during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ann Edwards Church of England 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 247 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	64	40	34	1	1	1	1
The school keeps my child safe	88	76	24	21	1	1	1	1
My school informs me about my child's progress	59	51	48	41	8	7	1	1
My child is making enough progress at this school	64	55	50	43	1	1	1	1
The teaching is good at this school	64	55	49	42	1	1	2	2
The school helps me to support my child's learning	60	52	54	47	0	0	0	0
The school helps my child to have a healthy lifestyle	62	53	51	44	3	3	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)	51	44	59	51	4	3	0	0
The school meets my child's particular needs	63	54	52	45	0	0	0	0
The school deals effectively with unacceptable behaviour	55	47	50	43	4	3	2	2
The school takes account of my suggestions and concerns	52	45	55	47	6	5	1	1
The school is led and managed effectively	56	48	56	48	3	3	1	1
Overall, I am happy with my child's experience at this school	79	68	35	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 May 2011

Dear Pupils

**Inspection of Ann Edwards Church of England Primary School, Cirencester GL7 5UW**

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk to and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning.

These are some of the things the school does really well.

- All the adults in your school take exceptionally good care of you.
- You feel safe in school and know there is always someone to talk to if you have a problem.
- You make a good contribution to your school and the wider community.
- The governing body of your school does a good job.
- Children get off to a good start in Reception and make good progress.
- You have a good understanding of how to live a healthy lifestyle.

We have asked the school to work on three things to make your school even better.

- Improve the way the school's big plan is written, so each step of progress is measured and all school leaders take part in checking the school's improvement.
- Help you to know how you can improve your work and make sure activities are always interesting and at the right level for you.
- Make the curriculum more exciting and appealing for you to help you to develop your knowledge and skills.

It was a real privilege to visit your school. Continue to work hard and, most of all, enjoy your learning! Thank you again for your help.

Yours sincerely

Ann Henderson

Her Majesty's Inspector

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