

Edenfield Church of England Primary School

Market Street, Edenfield, Bury, Lancashire, BL0 0HL

Inspection dates 24–25 April 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points so that they reach above average standards by the end of Year 6 in reading, writing and mathematics.
- Teaching is good and some is outstanding. Lessons are well planned and many include a rich variety of activities.
- Teaching and learning in the Reception class are good so that children benefit from a strong start in their development.
- The school's leaders, well supported by governors, have been successful in raising achievement. They are taking effective actions to bring about further improvements.
- Disabled pupils and those with special educational needs make good progress. Individual pupils' needs are very well understood and skilled support is quickly put in place when necessary.
- Attendance is high. Pupils of all ages enjoy coming to school and like the topics they study.
- Pupils' behaviour is good owing to the very positive relationships they have with staff who they know will look after them. They feel safe in school.
- The school's curriculum is rich, vibrant and exciting. The spiritual, moral, social and cultural education of the pupils is a strength of the school and underpins everything it does.

It is not yet an outstanding school because

- Sometimes, information about pupils' progress is not used well enough to provide tasks that are hard enough for them to make faster progress, particularly for the most-able pupils.
- Pupils are not always challenged to respond to teachers' marking which sometimes means they repeatedly make the same mistakes.
- Leaders of subjects, other than English and mathematics, are not involved enough in checking the information on pupils' progress regularly to identify quickly where further improvements can be made.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 15 teaching sessions including two joint observations with the headteacher.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's information showing pupils' progress.
- They looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school action plans, the self-evaluation report, records of the monitoring of lessons and information relating to teachers' performance management and professional development. The school website and records relating to safeguarding were also checked.
- The inspection took account of 53 responses to the Ofsted online survey (Parent View), the school's analysis of a recent survey of parent views and spoke to parents informally. Inspectors also considered 5 responses to the staff questionnaire.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Only a very small proportion of pupils are supported by the pupil premium. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- A lower than average proportion of pupils speaks English as an additional language.
- Pupils are mainly classified as White British.
- The school provides before- and after-school care sessions on the premises.
- The headteacher is retiring at the end of the summer term 2014. The school has appointed a new headteacher, who is currently working as an acting headteacher, in partnership with the current headteacher.
- In 2013, the school met the current government floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate even further the progress pupils make by:
 - teachers consistently providing work that is hard enough and maximises progress in lessons, particularly for the most-able
 - ensuring pupils always respond to teacher's marking
 - making sure that the pupils are focused on improving their spelling, punctuation and grammar in all their work.
- Ensure all staff with leadership responsibilities have the opportunity to check the progress of pupils, particularly at subject level, and hold staff to account for pupils' performance.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills and knowledge that are broadly typical for their age in all areas of their development. Children make good or better progress over time so that when pupils leave the school at the end of Year 6 their attainment is above average in reading, writing and mathematics.
- Children make good progress during the Early Years Foundation Stage because of individual support and well-chosen learning activities. The school's records show that by the end of the Reception Year children are achieving above what would be typically expected for their age.
- Pupils' attainment at the end of Key Stage 1 has been consistently above average in reading, writing and mathematics. The school's tracking information and work seen in pupils' books show that pupils currently in Years 1 and 2 are continuing to make at least good progress.
- Published results show that by the end of Year 6 pupils reach above average standards, though there was some variation in 2013 owing to the very small number of pupils in this cohort. In 2013 attainment was above average in reading and writing but broadly average in mathematics. Pupils currently in Years 5 and 6 are making good progress and are on track to attain above average standards in reading, writing and mathematics.
- Pupils are making good progress in their reading and writing but spelling, grammar and punctuation are not quite as good.
- Throughout the school pupils benefit from a structured programme that helps them to recognise the sounds letters make (phonics). The results of the Year 1 national phonics screening check were average in 2013. The school's records indicate that since then there has been improvement and standards are now above average. Reading is a high priority in the school. All pupils take a real interest in reading and books. Reading skills are reinforced by regular reading at home.
- There are too few pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. The school identifies their requirements accurately and quickly puts in place effective support for their particular learning needs so that they achieve as well as other pupils.
- Disabled pupils and those who have special educational needs make good progress because they benefit from support and guidance matched to their needs from teachers and additional adults.
- The proportions of the most-able pupils attaining particularly highly in reading, writing and mathematics are similar to the national average. Achievement is good but not outstanding because the most-able pupils are not always challenged in their learning to make even swifter progress to attain the highest levels in reading, writing and mathematics.

The quality of teaching is good

- Teaching across the school over time is good. Learning is demanding and enjoyable because teachers have high expectations and good subject knowledge. Teachers observe and question pupils skilfully to extend pupils' thinking and deepen their understanding and knowledge. Pupils enjoy their learning because they are provided with interesting activities and generally the work is set at the right level.
- Relationships between pupils and between pupils and staff are very good. Classrooms are attractive and well organised. Pupils' work is displayed with care so that pupils feel their work is valued. Expectations of presentation are high and pupils consistently produce work in their books that they are proud of.
- Adults make sure there is a good variety of activities for children to choose in the Early Years Foundation Stage so that children are fully involved in their learning and developing their sense of curiosity. For example, one group worked on their own in the outside area using a range of materials to learn about habitats of animals. Another group listened carefully to the teacher in order to learn about time, linking their learning within a game of 'What's the time Mr Wolf?' The

children made good progress in all areas of the curriculum.

- The teaching of phonics through a range of activities is a strength that promotes children's good early reading skills. In Year 2, for example, pupils were engaged in the learning of key sounds and the correct spelling and use of the words 'their' and 'there'. They enjoyed applying these words in sentences while their teacher checked their accuracy and progress.
- The part additional adults play in supporting learning is carefully planned. Throughout the school, skilful and dedicated additional staff support the learning of individuals. As a result, they make a strong contribution to the good learning and progress of pupils, including disabled pupils and those who have special educational needs.
- Pupils' books show that they make good progress over time. Pupils' work is marked regularly and they are given feedback although some pupils do not always act upon teachers' comments. As a result, in some cases, pupils end up repeating the same spelling, grammar and punctuation mistakes.
- The most-able pupils are enthusiastic to learn and complete tasks sensibly when teachers set them work to do on their own. They sustain their interest to complete the activities they are given. When they are expected to complete similar tasks to the others before they move on to more challenging work, or when teachers set them to repeat very similar mathematical questions before going on to new skills, the pace of their learning is diminished.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are considerate to each other and work and play very well together. They support each other well, take their responsibility very seriously and are proud of their contribution to the school, for example as school councillors and play leaders.
- The older pupils show great care and kindness in their role as 'buddies' for the younger children. The younger children are very appreciate and enjoy the company of their 'buddies'.
- Pupils are proud of their school and very appreciative of the new building that has added much needed space for them to work and play. They take care of equipment and behave well in the playground, corridors and dining room. Lunchtimes are very pleasant experiences and the pupils enjoy chatting with the friends.
- Pupils are enthusiastic to learn. They listen carefully to the adults and concentrate in lessons so that very little time is wasted managing behaviour. Work in books is careful and neatly presented, showing the consistency of their eager attitudes and drive to do well. Sometimes, when work is not tailored as well to pupils' interests and abilities, their attention wanders, but this does not disrupt learning for others.
- The school's work to keep pupils safe and secure is good. Pupils have good relationships with adults, they say they feel safe and are confident that any poor behaviour is dealt with promptly and effectively. They are aware of the different forms of bullying, such as name-calling and cyber-bullying that can take place and know how to deal with it.
- Pupils have a good awareness of how to keep themselves safe from harm. Discussions in assembly, advice on how to keep safe when using information and communication technology as well as learning how to swim help pupils develop a good awareness of risks. Pupils benefitted greatly, for example, from a 'Wows' assembly that helped them learn about keeping safe on the internet.
- Pupils enjoy coming to school and this is reflected in high levels of attendance and consistent punctuality. Comments such as, 'We like school because we get to do lots of fun things and everyone looks after each other really well.'
- In the school's own questionnaires, all staff and almost all parents and carers agree that pupils are well behaved as well as happy and safe at school.

The leadership and management are good

- The drive and the vision of the leadership team, including the governors, are key to the school's success in creating a culture in which teaching and good behaviour flourish. The headteacher position is currently in transition and this is being well managed so that pupils are not disadvantaged during the changeover.
- The school's self-evaluation is accurate and honest. The school's leaders are clear about what makes the school successful, but also know what still needs to be improved. Development planning focuses on the current priorities for improvement, which are shared with and understood by all staff and governors.
- A key aspect of leadership and management that has been effective in ensuring that pupils make good or better progress, has been the thorough process of improving teaching over time. Teachers know that their work, particularly in respect to the key skills of reading, writing and numeracy is monitored closely. Opportunities for training are well matched to teachers' needs.
- Accurate information also informs the system for managing teachers' performance. This process holds teachers to account for their work. It ensures that rewards are appropriately linked to the progress made by pupils and is tied to the meeting of agreed targets.
- The skills of staff responsible for areas other than the core subjects of English and mathematics have not been developed well enough for them to check the work in their area. At the moment they do not hold staff to account for the progress being made.
- Leaders are focused on ensuring that all pupils achieve their potential, that they have equal opportunities to prosper and that there is no discrimination. This vision is shared by the whole school community.
- The school's curriculum is exciting, rich and vibrant. Pupils spoke with great enthusiasm about their after school clubs, such as football, netball, science and computer. They appreciated the many trips and visitors, including an outdoor residential experience for Years 5 and 6, and visits to museums and local parks.
- The school enjoys very good relationships with parents who are very supportive. Parents appreciate being involved in supporting their children's learning in the Early Years Foundation Stage. Parents who completed the online survey would recommend the school to others.
- Spiritual, moral, social and cultural development is a strength. Pupils have strong links with the local church and their community. They welcome opportunities to learn first-hand about other religions and cultures, by visiting religious temples. Pupils play a key role in assemblies. For example, pupils listened attentively to Year 6 pupils who shared their recent experience at the Tower Wood residential visit.
- A specialist sports coach works together with the teachers to increase pupils' enjoyment of physical education and to train the teachers so that good sports teaching can be sustained. This is part of the school's drive to use the school sports funding to increase the participation of all pupils in physical activities. Pupils benefit from participation in a range of inter-school sports.
- Safeguarding procedures are thorough and fully in place.
- The local authority provides support for the school which is well planned and appropriate to their further improvement.
- **The governance of the school:**
 - Governance is good. Governors are supportive and determined that the school will continue to improve. They know the school well and have a clear programme for carrying out regular visits so that pupils, as well as their parents and carers, know who the governors are. Governors understand what the teaching is like and know how well pupils are doing by comparison with all pupils nationally. Governors know how the pupil premium and primary school sports funding is spent and regularly review its effectiveness. Governors monitor performance management well and ensure that it is used to recognise and reward good teaching. The governing body ensures that the school maintains good links with parents and carers. Governors take full advantage of available professional training in order to be as effective as possible.

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	119385
Local authority	Lancashire
Inspection number	443875

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	152
Appropriate authority	The governing body
Chair	Ken Howell
Headteacher	Janet Reidy
Date of previous school inspection	28 June 2011
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