

Edgewick Community Primary School

Cross Road, Foleshill, Coventry, CV6 5GP

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in English through all parts of the school.
- Almost all the pupils leaving Year 6 in 2012 met or exceeded expectations for their progress during Key Stage 2.
- Pupils' attainment at the end of Year 2 and Year 6 has been low for some time, but the school's own data shows them to be on course to reach national averages for English and mathematics in 2013.
- Teaching is consistently at least good throughout the school, and some is outstanding. Teachers plan lessons that are well matched to pupils' abilities.
- Pupils' behaviour is exemplary, both in lessons and around the school. They take an active part in supporting one another and preventing bullying. They have a love of learning that is clear from their approach to lessons.
- The school's leaders have continued to improve the school since the last inspection. Teaching and pupils' achievement have been improved as a result of decisive action by the headteacher and the senior team, supported by the governors.

It is not yet an outstanding school because

- Pupils' progress in mathematics in Years 3, 4 and 5 is not as good as in other years because they do not have enough opportunities to talk and write about their work using mathematical language.
- Occasionally teaching does not use the most inspiring and motivating activities to ensure all pupils make as much progress as possible.
- Some teachers' marking does not give pupils precise information about how to improve their work.
- Pupils are not given enough time to reflect on, or respond to, teachers' comments about their work.

Information about this inspection

- The inspectors observed teaching and learning in 15 lessons, five of which were joint observations with school leaders. In addition, inspectors made other short visits to lessons and to learning areas in the course of their observations of pupils' behaviour. They also listened to pupils read.
- Inspectors spoke informally to parents and carers as they brought pupils to school but were unable to view the one response to the online survey, Parent View.
- Meetings were held with two groups of pupils, governors, a representative of the local authority, senior and subject leaders, and teaching staff.
- The information from 16 staff questionnaires was taken into consideration.
- Inspectors observed the work of the school, and looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils progress. They also checked planning documents, records of checks on the quality of teaching, and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

Inspection team

Simon Blackburn, Lead inspector

Additional Inspector

Nin Matharu

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- Almost all pupils come from minority ethnic backgrounds and the proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported by the pupil premium (additional funding for pupils who are in the care of the local authority, known to be eligible for free school meals or have a parent in the armed services) is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, but the proportion supported at school action plus or who have a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the rate of progress in mathematics, particularly in Years 3, 4 and 5, by developing pupils' ability to use mathematical language through working on open-ended problems and investigations.
- Make more teaching outstanding by ensuring that all teachers:
 - plan activities that consistently engage pupils' interest and inspire their curiosity
 - provide marking and feedback that precisely identify what pupils need to do to improve their work
 - give pupils time to reflect on, and respond to, teachers' feedback.

Inspection judgements

The achievement of pupils is good

- Children join Nursery and Reception with skills and knowledge that are well below those expected for their age. A large proportion of children are at the early stages of learning English when they join the school. As a result of lively and effective teaching and excellent additional support for language development, children make good progress although their attainment is still below average by the start of Year 1.
- The school has worked hard since the previous inspection to improve the extent to which boys get involved with their learning. The methods used have succeeded in ensuring that boys and girls are making equally good progress in Key Stage 1. Standards at the end of Year 2 have been well below national averages for some time because children enter the school with low skill levels and some have profound special educational needs. Evidence from lesson observations, pupils' work and the school's own tracking data shows that all pupils make good progress in Years 1 and 2, and standards are set to rise in 2013.
- Almost all the pupils leaving Year 6 in 2012 met or exceeded expectations for their progress during Key Stage 2, although the standards they reached in English and mathematics were still below national averages.
- Evidence from lessons, the pupils' work and the schools' own progress tracking shows that pupils are making at least good progress in all year groups, and outstanding progress in English in Year 3 and mathematics in Year 6.
- In most year groups, pupils who are known to be eligible for pupil premium funding are making better progress than other pupils. As a result, gaps in their attainment close rapidly and there is likely to be no difference in attainment when the current Year 6 pupils leave the school. In 2012, pupils in Year 6 who were known to be eligible for the pupil premium attained similar standards to their classmates in English and were about a term behind them in mathematics.
- The school is recognised locally as providing excellent support for disabled pupils and those who have special educational needs. Inspectors found this to be the case. Pupils' needs are identified early and highly effective, targeted support ensures that they make good progress in line with their classmates.
- Pupils who are identified as speaking English as an additional language also make similar progress to other pupils, because the support they are given early in the school ensures that they can understand and enjoy their lessons as they move through the school.
- Pupils are given a wide range of opportunities to read in various subjects across the school. Reading standards are good, and even those who struggle with reading know and use the techniques they have been taught to sound out the letters to make unfamiliar words. The school recognises that pupils' understanding of what they are reading sometimes lags behind and is working to develop their comprehension skills.
- Pupils' progress in mathematics is weaker than in English in Years 3, 4 and 5. This is because they do not have enough opportunities to practise the use of the vocabulary that is specific to mathematics by talking and writing about their learning in open-ended problems, or by testing their skills in mathematical investigations.

The quality of teaching is good

- Teaching is consistently at least good and some is outstanding, enabling pupils to make good progress and to achieve well. Relationships in the classroom are good, and teachers and pupils share high expectations of both behaviour and the rate of learning of which pupils are capable.
- Teachers use questions to very good effect to assess the progress the pupils are making, and to probe their understanding and deepen their thinking about topics. In a mathematics lesson in Year 2, for example, pupils were given time, and silence, to consider their answer and they thought carefully before answering correctly.
- The teaching of writing is consistently good across the school. Pupils are given lots of opportunities to write at length, and take great pride in their work. Children in the Reception class wrote clear sentences on whiteboards which were later displayed in the school entrance, and some extremely sophisticated and complex writing was seen in Year 6 pupils' books.
- Worksheets are seldom used and pupils work independently on interesting topics. In Year 6 science, pupils investigated the best beak to ensure a bird's survival on 'Button Island' – an imaginary island where the only source of food is chocolate button trees. Pupils wrote very clear instructions for the investigation and came to logical conclusions, using well-annotated diagrams and innovative layouts to express their ideas.
- Teachers and teaching assistants plan carefully together to support pupils who need extra help, with the result that pupils make good progress and difficulties in understanding are anticipated and overcome quickly.
- In the best examples observed during the inspection, pupils were inspired and highly motivated by the planned activities. For example, in an outstandingly well-taught history lesson, pupils took the roles of barristers, witnesses and jury to examine and judge the reliability of the witness statements of historical figures. While their research for this task extended their historical knowledge, the real gains were in the skills of analysis and communication as pupils debated passionately, analysed and responded quickly, and then evaluated each other's contributions. Learning was rapid and sustained, and all pupils were totally engrossed in the lesson.
- Almost all lessons are well planned to challenge pupils of different abilities through well-structured activities and support from other adults. However, some do not make the most of pupils' well-developed love of learning and curiosity by providing interactive, relevant and fun activities that fully capture the pupils' imagination and accelerate their learning.
- While all teachers mark pupils' work regularly and thoroughly, some do not give pupils feedback that tells them precisely how to improve their work to the next level. Pupils told inspectors that they found teachers' comments helpful, but their books indicate that they are not always given enough time to reflect on the teachers' comments or make the changes suggested.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around the school and at playtimes is exemplary. There is a warm and welcoming atmosphere in the school, and all the pupils contribute to it with their friendly greetings and considerate actions.
- Relationships in the school are excellent; pupils relate well to each other and to all staff. Older

pupils support younger pupils in the playground and all pupils take on responsibility well. Year 6 pupils told inspectors that there is no bullying because the 'peer mediators' sort out any problems before they get out of hand and the 'wellbeing council' makes sure that anyone on their own is given the chance to join in with another group.

- The school's curriculum is particularly effective at developing pupils' personal skills. Pupils have a very good understanding of all forms of bullying, including cyber-bullying, and they have lessons on how to stay safe in different situations.
- Pupils show highly positive attitudes towards their learning. They are keen and attentive during lessons and make a consistent effort to help one another to succeed.
- Parents who spoke to inspectors as they dropped their children off for school were unanimously positive about the behaviour and safety of their children at the school, and the way their concerns are addressed quickly by the school.
- Attendance is in line with national averages, and has improved as a result of the effective steps the school has taken to highlight the importance of regular attendance with families. This has resulted in a reduction in the number of extended holidays taken during term time.

The leadership and management are outstanding

- Strong and determined actions by the headteacher, supported by the senior team, have ensured that teaching has improved, pupils' rates of progress have increased and standards have risen. The staff questionnaire unequivocally shows how the staff share their vision for the school's improvement.
- The introduction of more rigorous systems to check on the quality of teaching has ensured that teachers now have a very clear idea of what they need to do to improve their pupils' rates of progress. For example, whole-school training on the quality of questions used by teachers and other adults has resulted in pupils being challenged at their appropriate ability level and encouraged to think in more depth about their learning. The staff work very closely as a team to review what works well and what needs to improve.
- The arrangements to ensure the effectiveness of teaching staff are rigorous and thorough. A wide range of monitoring activities support the judgements made by leaders about the quality of teaching, and leaders continue to check on improvements. Teachers have performance targets linked to the progress of the pupils they teach. Decisions on pay are linked to how successfully teachers meet the targets set. Teachers appreciate the support they receive to improve their skills through this process.
- Pupil premium funding is having a direct impact on the achievement of the most disadvantaged pupils in the school. Data show that eligible pupils are now making better progress than other pupils in many subjects and year groups across the school. This is the result of decisions to use the funding to employ two learning mentors, who support pupils through small-group work and one-to-one tuition but also make very effective links with families.
- The school promotes the pupils' personal development exceptionally well because pupils have an exciting range of lessons and experiences throughout each week. A wide range of after-school clubs and activities meet the interests of all pupils. The curriculum is adjusted well to meet the needs of disabled pupils and those who have special educational needs, so they achieve at least as well as other pupils.

- The school has an excellent understanding of how well it performs. An extensive range of checks are made and the governors have ensured that parents are fully involved in telling them what they like about the school and what should improve. The results provide a clear focus for improvement, and plans have clearly understandable success criteria so that everyone can judge how well progress is being made.

- The local authority provides good support to the school through training in mathematics and information and communication technology teaching and improving the effectiveness of governance.

- **The governance of the school:**
 - Governors provide good challenge and support. They have a good understanding of how well the school is doing and the areas that still need to be improved. They are well trained and increasingly confident at asking the difficult questions that hold the school and its leaders to account. They understand the performance management system, which sets teachers' pay, and know that teachers only receive pay rises and promotion if their teaching is good or better. Governors ensure that the school's finances are used well, including the pupil premium. They have been particularly effective in increasing the participation of parents in the life of the school. The governing body ensures that the arrangements for safeguarding pupils fully meet current national requirements.

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	103642
Local authority	Coventry
Inspection number	412160

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Sandra Shipton
Headteacher	Jayne McHale
Date of previous school inspection	16 November 2009
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