

St Edmunds RC Primary School

Queens Street, Little Hulton, Worsley, Manchester, M38 0WH

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- By the end of Year 6, pupils are not doing as well as pupils of the same age across the country and very few are reaching the highest levels.
- Achievement in mathematics is particularly low because there are gaps in pupils' knowledge of times tables and other basic skills.
- Although teaching is improving, in recent years it has not been good enough to improve rates of progress and to raise attainment, particularly in Key Stage 2.
- Teachers do not always use searching questions to ensure that more-able pupils have to think hard enough.
- Leadership requires improvement because some less senior leaders do not do enough to check on the quality of learning taking place in the year groups they lead.
- Not enough members of the governing body are involved in checking on the work of the school to make sure all pupils make at least good progress.

The school has the following strengths

- As a result of clear direction from the headteacher, teaching is improving and progress is speeding up.
- Children make good progress in the Early Years Foundation Stage (Nursery and Reception Years) and in Key Stage 1.
- Attendance has improved considerably and is now above average.
- Pupils feel safe and their behaviour is good.
- Pupils' spiritual, moral, social and cultural development is good.
- As a result of the help they are given, disabled pupils and those with special educational needs make good progress.

Information about this inspection

- Inspectors visited 15 lessons or parts of lessons, four of which were joint observations with the headteacher or deputy headteacher. Teachers’ planning and a range of books were scrutinised.
- Meetings took place with senior leaders, teachers, groups of pupils, the Chair of the Governing Body and the school improvement officer. Inspectors also spoke to a representative from the local authority.
- Inspectors looked at a range of documentation, including records relating to pupils’ progress, behaviour, attendance and safeguarding.
- They took account of six responses to the on-line questionnaire (Parent View) as well as results of the school’s own survey. Responses from a questionnaire from staff were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Sheila Iwaskow

Additional Inspector

Sheila Loughlin

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been a number of changes in staffing, including the appointment of a new deputy headteacher.

What does the school need to do to improve further?

- Increase the rate of progress being made in mathematics by:
 - making sure pupils become better at using and applying basic number skills, such as times tables
 - creating more opportunities for pupils to use these skills to solve mathematical problems
 - ensuring the marking of work makes it clear what pupils need to do next in order to improve.
- Speed up the progress of more-able pupils by:
 - making sure the work set for them is always hard enough
 - using questions to make them think deeply and explain their ideas in detail.
- Strengthen the quality of leadership and management by:
 - developing the skills of staff with additional responsibilities to enable them to check on and improve learning in the year groups they lead
 - ensuring governors do more to check and judge how well the school is doing.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress requires improvement. Although improvements have been made in reading and writing, mathematics has not improved at the same rate.
- Not enough pupils reach the higher levels in reading, writing and mathematics by the end of Year 2 and Year 6. This is because they are not always given work which is hard enough.
- Many children enter the nursery with skills that are well below those typically expected for their age. They make good progress in the Early Years Foundation Stage so that by the time they leave the Reception class they have started to catch up with children in many other schools.
- Good progress continues through Key Stage 1 showing year-on-year improvement. By the end of Year 2, the school's results in national assessments are broadly average in reading and but still slightly below what is expected in writing and mathematics.
- Progress in Key Stage 2 slows down and most pupils only make the progress expected of them. Teachers' assessments of learning and pupils' work confirm that although standards in reading and writing are average those in mathematics are below what is expected.
- Reading is encouraged and well supported across the school. Regular phonics (the links between letters and sounds) sessions and other reading activities help pupils to build up a range of skills which enable them to enjoy their reading.
- Disabled pupils and those with special educational needs are well supported by other adults. Work is specifically planned to meet their needs and extra help has ensured these pupils make good progress. Gaps in learning between them and their classmates are closing.
- Pupils supported by the pupil premium also make good progress as the help they receive enables them to overcome any difficulties that could prevent them from achieving well.

The quality of teaching

requires improvement

- Teaching is not yet consistently good or better across the school. In spite of recent improvements, particularly in Key Stage 2, pupils are still not all learning well enough.
- Where teaching has improved, for example in English, this is because staff have received good training and support. Leaders and staff have all concentrated on improving writing, with regular phonics lessons and other reading activities.
- The quality of teaching in mathematics still requires improvement as too many pupils are still unsure of basic skills and struggle to recall quickly number facts, such as time tables. Pupils are not given enough opportunities to use number skills to solve problems. Teachers have recently received training from a mathematics specialist although the benefits of this are yet to be seen.
- In the best lessons pupils learn quickly and teachers have good knowledge of different subjects. They make use of carefully chosen resources to interest pupils. In a literacy lesson, pupils made good progress and enjoyed learning as they found out about the use of 'flashback' in story writing. The teacher made good use of information and communication technology and pupils' own past experiences. This gained and kept their interest and provided several opportunities for pupils to discuss their ideas before they wrote about them.
- In some lessons, teachers do not always expect the most from pupils and the work set does not get the best out of them, particularly the more able. Often the type of questions asked do not make pupils think deeply enough or give them the chance to explain their ideas in detail.
- Teachers and teaching assistants provide good support for disabled pupils and those with special educational needs. These pupils enjoy learning and make good progress.
- Pupils' books are marked regularly. However, the quality of marking and advice given to pupils varies from subject to subject and class to class. Generally, the marking of writing is better than that of mathematics. In mathematics, pupils do not receive enough guidance as to how they can make their work better.

- Children in the Early Years Foundation Stage benefit from good, sometimes outstanding teaching, and learning is well organised. Skilled teaching ensures learning is equally good indoors and outside and gives children a good choice of activities. Consequently, children develop basic skills well.

The behaviour and safety of pupils are good

- This is a caring school. Relationships are respectful and the school encourages tolerance and understanding through discussions in lessons and collective worship. Pupils from different backgrounds get on well together.
- Behaviour in and around school is typically good. Pupils are polite and friendly, and quickly follow any advice given by staff.
- The school has a successful system of rewards and actions which is in use across the school. Pupils have confidence in adults to help them sort out any problems they may have quickly, effectively and fairly.
- Pupils say they enjoy their learning. They are keen to answer questions in lessons and work well in pairs or groups. They organise themselves quickly and without fuss when moving from one activity to another.
- Pupils have a good understanding of how to stay safe and look after themselves and others. They are very aware of the possible dangers of the internet.
- There are good opportunities for pupils to play a part in school life through, for example, the school council and by caring for the environment.
- The school has worked very successfully to improve attendance with the result that it is now above average. Routines are in place to check attendance regularly and the importance of good attendance is encouraged strongly.

The leadership and management requires improvement

- Leadership, including that by the governing body, requires improvement. With support from the local authority, leaders have accurately pinpointed what the school does well and where more improvement is needed.
- The headteacher and deputy headteacher work well together and have a clear view about how successful the school can be. Careful attention to detail has led to most of the recommendations in the previous inspection report being dealt with successfully.
- Staff receive training which not only helps them become better teachers but also matches up with those areas that the school wants to improve.
- Leaders frequently check on the quality of teaching and so they know what is working well and where teachers need extra guidance and training. As a result, teaching across the school is improving. This is particularly noticeable in the Nursery and Reception classes and in Key Stage 1. However, some leaders of year groups need more training and support to enable them to play a bigger part in checking how good teaching is and how well pupils are learning.
- There is now a thorough and more accurate system for checking on pupils' progress. This is linked to regular meetings between leaders and teachers to discuss the progress made by pupils in each class. As a result, improvements are being seen in pupils' achievement, particularly in English. However, the same level of improvement has not yet taken place in mathematics.
- Teachers are providing a number of interesting activities for pupils. Work in different subjects is often linked to what pupils have learned in others. This helps them to see the importance of what they learn. Lessons give pupils good opportunities for their spiritual, moral, social and cultural development through visits and visitors. A wide range of before- and after-school activities are enjoyed by many pupils.
- The school uses pupil premium funding wisely by carefully judging what extra help is needed by

particular pupils. This is one way in which leaders make sure that all pupils are treated equally. Parents are welcomed into school and kept informed through regular newsletters and the school website.

- The local authority has provided good support for the school and has helped to improve the work of staff in the Early Years Foundation Stage and the teaching of English.

■ **The governance of the school:**

- The governing body provides help and encouragement to the school's leaders. Not all governors have had training to help them in their role. As a result they do not have a clear enough understanding of how well the school is doing. This means that they are not always able to ask the right sort of questions or check that for example teaching is improving quickly enough. Governors ensure that safeguarding meets requirements. They have made sure that money, including the pupil premium funding, is used in ways that benefit pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135307
Local authority	Salford
Inspection number	402685

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Grahame Walker
Headteacher	Claire Harrison
Date of previous school inspection	3 March 2010
Telephone number	0161 790 2329
Fax number	0161 921 2942
Email address	claire.harrison@salford.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

