

St Edward's Church of England Primary

Fort Austin Avenue, Plymouth], PL6 5ST]

Inspection dates 2-3 October 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.

- All groups of pupils make good progress and achieve well.
- Teaching is consistently good with some outstanding practice across the school. At its best it engages pupils' attention completely, through an exciting and well planned range of subjects and activities.
- Standards in reading, writing and mathematics are above average and have been for a number of years.
- The school accurately identifies areas for improvement and quickly acts to tackle them.
- The clear and purposeful leadership of the headteacher and the commitment and hard work of all the staff and the governing body have helped improve the school well since the last inspection. It is well placed to improve further.
- The school's caring approach fosters pupils' good behaviour in lessons and around the school. Pupils respect each other, feel very safe and clearly demonstrate their pride in their school.
- Good provision for pupils' spiritual, moral, social and cultural development ensures that relationships throughout the school are strong.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. In some lessons teachers spend too much time talking. This slows the pace of learning and impedes pupils' progress.
- Some pupils are given tasks that are too hard or too easy for them.
- Not all pupils make rapid progress in reading because they are not always given enough opportunities to read widely and often.

Information about this inspection

- The inspectors observed seven teachers over 16 lessons, of which four were joint observations with the headteacher.
- They also observed a number of small group activities led by teaching assistants. In addition the team heard a sample of pupils read, scrutinised a sample of pupils' written work and observed the breakfast and after school clubs, playtime and lunchtime activities.
- Discussions were held with the headteacher, members of the governing body, staff including senior and middle managers, pupils and a representative of the local authority. In addition, inspectors spoke with a number of parents who were bringing their children to school.
- The inspectors observed the school's work and looked at a range of documents including school improvement plans, achievement data, behaviour records, attendance data, reports from external consultants, minutes of governing body meetings and documents relating to safeguarding and child protection.
- The inspectors took account of the 45 responses to the on-line questionnaire (Parent View), a letter from a parent and the 16 responses to the staff questionnaire during the inspection.

Inspection team

David Nebesnuick, Lead inspector

Additional inspector

Marian Marks

Additional inspector

Full report

Information about this school

- St Edward's is a smaller than average sized primary school.
- Most of the pupils are of White British heritage. Very few speak English as an additional language.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding to support children in local authority care, children from service families and pupils known to be eligible for free school meals) is below average.
- There is a breakfast club and after school club, managed by the governing body, which formed part of the inspection.
- The school meets the government floor targets which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure that tasks provide suitable challenge for all pupils so that tasks are neither too easy nor too difficult.
 - ensuring that the pace of learning and pupils' progress overall is not impeded by teachers spending too much time talking.
 - ensuring that all pupils make rapid progress in reading by providing more planned opportunities for them to read widely and often.

Inspection judgements

The achievement of pupils

is good

- Children start in the Reception class with skills and knowledge that vary year-on-year, but are typically at the level expected for their age.
- Children in the Reception class make good progress. Most reach the levels expected for their age and some exceed these levels, particularly in reading and mathematics. They start in Year 1 well prepared for learning in the next key stage.
- Pupils of all abilities learn well in Years 1 and 2 because of the good teaching. They make good progress especially when learning through practical and outdoor experiences. For example, in a lesson in Year 2, pupils excitedly identify natural and manmade objects in the school grounds, which later formed the basis of their writing.
- Over time, on leaving the school, pupils' attainment is above average and reflects good achievement from their starting point in Reception.
- Progress in writing and mathematics has improved rapidly in the last two years and the majority of pupils exceeded expected progress last year.
- Progress in reading is improving but does not yet match the progress made in writing and mathematics. The school has recognised that reading skills need to be strengthened and has introduced, in September 2013, a new reading scheme into Key Stage 2. It provides more planned opportunities for pupils to read with teachers and teaching assistants. It is, however, too early to see the full impact of this.
- Overall, the progress made by those known to be eligible for the pupil premium, which includes a few with special educational needs, is at least as good as that made by other pupils and continues to improve. This is because these pupils receive additional tuition, often on a daily, individual or small group basis. The gap in standards achieved by these pupils, when compared to the other pupils, has narrowed this year, to approximately three terms in English and mathematics.
- Disabled pupils and those with special educational needs achieve well and benefit from additional adult support, matched closely to their individual learning needs. Teachers include these pupils fully in lessons, demonstrating that the school strongly promotes equality of opportunity.

The quality of teaching

is good

- Typically teaching is good with an increasing proportion that is outstanding, for example in Year 6 where, in a lesson observed during the inspection, pupils worked exceptionally well to solve word problems.
- Teachers' marking is good and there is clear evidence of consistency of practice across year groups. Teachers inform the pupils of how well they are doing and what they need to do to improve. Time is given for pupils to strengthen their work and to move on.
- Lesson planning is good. Teachers use their subject expertise well. This ensures that tasks are mostly well matched to the pupils' individual learning needs. However in a minority of lessons, teachers do not always ensure that tasks are set at the right level of difficulty for each pupil.
- Links between subjects are good and help to make learning interesting and enjoyable. For example in Year 3, the topic theme, Ancient Egypt, is used well in a literacy to bring colour and depth to the writing.
- Where teaching is best, teachers expect the pupils to think and learn independently. In a small number of lessons teachers are limiting progress by talking too much, so that pupils are not able to work at a rapid pace, particularly when working on their own or with minimal adult guidance.
- The afternoon 'carousel' activities in Year 1 bring together topic work with literacy and

mathematical themes. They enable pupils to make good progress because of the effective working partnerships of teachers and teaching assistants. Pupils show a high level of interest and enthusiasm for these activities and are sometimes very reluctant to move on from the activity that really engages their interest.

- Disabled pupils and those who have special educational needs benefit from additional adult support matched closely to their needs and they make good progress. For example, in a Year 5 session, they made rapid progress in understanding the grid method to calculate the 12 times table. Regular assessment helps staff to address any misconceptions that pupils may have.

The behaviour and safety of pupils is good

- Pupils' enthusiasm for learning, good behaviour in lessons and around the school, their politeness and ability to reflect on their learning are key strengths. Pupils feel very safe and show much consideration of each other's needs. They say that bullying incidents are very rare and are dealt with swiftly and effectively.
- Good provision for spiritual, moral, social and cultural development ensures that relationships throughout the school are very positive.
- The school is known for its caring ethos. Pupils entering the school in Years 4 and 5 confirm that they quickly make friends. Parents and carers refer to the 'family feeling' within the school. This was seen clearly in the Harvest assembly that underlined the school's values of love, thankfulness and respect.
- The breakfast and after school clubs provide a safe and friendly place for children, much appreciated by both pupils and parents and carers.
- Pupils are courteous and friendly towards visitors and show considerable pride in their school.
- They say that they enjoy school and the different activities they experience, for example, the outdoor learning, the chickens and the annual school productions.
- Pupils have a good understanding of what constitutes a healthy and safe lifestyle and the parents and carers who responded to the on-line questionnaire (Parent View) agree. Pupils take part in a wide range of sporting activities, including the street dance, gymnastics and football clubs, before and after school.
- Pupils show a good understanding for the needs of others. They talk knowledgeably about the school's wider links with a school in South Africa. By doing so they indicate their good communication skills and their mature development towards being responsible citizens.

The leadership and management is good

- The headteacher, ably supported by the deputy headteacher, provides clear and purposeful leadership. The senior leaders, together with the commitment and hard work of all the staff and governing body, have helped to improve the school well since the last inspection.
- Sensitive and reflective leadership ensures that high quality care and safeguarding of pupils' welfare sustain and build the good behaviour and strong relationships throughout the school.
- The headteacher has high expectations and, working closely with colleagues, implements robust plans to link teachers' progression through the pay scales with staff training to improve teaching and learning throughout the school.
- The improvements in teaching over the last two years are due to effective monitoring and support and a comprehensive programme of staff development. Staff are encouraged and supported to visit neighbouring schools and then to develop and share good practice in St Edward's.

- Strengthening of the teaching of problem-solving skills has accelerated pupils' progress in mathematics and the clear focus on enhancing writing skills through topic work has also brought about rapid improvements. Good improvement since the previous inspection and the capacity to continue into the future is evident from the school's current performance.
- Additional opportunities to strengthen pupils' reading skills have been introduced to quicken progress in reading. These changes have yet to be embedded and their impact assessed.
- Pupils are treated equally and kept free of discrimination by the staff's successful work in developing close links with parents and carers and through their deep knowledge of each pupil's individual needs.
- Leaders manage finances well and have worked hard to successfully reduce a deficit budget, whilst raising standards and improving the achievement of pupils.
- There are strong links with parents and carers and most believe that the school is providing an effective and safe learning environment for their children.
- The curriculum is designed to engage the interests of and to meet the learning needs of pupils. Special activities such as the Roman gladiators, the Eden Project visit and 'the mummifying of the tomatoes' in the Ancient Egyptian topic are enjoyed and improve learning and pupils' progress.
- The government sports funding, since September, has been used to strengthen the teachers' skills to support additional sporting activities. Additional support has been provided by a variety of partners, including local community colleges and other providers.
- Very good policies and procedures in safeguarding pupils, including regular checks, the vetting of staff and child protection arrangements ensure that pupils are cared for well.
- The local authority provides light touch support to this good school.
- **The governance of the school:**
 - The governing body understands the school and how well the pupils are doing in relation to pupils nationally.
 - Governors accurately identify areas to improve and quickly implement changes. They use the school's systems for judging the quality of its work well to monitor the impact of these improvements.
 - They know that rigorous arrangements for staff appraisal have been implemented and expect proposals for salary progression to be matched by suitable responsibilities.
 - Governors check on the impact of the pupil premium funding and are aware of the progress of pupils supported by it.
 - The governing body is committed to helping the school improve still further. It is well informed and makes sure that its members are trained and up to date with information so that it can ask senior leaders searching and challenging questions about the school's further development.

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	113419
Local authority	Plymouth
Inspection number	426744

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	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Darren Clarke
Headteacher	Andrea Smith
Date of previous school inspection	26-27 September 2011
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