

St Edward's Church of England Primary School

Inspection report

Unique Reference Number	113419
Local Authority	Plymouth
Inspection number	378704
Inspection dates	26–27 September 2011
Reporting inspector	Laurie Lewin

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Frances Rendle
Headteacher	Andrea Smith
Date of previous school inspection	13–14 January 2009
School address	Fort Austin Avenue Eggbuckland Plymouth PL6 5ST
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Introduction

This inspection was carried out by three additional inspectors, who observed teaching and learning in 22 lessons, taught by seven different teachers. The inspectors met with pupils, staff, parents and carers, and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies. They also scrutinised samples of pupils' work. The inspectors analysed questionnaires from 66 parents and carers, eight staff and 104 pupils.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- How well do pupils progress with writing?
- How well do pupils perform in different areas of mathematics?
- How well are pupils with special educational needs and/or disabilities supported?
- How effective are subject leaders in carrying out their work?

Information about the school

This is an average-sized school. It serves the local area, but with some pupils coming from further afield. The overall proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils known to be eligible for free school meals. Most of the pupils are White British, with a few coming from a mixture of other ethnic backgrounds. The school has seven classes, one of which caters for children in the Early Years Foundation Stage. The school is accredited with Healthy School Status, The National Kitemark for Inclusion and the International award. The school runs a breakfast club and an after-school club.

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

This is a satisfactory school. Parents and carers are very positive about their children's experiences at the school. The achievement of pupils is satisfactory, although within the last year some effective work has been done to improve aspects of pupils' progress.

Children get off to a good start in the Early Years Foundation Stage, where they are taught well. Throughout the rest of the school, satisfactory teaching ensures pupils make satisfactory progress and attain average levels by the end of Year 6. In recent times, staff have been successful in improving pupils' attainment in writing and an increasing proportion of pupils are progressing well and attaining above-average levels in English. However, standards in mathematics lag behind, with pupils often experiencing difficulty in using and applying their mathematical skills in problem-solving situations. All pupils show positive attitudes and both their behaviour and attendance are good.

The curriculum provides a good range of activities that engage pupils' interests. Teachers often present work in a lively and fun manner. However, occasionally, the work planned for lessons does not match precisely enough with the ability levels of pupils and this is the main factor that makes progress satisfactory rather than good. Also, in some classes, the targets set for pupils are not precise enough to ensure pupils fully understand how to improve.

Staff know pupils well and cater sensitively for their needs. They are good at supporting pupils with special educational needs and/or disabilities. Consequently, these pupils make good progress. The strong pastoral care provided for pupils is much appreciated by parents and carers, who feel their children are well looked after. The caring atmosphere that pervades the school ensures that pupils become confident learners who enjoy the work and activities provided. Pupils spoken with make comments such as, 'This is a really happy and friendly school'. All pupils feel completely safe and confident to seek help from staff. Pupils have a good knowledge about how to stay fit and healthy. Through the work of their school council, pupils provide much useful input into helping staff improve the school and its facilities. Pupils' excellent spiritual, moral, social and cultural awareness is shown by their ability, for example during assemblies, to reflect deeply on issues in their own lives and the world around them.

The headteacher, ably supported by her deputy, works well to establish an

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atmosphere in the school in which staff work together as an effective team. Excellent work is done to ensure that parents and carers are kept fully informed about and involved in their children's learning. Good links with partner organisations enhance the curriculum in areas such as sport. Governors work well to support the school and hold it to account. The school regularly assesses how well pupils are performing. However, the presentation of the information gained is not always sufficiently clear to help staff gain a rapid overview of the trends in performance of different groups of pupils. The school accurately evaluates its own performance and staff and governors are fully involved together in laying clear plans for future development. Given these factors and the continuing strengths in pupils' behaviour and attitudes, the school shows a satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve teaching and the progress that pupils make in their learning to a consistently good or better level by July 2012 through ensuring that, in all lessons, teachers provide activities that match the varying abilities of different groups of pupils.
- Improve attainment in mathematics by July 2012 through ensuring that all pupils develop their skills and confidence in applying their mathematical knowledge to problem-solving situations.
- By July 2012, ensure that pupils have clear targets which show them the steps needed to help improve their work to the next level.
- By July 2012, ensure that the school's assessment information is presented in a clear way that allows staff to rapidly analyse trends in the performance of different groups of pupils.

Outcomes for individuals and groups of pupils

3

Recent improvements made to provision in the Early Years Foundation Stage mean that the progress that children make is now good, so that they reach above-average levels by the time they start Year 1. This good start makes a strong platform upon which staff can improve progress across the rest of the school. Some initiatives implemented are already showing good impact. For example, as a result of the 'Big Write' work, an increasing number of pupils are now producing good-quality extended writing. Improved opportunities for pupils to talk about their ideas are also aiding improvement in writing. For example, in a Year 6 lesson, pupils enthusiastically discussed their ideas for the adverts they were constructing and in this way developed precise detail. Although pupils often show good skills with

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number work, they struggle to apply these skills in problem-solving situations. For example, in a Year 4 mathematics lesson, despite the strong support from their teacher and teaching assistant, pupils sometimes needed much time to decide upon the steps required to complete calculations in the problem-solving task. In the main, in lessons seen, all groups of pupils made satisfactory progress. However, pupils with special educational needs and/or disabilities made good progress as a result of the good support they received. For example, in a Year 1 lesson, an intensive working session with the teaching assistant helped pupils with special educational needs and/or disabilities to make good progress with mastering letter sounds.

Pupils show a caring and supportive attitude towards one another. Older pupils conscientiously carry out tasks around the school such as preparing the hall for assembly or helping younger pupils at break-times. They have a very good knowledge about how to stay safe; for example with Year 6 pupils receiving training in first aid. In working towards achieving the Healthy School accreditation, pupils gain a good knowledge about how to eat healthily, and their strong involvement in sports activities ensures they sustain good levels of fitness. Pupils contribute well to the local community through their participation in events such as singing at the home for senior citizens and distributing food as part of the harvest festival. In working towards its International Award, the strong links established with schools overseas have helped pupils develop an outstanding knowledge about how people from other cultural backgrounds live. Through their lessons, pupils gain satisfactory basic skills to help them progress in the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

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

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How effective is the provision?

Teachers use a good range of strategies to motivate pupils and capture their interest. For example, in a good Year 6 mathematics lesson, very effective use of the interactive whiteboard displays, highly interactive discussions and very precise questioning ensured that pupils worked at a good pace. However, although many lessons seen showed some good aspects, the pace of learning was only satisfactory because too much time was spent with the pupils working on a whole-class activity and thereby, with all groups of pupils working at the same level of work. Group activities provided were usually well matched to the needs and abilities of the pupils, so that they progressed well, but because of the lengthy whole-class introductions, there was not always enough time in lessons for this part of the work. Teachers regularly check pupils' progress and make satisfactory use of the information gained to help them plan lessons. They mark work carefully and, in this way and through discussion, give pupils much encouragement and guidance on how to improve. Although targets are set for pupils, these do not always give pupils a clear understanding about how they can raise the standard of their work to the next level. Teachers and teaching assistants work together well and are especially effective at supporting pupils with special educational needs and/or disabilities so that these individuals not only progress well but become confident in participating in all class activities.

The school has successfully produced a creatively based curriculum that provides a very interesting and lively range of topic activities for pupils. This is further boosted by a good range of visits and visitors to the school, strong links with partner organisations, a good range of extra-curricular activities and good provision for a breakfast club and an after-school club. However, curriculum provision is satisfactory rather than good because the activities planned for lessons do not always lead to pupils progressing as rapidly as they should.

Parents and carers appreciate the good-quality provision for care, guidance and support of pupils. Across the school, all pupils feel very well supported. Staff provide lots of encouragement for individuals that boosts the personal development of all individuals. Staff are vigilant in ensuring pupils' safety and help all individuals to acquire a very good understanding about how to keep themselves safe. Wherever needed, good use is made of external expertise to support pupils' needs. Good-quality advice and guidance is given to all pupils and, where needed, their parents and carers.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher works well to involve all staff and governors in laying the plans and setting the targets for future development. Within this planning, a very clear expectation is laid for the staff to improve the current satisfactory achievement of pupils to a higher level. Already, initiatives to improve writing and the provision for the Early Years Foundation Stage have made an impact, but all staff are aware that more needs to be done to accelerate pupils' progress. To this end, a clear focus is placed on monitoring pupils' performance carefully through analysis of assessment information. However, the presentation of this assessment information is not clear enough to help staff, and subject leaders in particular, to rapidly drill down to details about the trends in the performance of different groups of pupils across the school, and this limits the precision of the action plans made. Subject leaders carry out their work satisfactorily. They have a sound overall understanding of the strengths and weaknesses in the subjects for which they are responsible and regularly monitor lessons across the school. As part of its work to gain the Inclusion Kite Mark, the school regularly checks pupils' academic and personal development. In this way, it ensures that all groups of pupils achieve a reasonable level of success and that no discrimination occurs.

Staff and the governing body work closely together. They work hard to maintain excellent relationships with parents and carers. For example, through regular newsletters, emails and use of the school website, opportunities for them to come in to school to work on activities, and the strong support of the parent support adviser, parents and carers are very well informed about and involved in the children's learning.

The governing body is well organised and fulfils all of its statutory responsibilities. It regularly surveys and, where appropriate, acts on the views of parents and carers. The governing body ensures that good provision for safeguarding is underpinned by full risk assessments, good site security and that good levels of training are undertaken including for child protection. The school has good plans to promote community cohesion and continually evaluates the impact of these. In particular, the very good strategy to link with schools further afield, which has helped pupils develop an excellent multicultural awareness, is an example of the strong impact of the school's work in this area.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage. Good pre-school links and induction procedures ensure that they settle in and achieve well in all areas of learning. The teacher and teaching assistant know the children well and cater fully for their individual needs. Strong support ensures that the children become confident learners. For example, in a story time session seen, all children were encouraged to comment and join in a discussion about the story of the 'Bear Hunt'. Staff manage the children well so that behaviour is good. There is a busy atmosphere within the classroom, with children fully engaged and trying hard with all tasks. The strong pastoral support ensures that all individuals feel safe and develop as happy learners. Teaching is good, with tasks well planned to match the needs of different abilities. Children progress well because there is much opportunity for them to develop their understanding through exploring ideas in practical situations. The development of the sheltered area outdoors, since the previous inspection, has done much to boost this approach. However, the teacher rightly recognises that the range of activities set up outdoors does not support all areas of learning as extensively as the resources indoors. Good planning ensures there is a good balance between chances for working independently and chances to work as a group with the teacher or teaching assistant. Although they have only been in school for a few weeks, the children are already well used to classroom routines and well on course with developing their basic reading, writing and number skills. For example, in one session seen, children confidently discussed the similarity and differences in the way different numbers are written and were keen to practise further with writing numbers 'in the air' with their fingers. The Early Years Foundation Stage is well led and managed and runs smoothly and efficiently on a day-to-day basis. Accurate self-evaluation, along with good systems to regularly check and record children's progress, means that staff have a clear view on what is working well and where they can make further improvements. However, although the teacher has a very clear knowledge about the

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progress of each individual, the assessment information is not as well organised as it could be to give a clear overview of the trends in performance for children from year to year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 very large majority of parents and carers who responded to the inspection questionnaire indicated they are happy with the provision and the work of the staff. In addition to the evidence of the questionnaires, all of the parents and carers spoken with had a very positive view about the work of the staff and the quality of education provided.

A few parents and carers indicated that they do not feel sufficiently well informed about their children's progress. Inspectors looked into this area through discussion with staff and parents and a scrutiny of documents. They judged that the school has excellent systems in place to keep parents and carers well informed about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Edwards Church 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 inspectors received 66 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	76	16	24	0	0	0	0
The school keeps my child safe	53	80	13	20	0	0	0	0
The school informs me about my child's progress	34	52	26	39	6	9	0	0
My child is making enough progress at this school	31	47	27	41	2	3	0	0
The teaching is good at this school	42	64	22	33	0	0	0	0
The school helps me to support my child's learning	41	62	20	30	2	3	0	0
The school helps my child to have a healthy lifestyle	40	61	26	39	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	56	24	36	2	3	0	0
The school meets my child's particular needs	35	53	26	39	3	5	0	0
The school deals effectively with unacceptable behaviour	35	53	25	38	3	5	1	2
The school takes account of my suggestions and concerns	26	39	34	52	3	5	1	2
The school is led and managed effectively	44	67	20	30	1	2	0	0
Overall, I am happy with my child's experience at this school	48	73	17	26	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 September 2011

Dear Pupils

Inspection of St Edward's Church of England Primary School, Egguckland, Plymouth PL6 5ST

Thank you for making us feel welcome at your school. We have judged that yours is a satisfactory school. Through talking to you, we know that there are many things that you like about your school.

Here are some of the things that we found.

- You make a good start to school in the Early Years Foundation Stage.
- We can see that you enjoy school. The curriculum provides you with a good range of activities. However, occasionally the work planned does not challenge you enough.
- You are healthy and fit and have a good knowledge about how to stay this way.
- Satisfactory teaching helps you to make sound progress and your teachers work hard to make your lessons interesting and fun.
- Your behaviour is good and you have positive attitudes towards learning.
- You all have an excellent understanding about how to stay safe. The adults in the school do a good job of taking care of you.
- The headteacher, staff and governing body work hard to help the school improve. The school is improving at a satisfactory pace.

This is what we have asked the school to do now.

- Improve the quality of teaching by ensuring that work is always set at the right level of challenge for you in all parts of the lessons.
- Improve your mathematics by focusing on helping you to improve the way you use your mathematical skills in problem-solving work.
- Ensure that you have clear targets which show you precisely how to improve your work to the next level.
- Make all of the information about how well you are progressing as clear as possible to help staff precisely identify the areas of work where you may need more support.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin
Lead inspector

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