

Ann Edwards Church of England Primary School

Berkley Close, South Cerney, Cirencester, GL7 5UW

Inspection dates 20–21 February 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress across the school.
- There are good relationships between teachers and pupils in lessons which support learning. Teachers have good subject knowledge. They plan lessons well and explain clearly to pupils what they will be learning in lessons.
- Behaviour and safety are good. Pupils are well behaved and have good attitudes to learning. Pupils work very well with each other in lessons. They are very proud of the school and behaviour around the site is good. Pupils say they feel very safe in school.
- Leaders and managers know how well the school is performing and what needs to be done to improve. They check the quality of teaching and the progress of individual children thoroughly.
- Governors have close links with the school and know the school well. Governors with particular areas of expertise successfully support and ask staff probing questions about their work.

It is not yet an outstanding school because

- There is not enough teaching that is outstanding to enable pupils to make more rapid progress and to reach the higher levels at the end of Year 6, especially in reading.
- Although marking is regular and most teachers give pupils ideas of how to improve, pupils are not given enough opportunities to judge their own successes or to respond to teachers' marking.
- Attendance is improving, but remains below average. The school recognises that even closer work with parents and further strategies are needed to raise attendance to at least average and reduce the number of persistent absentees.

Information about this inspection

- The inspection team observed 18 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Two observations of lessons were carried out jointly with the headteacher.
- The inspection team scrutinised the 35 responses to the on-line Parent View survey, along with letters sent to inspectors and the returns from the school's own parental questionnaire.
- Meetings took place with staff, pupils and a group of governors, and telephone discussions were held with a local authority representative and a representative from the Diocese of Gloucester.
- The inspection team observed the school's work and scrutinised records of pupils' progress, the school's checks on teaching and learning and their development plan, governing body minutes, behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Alwyne Jolly

Additional Inspector

Full report

Information about this school

- Ann Edwards is an average-sized primary school.
- The percentage of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and those children from service families) is above average.
- A high proportion of pupils are from service and Traveller families.
- The proportion of pupils from minority ethnic groups is below average.
- There is a well below average proportion of pupils who are new to learning English.
- The percentage 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.
- An above average percentage of pupils join the school at times other than those expected.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club run by the school.
- There is an after-school club and a pre-school on the school site; these are not managed by the governing body.

What does the school need to do to improve further?

- Improve teaching so a greater proportion is outstanding and pupils make more rapid progress by ensuring:
 - work is at precisely the right level for pupils of different abilities so it is not too hard or too easy, especially for the most able
 - marking always includes next steps and pupils have more opportunities to review their own work and to respond to teachers' marking
 - using the outstanding teaching in the school to inspire and develop teachers where teaching is less strong.
- Raise attendance and further reduce the numbers of pupils who are persistently absent by:
 - working even more closely with parents to ensure they understand the importance of sending their children to school regularly
 - maintaining and building on current efforts to improve attendance whilst also seeking new ways of encouraging pupils to come to school regularly.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress across the school and achieve well in both English and mathematics. However, not enough pupils reach the higher Level 6 at the end of Year 6, especially in reading.
- Pupils' progress is carefully checked. This information, together with work seen in pupils' books, and that displayed on classroom walls, confirms the consistently good progress that pupils are now making.
- Children start in the Reception class with knowledge and skills expected for their age. Most make the progress expected by the time they enter Year 1.
- Pupils make good progress, so by the end of Key Stage 1 their attainment is above average in reading, writing and mathematics. In 2012 a higher proportion of Year 1 pupils achieved the standard expected in the phonics (the sounds that letters make) check than in other schools.
- Pupils make good progress in their early reading because the teaching of phonics is effective. Older pupils have a wide range of books in school and enjoy reading. The best readers are fluent and read with expression. They are developing opinions about favourite types of books and authors. Less confident readers are well supported in small group and individual sessions for phonics.
- Disabled pupils and those with special educational needs, those who speak English as an additional language and the well-above average numbers of pupils who join the school partway through their education, all achieve well. They receive timely and well-focused support from teachers and teaching assistants.
- Action has been taken to raise the achievement of pupils eligible for pupil premium funding so that it matches that of other pupils. Consequently the gap in achievement between these pupils and other pupils in the school is closing when measured by average point scores at the end of Key Stage 2. School checks show the gap is continuing to close.

The quality of teaching is good

- Teaching over time is consistently good and there is some that is outstanding. Strengths of teaching are the clear routines in lessons and the positive relationships between teachers and pupils. Teachers have good subject knowledge and they explain clearly to pupils what lessons are about, linking learning with what pupils have learnt previously.
- In the best teaching, for example in a Years 5/6 mathematics lesson on percentages, there was a wide range of activities for pupils, sharply matched to different ability levels. The teacher skilfully checked on learning in the lesson, adapting tasks and carefully questioning pupils to ensure they made fast progress.
- Teaching is not outstanding because planning is sometimes not precise enough. Although teachers prepare different levels of work for pupils in the class, more-able pupils still find some work too easy and teachers do not always check on pupils' learning regularly enough and change their teaching if pupils' progress starts to slow.
- In some lessons pupils have opportunities to review their own and each other's work, which means they can judge when their learning is successful, then think about what improvements can be made. However, this is not a regular feature of lessons across the school.
- Books are marked regularly with positive comments to help pupils improve their work. Pupils say they know their targets, and one said, 'Teachers make lessons interesting and fun.' However, not all marking gives pointers for improvement or next steps and pupils are not given enough opportunities to respond to teachers' marking.
- Disabled pupils and those with special educational needs receive extra help from teachers and other adults in lessons and in small groups to help them with their work. Adults use questioning well to guide these pupils through tasks and activities helping them to understand their work.
- Pupils eligible for pupil premium funding, of which a large proportion are from service families,

receive high quality additional support both in class, in small groups and individually. This support effectively helps them with their learning and emotional and social development.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good and pupils are keen to complete tasks and activities. They are extremely supportive of each other in lessons and work very well on their own, with a partner or in groups. Pupils say behaviour is usually good in lessons, but occasionally their concentration is spoilt by the poor behaviour of a few pupils. They understand that some pupils find behaving well more difficult and say that adults deal with any problems quickly and effectively.
- Behaviour around the school site is good. Pupils are very sensible and most manage their behaviour well. Pupils mix well with each other and with different ages in the lunch hall where they sit together and talk quietly.
- Pupils say they feel very safe and secure. They know about different types of bullying, for example cyber bullying and racism. They feel confident that they can talk to staff and they are listened to. They say bullying is not an issue in the school and are very positive about the behaviour of the majority of pupils in school.
- The vast majority of parents responding to Parent View and the school's own survey say behaviour is well managed in school. The school's behaviour log shows there have been very few incidents over the last few years and confirms the accuracy of parents' and pupils' views.
- Pupils are keen to take on a wide range of responsibilities in school including the school council and peer mentoring in the playground.
- Pupils are very respectful and courteous to each other and adults. The school successfully promotes good relations and ensures discrimination of any kind is not tolerated. Pupils are very proud of their school and say they really enjoy being there. However, some pupils do not attend school as regularly as they should.
- Although attendance has improved since the last inspection, it remains below average. The school recognises the need to work even more closely and effectively with parents, especially those parents who are most difficult to reach, in order to improve attendance to at least average.

The leadership and management are good

- The headteacher ensures that the school does its best for every child. Senior leaders know the school very well and have accurately identified strengths and areas for improvement. School improvement plans are based on key priorities for improvement. This has successfully led to improvements in teaching and pupils' achievement since the previous inspection and demonstrates that the school has the capacity to improve further. Leadership and management are not judged as outstanding because teaching is not yet outstanding, but there are very positive signs for the future.
- Performance management procedures are very thorough. These are based on the priorities identified for the school as well as specific areas for members of staff. The school uses a range of evidence including full lesson observations, learning walks, pupil progress data and pupils' views to ensure it has a comprehensive view of teaching in the school. Teachers are only paid more if they meet their targets, regularly teach well and their pupils make good progress.
- The curriculum is broad and balanced and exciting topic work supports the development of pupils' basic skills. There is a wide range of extra-curricular activities including table tennis, tag rugby, drama club, basic first aid and football coaching from the local professional football club. Pupils' spiritual, moral, social and cultural development is supported well in lessons and assemblies.
- The school has a very strong focus on supporting their pupils from service families. Teaching assistants, who are also service wives and mothers, help children with the transition between

schools, both settling them on arrival and preparing them for departure. They offer academic support where necessary and provide a vital link between the school and the service families. They also help to support service children when a parent is deployed overseas. In this way they look after the academic and emotional well-being of service children and offer help to offset some of the more difficult effects of the mobility of service families.

- The school is committed to equal opportunities and discrimination in any form is not tolerated.
- The local authority provides light touch support to this good school.

■ **The governance of the school:**

- Governors know the strengths and areas for development in the school and how well the school compares with others and they appropriately challenge and support senior leaders. They have a good understanding of the information from tests and know that pupils are making good progress when compared to pupils nationally. They have discussed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have a good understanding of the quality of teaching in school. Performance management procedures are very thorough, matched to best practice and well understood by governors. Governors sign off pay recommendations for staff and are involved in recruitment. They receive regular training and new governors have an induction programme to support them in their role. Governors ensure statutory duties are met including safeguarding.

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	115650
Local authority	Gloucestershire
Inspection number	405595

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	246
Appropriate authority	The governing body
Chair	Matt McCahill
Headteacher	Stephen Richardson
Date of previous school inspection	24–25 May 2011
Telephone number	01285860335
Fax number	01285860892
Email address	admin@annedwards.gloucs.sch.uk

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