

# Edenfield Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119385
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	363900
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Lynne Read

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>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Janice Johnson
<b>Headteacher</b>	Mrs Janet Reidy
<b>Date of previous school inspection</b>	23 June 2008
<b>School address</b>	Market Street Edenfield, Bury Lancashire BL0 0HL
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in nine lessons taught by six teachers. They held meetings with members of the governing body, managers, staff, the School Improvement Partner and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies, procedures for safeguarding and school development plans. In total, 69 parental questionnaires were received, analysed and considered, alongside 74 questionnaires completed by the pupils and nine by school staff.

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

- Whether there are improvements in pupils' progress at Key Stage 2, especially in mathematics.
- Whether lessons, especially in mathematics, are promoting the best possible progress for all groups of pupils throughout the school.
- How effectively the quality of care and the curriculum supports pupils' personal and academic development.
- How well children in the Early Years Foundation Stage are learning and if they are effectively prepared for their work in Key Stage 1, especially in reading.

## Information about the school

This school is smaller than most primary schools and pupils are taught in mixed-age classes except for Year 6. It is situated in a rural area and some pupils attend from outside the immediate locality. Most pupils are of White British heritage and a few pupils are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average and an average percentage of pupils have special educational needs and/or disabilities.

The school has Healthy School status and holds the Activemark and SEAL awards for promoting personal and physical development.

A private provider offers before- and after-school care sessions on the premises. This facility is subject to a separate inspection and report.

**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?**

**2**

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

**2**

## Main findings

This is a good school. The good quality of care, guidance and support provided for pupils leads to some outstanding elements in their personal development. The experienced headteacher leads the successful drive for improvement and generates ambition among the team of staff. Frequent reviews of performance are completed by managers and the governing body, and the school sets itself challenging targets. This system of self-evaluation is successful in providing an accurate view of the school's strengths and weaknesses and provides the basis for development planning. This has led to many improvements in learning; for example, in the Early Years Foundation Stage and in progress in writing throughout school. The capacity for sustained improvement is therefore good. However, the process for monitoring day-to-day learning in mathematics is not rigorous enough to eliminate a few inconsistencies in practice.

Pupils' attainment is above average by the end of Year 6. This represents good progress from children's average starting points in the Early Years Foundation Stage. Children in the Reception class make good progress and are well prepared for their National Curriculum work. The introduction of a new programme for teaching letters and sounds (phonics) means that children are beginning to read, spell and write at an earlier stage so those in the Reception Year and Key Stage 1 often make very good progress in these areas. This work is well consolidated as pupils move through school, and learning across all subjects is often rapid in Year 6. However, the rate of progress in mathematics is variable between Years 2 to 5 and is not as strong as in reading and writing.

Teaching is good overall and some, for the oldest pupils, is outstanding. Pupils' progress is constantly assessed and work is generally provided at different levels of difficulty so it caters well for the mixed ages in classes. The more-able pupils often have good challenges but this is not always the case in mathematics lessons and there are occasions when pupils could be stretched further. In English, good quality marking and helpful learning targets provide advice so pupils know how to improve their work. This is less effective in mathematics and pupils are sometimes unclear about the next steps. The curriculum includes some imaginative links between subjects. These result in good opportunities for pupils to practise their literacy and information and communication technology (ICT) skills, to research and to learn independently. Pupils' attendance is high; they enjoy school, are happy and feel exceptionally safe. They take on board the outstanding range of health and fitness initiatives in school with great enthusiasm. Pupils make an outstanding contribution to the school and wider community, for example, through their school council work, acting as ambassadors for preserving the environment, and strong links with the Church.

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

- Improve progress in mathematics in Years 2 to 5 by:
  - ensuring that the more able pupils are fully and consistently challenged in all lessons
  - improving the quality of marking and developing clearer learning targets so they provide good advice to help pupils' learning
  - injecting more rigour into the monitoring of teaching and learning in mathematics to ensure that inconsistencies in practice are eliminated.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy the challenges that their teachers set for them and clearly enjoy their learning. In a Year 6 lesson, pupils worked at an advanced level in geometry to draw spirals. Those in Years 4 and 5 had some fun working out the meanings of idioms. Reception children made and played their sand shakers as part of their seaside topic, and used their knowledge of letters and sounds to spell accurately when writing their postcards. All age groups have positive attitudes to learning and are keen to succeed.

Children are currently leaving Reception with skills that are above average and they have good opportunities to consolidate their learning in Year 1. Progress is good overall across Key Stages 1 and 2. Standards in writing have improved well and most pupils are confident, avid readers. During Year 6, pupils make especially good progress and it is sometimes excellent. By the end of the year, attainment is above average and achievement is good. A concerted effort to boost attainment in mathematics has resulted in an improved proportion of pupils now working at the higher level expected for their age. However, in Years 2 to 5 the more-able are not always stretched to the full in this subject and progress is not as consistently good as it is in reading and writing. Sometimes these pupils are required to complete average-level tasks before moving on to the challenging extension activity. Pupils who have special educational needs and/or disabilities are well supported so they make good progress. Pupils from minority ethnic groups progress at an equal rate to others and those who are learning to speak English as an additional language have effective additional support to help them succeed.

Good links with the church play an important part in supporting pupils' good spiritual, moral and social development. Pupils are polite and show kindness and care towards each other. They have a sound knowledge of, and good respect for, faiths and cultures that are different from their own. Pupils play an outstanding role in the day-to-day running of the school. For example, the TABs committee ensures that the school stays 'bully-free', buddies from Year 6 take care of Reception children and the Eco Edenfield group promotes re-cycling and fair trade. Pupils play an active role within the local community and their understanding of everyday life within contrasting cultures is developing through links with other schools. They are keen to succeed, have high attendance and are well prepared for the next phase of education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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 quality of teaching is good and there is some excellent practice. Relationships are good and pupils trust their teachers. Lessons have clear objectives so pupils know exactly what is expected of them. Teachers often include short, focused tasks as well as collaborative and practical exercises. These factors ensure that pupils are motivated, especially those who enjoy a more interactive style of learning. Teachers have a detailed view of pupils' progress and plan work to build on their prior learning. Expectations are generally high and pupils enjoy good challenges. Occasionally, however, the work set for the more-able individuals in mathematics does not extend their talents fully. In writing, the marking and targets for learning are especially helpful in highlighting pupils' strengths and indicating the next steps. They are less well developed in mathematics and, therefore, less useful. Good opportunities for pupils to evaluate their own work are helping them to develop the skills of independent learning.

The good curriculum is well balanced. It includes a good emphasis on personal education, as well as varied opportunities for creative and practical work. For example, pupils especially enjoy their art lessons, learning to play musical instruments and a varied programme of physical education. Planning makes very effective links between subjects and focuses on developing pupils' skills. For example, links between history, geography and literacy enhance reading, mapping, ICT and writing skills. A major strength of the curriculum lies in the tailoring of tasks and support to meet specific needs or to provide a

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boost for learning where pupils are not reaching their expected targets. A similar programme for the gifted and talented is in the developmental stage. A good selection of extra-curricular clubs and competitive sport helps pupils to hone their skills and encourages them to try new interests.

The school has a warm, friendly ethos. One parent wrote that pupils who join part way through a key stage are 'welcomed into the family fold'. Those who have highly specific needs, or who, due to their circumstances, are potentially vulnerable, are very well supported by trained staff and outside expertise. An established behaviour policy encourages positive behaviour and hard work; rewards and sanctions are understood and followed for the majority of the time. As a result, older juniors demonstrate self-discipline and maturity, but a few younger pupils can be inattentive and occasionally slow the pace of lessons by talking out of turn. The school is looking at ways of recording accidents and incidents in more detail so that outcomes can be monitored more readily. A recent drive to reduce holidays taken in term time has been successful and the school monitors absences rigorously.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management are good, financial systems are efficient and the school provides good value for money. The headteacher, well supported by the deputy headteacher, has a thorough overview of provision and learning. An effective cycle of monitoring by managers includes observing pupils' learning in class, together with checks on pupils' progress and the quality of work in books. Action plans are then written and implemented to address any issues identified. The process has resulted in improved attainment in English but is not rigorous enough in mathematics.

The attention to safeguarding is good; staff are trained in child protection and are well equipped to deal with concerns. Close monitoring of the equalities policy has resulted in actions to support girls' learning in mathematics so that is now closer to that of the boys. The school tackles any potential discrimination robustly. It ensures that pupils from different backgrounds and those who have special educational needs and/or disabilities have full access to all activities. The governing body has a wide range of expertise to support management. Members are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are fully considered. Alongside managers, they provide strategic direction for the school and have a clear vision of excellence. Their current plans include extending community cohesion by establishing global links. The good partnership with parents and carers ensures active involvement in their children's

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education. Good links with the church, schools, colleges and other agencies provide memorable experiences for pupils, for example, in personal development, music and physical education.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## Early Years Foundation Stage

On entry to school, children's skills vary from year to year. Generally, they are in line with those typically expected. Good induction procedures and links with pre-school providers ensure that children settle quickly. Teaching is consistently good and includes plentiful opportunities for children to explore and investigate. Children's progress is assessed frequently and planning takes careful account of their learning and interests in order to keep them well challenged. For example, the seaside theme included work in addition using shells and pebbles, an understanding of shape and capacity when making sand castles, and a focus on space and direction when riding bikes to 'holiday destinations'. The outdoor area heightens children's enjoyment in learning but is also a shared play area for older pupils. This means that provision here is not continuous throughout the day. Children behave well, sharing resources fairly. For example, they take turns in playing instruments to make seaside sounds.

Management is good and strong teamwork among staff ensures that routines, policies and procedures are consistently followed. Well-attended meetings and pre-induction sessions for parents and carers ensure that they are able to offer good support for their children's learning.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</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	2

## Views of parents and carers

The parents and carers who responded to the questionnaire have very positive views. All agree that their children enjoy school and are safe. Some typical quotes include, 'my child says being in this class is like having a wrapped birthday present every day', 'there are great links between home, school and the community', and Edenfield is an extremely caring and welcoming school with a lovely family feel'.

There are commendations for the good quality of teaching, leadership and management, and for the work done in helping children to adopt healthy lifestyles. Inspectors endorse these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Edenfield 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	75	17	25	0	0	0	0
The school keeps my child safe	51	74	18	26	0	0	0	0
My school informs me about my child's progress	38	55	26	38	4	6	0	0
My child is making enough progress at this school	39	57	28	41	1	1	1	1
The teaching is good at this school	43	62	24	35	0	0	0	0
The school helps me to support my child's learning	35	51	30	43	1	1	1	1
The school helps my child to have a healthy lifestyle	44	64	24	35	0	0	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)	37	54	26	38	1	1	0	0
The school meets my child's particular needs	41	59	23	33	2	3	1	1
The school deals effectively with unacceptable behaviour	39	57	28	41	0	0	0	0
The school takes account of my suggestions and concerns	39	57	25	36	1	1	0	0
The school is led and managed effectively	47	68	19	28	0	0	0	0
Overall, I am happy with my child's experience at this school	49	71	17	25	2	3	1	1

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.**



30 June 2011

Dear Pupils

**Inspection of Edenfield Church of England Primary School, Bury, BL0 0HL**

Thank you for the very warm welcome you gave the inspectors when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. Edenfield CE is a good school. You get on very well together and take good care of each other. Thank you to those pupils who filled in the questionnaire and to those who chatted with us. It was good to hear your comments such as 'you know everyone here and feel at home'.

You are keen to learn, work hard and are making good progress. Those of you in the Reception Year enjoy your work and play and are doing really well, especially with your reading and writing. In Key Stages 1 and 2, your writing and mathematics have improved and those of you in Year 6 make very good progress. However, we think there are some mathematics lessons in Years 2 to 5 where your progress could be even better. In order to help the school improve further, we have asked your teachers to improve teaching and learning in mathematics by:

- making sure that there is always lots of challenge in lessons, especially for those of you who learn quickly
- making sure that their marking and your learning targets provide you with good advice about how you can improve your work
- making more frequent checks in lessons and by looking at books, to ensure that these improvements are working.

You can help by continuing to work hard, keeping up the high attendance and completing your homework. Thank you once again for the interesting conversations we had and we hope you continue to enjoy your happy school.

Please accept my best wishes for the future.

Yours sincerely,

Lynne Read

Lead inspector

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