

St Edward's Church of England Primary School

Inspection report

Unique reference number	120122
Local authority	Leicestershire
Inspection number	379958
Inspection dates	25–26 June 2012
Lead inspector	Susan Hughes

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Jon Ibbotson
Headteacher	Mary Robinson
Date of previous school inspection	10 December 2008
School address	Dovecote Castle Donington Derby DE74 2LH
Telephone number	01332 810231
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Email address	office@stedwards-cd.leics.sch.uk

Registered childcare provision	EY271125, St Edwards Pre-School
Number of children on roll in the registered childcare provision	26
Date of last inspection of registered childcare provision	14 May 2008

Age group	4–10
Inspection date(s)	25–26 June 2012
Inspection number	379958



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Introduction

Inspection team

Susan Hughes

Additional Inspector

Elaine Long

Additional Inspector

This inspection was carried out with two days' notice. The inspection team sampled 20 lessons taught by seven teachers, of which four were observed jointly with the headteacher and deputy headteachers. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also sampled pupils' work, listened to pupils read and checked attendance. Inspectors analysed questionnaires submitted by 10 staff, 67 pupils and 115 parents and carers.

Information about the school

St Edward's Church of England Primary School is smaller than the average primary school. It has a smaller proportion of pupils known to be eligible for free school meals than schools nationally. The percentages of pupils from minority ethnic groups and who speak English as an additional language are below national averages. The percentage of pupils who are supported on school action plus or have a statement of special educational needs is below average. The school provides for pupils up to Year 5 and has a pre-school, managed by the governing body, which takes children from age two to four years. The school has Healthy Schools status and is part of the Olympic Get Set network.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school where pupils make good progress. It is not yet outstanding because the quality of teaching is not consistently high enough to secure outstanding achievement, or to ensure that attainment in writing is consistently above average in all year groups.
- Achievement is good. Children generally join the school with skills and understanding below the levels expected for their age. They make good progress in the Early Years Foundation Stage and this accelerated progress continues throughout Key Stages 1 and 2, where pupils' work is above average in reading and mathematics. In writing it is broadly average, and higher in some year groups than others. Disabled pupils and those who have special educational needs make good progress because they are well supported.
- Teaching is good. Effective planning ensures that work is accurately matched to pupils' needs. Lessons are stimulating and engaging. Staff have helped younger pupils to develop well their key skills in literacy through focused teaching of different ability groups but this is not the case for older pupils. Marking is very encouraging, but comments do not always explain to pupils how they could improve and they are not consistently directed to the next steps in their learning. This means that pupils are not always given the opportunity to respond to comments.
- Behaviour and safety are good. Pupils are courteous to adults and each other. In lessons the vast majority of pupils demonstrate good attitudes to learning and concentrate on their work. They are very aware of what constitutes safe and unsafe situations and know how to keep themselves safe.
- Leadership and management are good. Effective leadership of teaching and management of performance have resulted in accelerated progress throughout the school and rising attainment in both reading and mathematics. The governing body effectively holds the school to account, providing both support

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and challenge.

What does the school need to do to improve further?

- Raise the quality of teaching and learning so that more is outstanding, particularly in writing, by:
 - developing writing skills across the curriculum
 - extending the model of regular, ability-based teaching currently used for younger pupils to promote higher-level literacy skills across the whole school
 - ensuring that marking always contains clear and specific developmental comments
 - giving time for pupils to respond to the next steps in learning identified in their books.

Main report

Achievement of pupils

An overwhelming majority of parents and carers rightly feel that their children make good progress and that their individual needs are met. Most pupils say they learn a lot in lessons and this was evident during the inspection, when all groups of pupils were seen to be achieving well during the large majority of lessons.

Children join the school with skills and understanding that are below the levels expected nationally for their age. They make good progress in the Early Years Foundation Stage because the wide range of activities excite them and stimulate learning, both in the classroom and outdoors. This means that they enter Key Stage 1 with broadly average attainment. Good teaching of the sounds that letters make (phonics) ensures that by the end of Year 1 pupils can read simple stories and build up recognisable words in their writing. Standards in reading and writing by the end of Key Stage 1 are broadly average but improving.

Progress is good in all Key Stage 2 classes. This means that attainment is rising, particularly in mathematics and reading where it is above average. The previous gap between the school's standards in writing and other subjects is now beginning to close. For example, in a good lesson seen some pupils in Year 5 were writing openings to a story using stunning language which gripped the reader and drew them into the story. However, this is not yet consistent for all pupils.

Disabled pupils and those who have special educational needs receive well-targeted support and make good progress. Pupils whose circumstances may make them vulnerable and those who speak English as an additional language are well supported both in class and through specific group interventions. This ensures that they make good progress in line with their classmates.

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Quality of teaching

Teaching is typically good throughout the school. Some teaching is outstanding and in these lessons pupils learn from excellent modelling by their teachers and improve their work by evaluating their own work and that of others in the class. All teachers demonstrate a good understanding of the stage pupils have reached in their learning and carefully match work to their individual needs. In most lessons, teachers' astute questioning is key to moving the learning on. For example, in a Year 4 lesson on persuasive writing, the teacher pressed for fuller answers to encourage pupils to develop their ideas more effectively. In Year 1, good questioning gave pupils the opportunity to use deduction skills in their work on chronology. Almost all parents and carers agree that their children are taught well and develop their skills well.

Almost all pupils also say that teaching is good and that they enjoy their lessons. This is evident in most lessons, where practical activities and a good pace mean that pupils are absorbed in their learning. Children in the Early Years Foundation Stage were excited about their role play as sea creatures in their 'sea tunnel' while Year 2 pupils enjoyed the challenge of working with negative numbers in mathematics.

Reading skills are well developed through effective phonics teaching and guided reading lessons. Pupils in all year groups are happy to read and willingly discuss their books, demonstrating fluency and understanding of story lines. Older pupils are able to discuss inferences and suggest the author's reason for specific use of words. Pupils' writing skills, however, are not developed well enough in all classes to raise attainment in writing to the levels seen in reading and mathematics. This is because they are not always given enough opportunity or guidance to write in different areas of the curriculum and in different styles. Ability-based groups which mix pupils from different year groups have helped raise standards in phonics, reading and mathematics, but have not yet been used for older pupils or for developing wider literacy skills.

Disabled pupils and those who have special educational needs are well supported both in the classroom and in targeted groups. Well-briefed support staff work alongside teachers to help pupils in a sensitive and unobtrusive way. They mirror the good questioning techniques modelled by the class teacher to check understanding and develop learning.

Marking in books is encouraging, and most pupils' questionnaire responses say that adults explain how they can improve their work. However, guidance on how pupils can improve their work is not always clear. Sometimes, if guidance is given, it is too vague to be helpful. Where good 'next steps' are identified, pupils are not always given the opportunity to respond.

Spiritual, social, moral and cultural education runs through all element of school life. In lessons teachers model effective social skills and talk pupils through appropriate behaviours and responses. They present opportunities for pupils to discuss moral

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dilemmas and engender an enthusiasm for their learning and the world around them. For example, pupils in Year 4 were reading a story about elephants stranded on an island. They discussed whether money prioritised for a local community should be spent on rescuing the animals. In Year 3, pupils were sensitively looking at the differences and similarities between boys and girls.

Behaviour and safety of pupils

Pupils are very polite and respectful to adults and to each other. They show good learning behaviour in lessons, as they are attentive and well focused on their learning. They readily share resources and will automatically offer helpful suggestions to each other about their work. Children in the Early Years Foundation Stage work well together to build dens and investigate their secret garden while older pupils cooperate effectively with talk partners and in group activities.

Pupils have a clear view of right and wrong and understand about different types of bullying. Pupils from different backgrounds talk in a mature way about racist bullying. They cite examples of issues which have been effectively dealt with by staff. They understand about cyber bullying and know how to stay safe when using the internet.

All parents and carers who completed the questionnaires say that their children feel safe in school. Almost all agree that behaviour is good in the school and most feel that bullying is dealt with well. Attendance has improved over the last three years, showing an upward trend from below average. The school has worked closely with parents and carers to achieve this, and now punctuality is good and attendance is average and rising.

Leadership and management

The strong leadership of the school has ensured good progress throughout all year groups. The headteacher and senior leaders demonstrate a consistent drive for school improvement, supported by good professional development opportunities for staff. This means that the quality of teaching and attainment in reading and mathematics have risen considerably since the last inspection demonstrating the capacity to improve. Standards in writing are also improving, but not as significantly. The senior leadership team monitors progress and achievement through rigorous tracking of pupils' performance, ensuring that all groups of pupils achieve well. The governing body has reviewed its monitoring strategy to secure a clearer focus on school improvement. The school's leaders have ensured that all pupils have equal opportunities to succeed and the arrangements for safeguarding comply fully with current requirements.

The well planned curriculum offers pupils exciting opportunities for investigation and practical learning, such as the science day looking at helicopters and visits by Shakespearean and Greek characters. However, there are inconsistent opportunities for pupils to develop their writing skills across different curriculum areas.

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The development of a spiritual understanding of the world through assemblies and activities such as designing the stained glass window supports the pupils' spiritual, moral, social and cultural education well. In lessons pupils are also given opportunities to experience emotional responses to situations. For example, the well-chosen video in Year 5 left the pupils gasping at the idea of living in a strange unpopulated world where friendships were impossible. In the Early Years Foundation Stage, children welcomed new arrivals in an open and friendly way. They soon became immersed in imaginative play together and shared a fascination for learning about new experiences. Strong moral and social messages underpin all lessons as teachers encourage good behaviour and discuss dilemmas within class.

Pupils from different ethnic backgrounds say that they are given the opportunity to share their experiences in school. This is enthusiastically received by other pupils and forms a good basis for learning about different cultures. Music is a strength of the school and the children sing enthusiastically in assemblies.

A very large majority of parents and carers feel that the school responds well to their concerns and keeps them well informed. Most say that they would recommend the school to other parents and carers.

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The Early Years Foundation Stage delivered in the registered childcare provision

The pre-school is situated on the same site as the school and shares access to the playground and dining hall. Places, however, are open to any children in the area, some of whom move on to different schools at four years old. Approximately 90% of children from the pre-school continue their education St Edward’s Church of England Primary School.

Children make good progress in the pre-school because activities are well planned for them to develop skills in different situations. For example, counting was involved in imaginative play in the sand tray while counting ‘ice cream’ scoops, in a game of skittles outside, and in a simple strategy game indoors.

Planning is based on children’s own enthusiasms and ensures that although wide opportunities are offered, they are not overwhelming. This enables children to develop concentration skills and persevere with each activity they choose. For example some boys playing with large tubes cooperated in using them as telescopes, firemen’s hoses, and car runs over a sustained period of time. There is a good balance between outdoor and indoor learning but opportunities for developing early writing skills and reading are less developed in the outdoor learning area.

The setting is led well and staffed by a caring and well-qualified team. Children’s progress is rigorously monitored and the pre-school leader views good home/school links as a priority, ensuring that parents and carers are well informed about their children’s activities and progress.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

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 for the registered provision	2

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 June 2012

Dear Pupils

Inspection of St Edwards Church of England Primary School, Derby, DE74 2LH

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking to you about your learning and listening to you sing in assembly. Thank you also to those of you who told us your views through questionnaires. You were very considerate and polite, and your behaviour in and around school is good.

Yours is a good school that is led well by Mrs Robinson and her team. Your teachers know you well. They are good at making sure that your work is just right to help you make good progress, but they are not always very clear about how you can do better when making comments in your books.

Attainment is rising and in some subjects it is now above average. Your writing, however, is not quite as good as your reading and mathematics. To help improve this, we have asked your teachers to:

- give you more opportunities to develop your writing skills across different subjects
- help you develop particular literacy skills by working with different groups of pupils
- make sure that they give you time to respond to comments in your books, to help you move on in your learning.

You can play your part by continuing to do your best in lessons, and please follow your teachers' guidance when they write in your books.

Yours sincerely

Susan Hughes
Lead inspector

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