

# Edge Hill Junior School

## Inspection report

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<b>Unique Reference Number</b>	124045
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	380781
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Lois Furness

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Robinson
<b>Headteacher</b>	Michael Mander
<b>Date of previous school inspection</b>	2 October 2008
<b>School address</b>	Sycamore Road Stapenhill Burton-upon-Trent DE15 9NX
<b>Telephone number</b>	01283 239040
<b>Fax number</b>	01283 239048
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<b>Inspection date(s)</b>	8–9 December 2011
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed learning in 26 sessions taught by 12 teachers. Meetings were held with staff, two governors and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation, including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent reports of the local authority improvement officer. In total, 62 parents and carers' questionnaires were analysed. The team also analysed responses to the Key Stage 2 pupil survey, and the staff questionnaire.

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

- How carefully is assessment information used to plan lessons that match the needs of pupils especially the more-able, ensuring all make at least expected progress?
- Why do pupils with special educational needs and/or disabilities appear to make better progress than other pupils?
- How effectively are leaders accelerating pupils' progress in Years 3 and 4, especially in writing?
- Do leaders and managers at all levels evaluate the school's work in terms of its effect on pupil outcomes?

## Information about the school

This is a larger than average junior school, with three classes in each year group. Most pupils are of White British heritage, with a small and increasing number from minority ethnic groups and a few who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is well above average, but the proportion of those at school action plus or with a statement of special educational needs is broadly average. The school achieved Healthy Schools status in March 2011.

**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

Edge Hill Junior School provides a satisfactory quality of education. However, there are strengths and most of pupils' personal outcomes are good. They enjoy school as shown by their above average attendance, and make good contributions to the life of their school and the community. Pupils get along well with each other, helping to create a calm, cohesive school environment. Behaviour is good and during discussions pupils demonstrated a clear understanding of the difference between right and wrong. The care, guidance and support provided for pupils are good, ensuring pupils feel safe. The vast majority of parents and carers agree their children are kept safe in school.

Attainment on entry at Year 3 is broadly average, and a significant minority attain above average levels. However this attainment is not built upon well enough in Years 3 and 4, as a result, the progress made by pupils dips, especially in writing and in mathematics. However, in reading progress is good and pupils do make more rapid progress in other subjects as they move further through the school. By Year 6 attainment is broadly average and progress is satisfactory. In the National Curriculum tests in 2011, more pupils attained the expected level than in the past in both English and in mathematics, showing an improving trend. This is a result of initiatives introduced to accelerate progress, for example organising pupils into ability sets for mathematics and increasing interventions to support those who find writing difficult.

Lessons are purposeful and teachers are well prepared; they use a variety of strategies to involve pupils in their learning including 'talk partners' and recording their ideas on small whiteboards. However, the overuse of whiteboards means pupils do not have sufficient recorded work in their books to enable them to check back on their previous learning. Teachers' expectations of the quality and quantity of written work are not consistently high and poor presentation and spelling is too often accepted. Teachers' marking, does not always link to the intended learning and, although sometimes useful development points are identified, pupils do not consistently have time to respond.

Leaders have a detailed analysis of what the school does well and what it needs to do to improve further even though self-assessment grades are overly generous in places. A rigorous programme of monitoring has been established, but monitoring is more focused on the features of teaching and not enough on the impact on outcomes, including pupils' progress and their written work. Year 3 pupils are not set challenging targets on entry, to ensure their prior attainment is built upon effectively

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year-by-year, and staff are not held sufficiently accountable for ensuring good progress. The governing body is supportive and aware of the school's strengths and weaknesses. However, its role of challenge is under-developed. Even so, progress since the last inspection, rising attainment and a strong determination by all staff to make improvements, shows that the school has satisfactory capacity to improve further.

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?**

- Accelerate pupils progress especially in writing and mathematics by:
  - ensuring assessment information is used precisely to plan next steps of learning for each pupil
  - raising teachers' expectations of the quality and quantity of pupils' written work
  - providing planned opportunities for pupils to apply their literacy and numeracy skills
  - ensuring marking clearly identifies the good features of pupils' work and what pupils need to do to improve, and pupils are given time to respond to the useful comments made.
  
- Sharpen monitoring and evaluation procedures by
  - setting challenging end of Year 6 targets for all pupils on entry to the school that are based on their end of Year 2 attainment information
  - leaders evaluating teaching in terms of the impact on pupils' learning
  - establishing a cycle of regular work scrutinies linked to planning and pupil progress information
  - ensuring all leaders, including the governing body, focus increasingly on holding all staff to account for pupils' progress expecting a minimum of 87% of pupils making at least expected progress in English and 86% in mathematics in all year groups.

### **Outcomes for individuals and groups of pupils**

**3**

Achievement is satisfactory overall, although progress varies between classes and between subjects. Pupils make faster progress in reading than in writing and mathematics. This is because all pupils receive regular focused reading sessions where work is planned specifically for their needs. However, there is some good practice in writing and mathematics. For example in Year 5, pupils made good progress in developing their understanding of writing instructions as the teacher made adjustments to the lesson in the light of pupils' responses. In a mathematics lesson for the lower set of Year 6 pupils, assessment information was used effectively to ensure all pupils further developed their knowledge of place value.

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Good progress is not consistent throughout the school, as work is not matched carefully enough to pupils’ learning needs. Pupils with special educational needs and/or disabilities make similar progress to their peers when working in class, but this accelerates when working in withdrawal groups. The additional support they receive is good, but the skills they learn in withdrawal sessions are not built upon well enough when they work in their mainstream class.

Pupils say they feel safe in school and they highlighted, during discussions with inspectors, the willingness of staff to listen and respond to their views and concerns. They have good opportunities to take on responsibility through roles such as monitors, playground friends and school councillors. The school council is involved in organising events and other pupils make a good contribution to the school and local community through fund-raising and other activities. Assemblies provide useful opportunities for pupils to reflect on a range of issues. Pupils know how to keep safe for example, recognising the possible dangers of drugs, fire and the internet. Although pupils are aware of the need to eat healthy foods and take regular exercise, their meal choices at lunchtimes only satisfactorily reflect this understanding. Pupils have competent basic skills in literacy, numeracy and information and communication technology and are satisfactorily prepared for the next stage of education and for the future.

*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	3
<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>3</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>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have good relationships with pupils and lessons are characterised by their

<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

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positive attitudes to learning. Teachers tell pupils what they are going to learn during a lesson and activities are based on this. However, sometimes the level of challenge is too low for some pupils in the class, particularly in writing and mathematics. When this happens it is because insufficient account has been taken of previous assessments to fine-tune work to pupils’ needs, especially the more-able. Support staff effectively ensure pupils with special educational needs and/or disabilities are able to access all activities. Staff have worked hard to improve reading attainment and groups of pupils have regular focused or guided reading sessions where assessment information is used well to identify new learning. However, guided writing or guided mathematics sessions are not strong features of lessons and teachers do not always use the ends of lessons well enough to review and extend pupils’ learning.

The curriculum is broad and interesting and mainly meets pupils’ personal needs, ensuring their interest and enjoyment. However, there is insufficient formal planning to ensure that pupils practise and consolidate their basic literacy and numeracy skills in other subjects. In writing, in particular, pupils are not given enough experience of writing in different contexts. A good variety of visitors and educational visits make a positive contribution to pupils’ personal development.

The school has well-organised arrangements for the care, guidance and support of pupils, which contribute towards their good personal outcomes. Pupils are well known as individuals and say they appreciate the nurture room if they need a quiet time, or time to reflect on their behaviour. Support for any pupils who are potentially vulnerable is effective with the school working in partnership with a range of agencies to ensure pupils’ pastoral needs are met.

*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	3
<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>2</b>

**How effective are leadership and management?**

School leaders and governors satisfactorily communicate ambition and drive improvement. Responses to the staff questionnaire were positive showing that the leadership team has a very supportive school staff. Although a useful system for tracking pupils’ progress and showing attainment levels is available, teachers do not consistently use the resulting information to accurately match work to pupils’ differing learning needs. Governance is satisfactory. The governing body is enthusiastic and supportive but as yet they are not sufficiently involved in checking performance and holding leaders to account. Safeguarding arrangements are good

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and meet all current requirements, ensuring pupils and users of the building and site are always safe. Child protection training for all staff is up-to-date and all procedures are thoroughly understood.

Leaders promote equal opportunities and combat discrimination adequately. All groups and individuals are valued and respected by pupils and staff but, due to variations in provision, groups do not always make similar progress. Pupils respect each other and internal cohesion is good. Projects, including the 'Difference and Diversity' project, greatly enhance community cohesion arrangements by extending pupils' knowledge of lifestyles, religions and cultures in the United Kingdom and the wider world.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>

## Views of parents and carers

A below-average number of parents and carers responded to the Ofsted questionnaire. Of those who did respond, most thought their children were kept safe and they enjoyed school. Inspectors found that pupils felt safe and enjoyed coming to school. A small minority of parents and carers did, however, have concerns about a number of aspects of school life, mainly around the management of behaviour and pupils' progress. During the inspection behaviour in lessons and around school was good. Pupils told inspectors that most pupils behaved well but there were a few who misbehaved. When this happened they said it was dealt with quickly and their learning was not disrupted. However, the replies to the pupils' questionnaires shows that of the 100 pupils sampled, 63% thought behaviour was good with 13% disagreeing and 24% leaving this question unanswered. Regarding pupils' progress, inspectors found that progress, although satisfactory, was uneven throughout the



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school being better in reading than in writing and mathematics. Accelerating pupils' progress is a recommendation for improvement of this inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Edge Hill Junior 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	40	29	47	6	10	1	2
The school keeps my child safe	26	42	32	52	2	3	1	2
The school informs me about my child’s progress	11	18	36	58	14	23	0	0
My child is making enough progress at this school	12	19	35	56	12	19	1	2
The teaching is good at this school	16	26	35	56	8	13	0	0
The school helps me to support my child’s learning	12	19	39	63	10	16	1	2
The school helps my child to have a healthy lifestyle	11	18	44	71	6	10	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)	19	31	33	53	6	10	0	0
The school meets my child’s particular needs	14	23	38	61	7	11	2	3
The school deals effectively with unacceptable behaviour	12	19	30	48	10	16	6	10
The school takes account of my suggestions and concerns	10	16	38	61	9	15	3	5
The school is led and managed effectively	18	29	32	52	9	15	1	2
Overall, I am happy with my child’s experience at this school	18	29	30	48	9	15	3	5

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](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.**



12 December 2011

Dear Pupils

### **Inspection of Edge Hill Junior School, Burton-upon-Trent, DE15 9NX**

Thank you for welcoming and helping us during the inspection of your school. We enjoyed visiting lessons, seeing how hard you work and meeting with some of you who happily gave up your time to talk to us. We judged your school as satisfactory, with a number of good things happening but also some weaker aspects. Most of you make satisfactory progress in your learning, particularly in writing and mathematics, although we can see that you are now making good progress in your reading.

From what you told us, you feel safe in school and are confident adults will always help you. It is good to know you have a special person to talk to if you worried or unhappy. We enjoyed hearing about all the important jobs that you do in school and how you help and support people in your local community. The school council does a good job and is helping leaders to improve the school. Your attendance is above average. Well done! You behave well which means no time is wasted during lessons. You know lots about keeping safe and the dangers of drugs, smoking and speaking to strangers. Those of you we spoke to have a good understanding of right and wrong, and told us the importance of having good friends to help you.

We know school's leaders want the school to be better and agree with us on what they should do next to improve further. This includes making sure all of you make the best possible progress year-on-year, and giving you lots of opportunities to practise your skills in writing and mathematics. We think it is a good idea for you to jot ideas on whiteboards. However, we think you should record your ideas more often in your books so you are able to check back on your learning. We have asked your teachers to give you clearer advice about why your work is good, and how to make it better. We have also asked school leaders to check very regularly that you are all learning as well as you can.

You all have a part to play in helping your school to be even better by making sure you continue to attend regularly. Also, when you are given useful advice about how to improve your work, ask your teachers for the time to make the changes. Thank you again for making us welcome, we really enjoyed our time with you all.

Yours sincerely

Lois Furness  
Lead inspector

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