

Inspection of Edmondsley Primary School

Edmondsley, Durham DH7 6DU

Inspection dates: 15–16 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Your pupils enjoy school. They feel happy and safe because staff look after them. Parents and carers are overwhelmingly positive about the school. They appreciate the different opportunities the school provides to help pupils learn. They also find staff approachable.

Leaders, governors and staff want the best for pupils. They ensure that pupils are well taught in reading, writing and mathematics. Other subjects are mostly well planned. Leaders look for better ways for pupils to learn in other subjects. Currently, they know that there is more to do in subjects like science, history and geography.

Overall, we saw good behaviour. This was true in lessons and at playtime and lunchtime. Incidents of bullying are very rare. Pupils we spoke to were confident that adults would help them if they had any concerns. We saw staff provide sensitive guidance to pupils who needed some extra support. This nurturing and inclusive approach is helping all pupils be successful.

Learning outdoors is an important aspect at your school. This is helping pupils investigate and cooperate with their peers. Visits outside of school link well to what you want pupils to learn. A recent visit to Durham Botanical Gardens had developed pupils' knowledge about plants.

What does the school do well and what does it need to do better?

There are well-organised plans for the teaching of reading, writing and mathematics. In these subjects, pupils achieve well across school. Staff plan effectively in subjects such as physical education (PE). Pupils develop their PE skills well. Staff adapt their plans to meet the needs of all pupils. Staff successfully support pupils with special educational needs and/or disabilities (SEND).

Leaders are currently reviewing how staff plan learning in some other subjects. They know there is more to do to improve the sequencing of important knowledge in some subjects. This is clear in science, history and geography. Leaders are also reviewing the approach to assessments. They are considering ways to check that pupils remember the most important knowledge.

Staff rightly focus on the teaching of phonics and reading. Nursery staff regularly read stories to children to reinforce their understanding of rhyme. The Reception teacher delivers structured phonics teaching. Children are encouraged to follow up this learning at home. This work is generally effective. Key stage 1 pupils have reading books which are well matched to their phonics abilities. They are successfully developing their early reading. Pupils have regular reading lessons which develop their fluency and comprehension well. If pupils are falling behind, staff use effective approaches to help them catch up. Classrooms have interesting book areas to encourage a love of reading. Older pupils enthusiastically told me about the books that they are currently reading.

Pupils' behaviour is good in lessons and at other times across the day. Books show that pupils take pride in their work. Leaders know there is a need to improve the attendance of some pupils. A more focused approach is starting to address this. The acting headteacher is determined to ensure that pupils' attendance continues to improve. There have been no exclusions in recent years. Bullying is very rare and dealt with promptly by staff.

Teaching of personal, social and health education is well planned and delivered. Pupils receive guidance to help them know how to look after their physical and mental needs. Pupils at breakfast club enjoy the activities and socialising with friends. A range of roles help pupils develop citizenship skills. For example, pupils can be a member of the school council, a reading ambassador and a sports leader. Staff nurture pupils' social and emotional needs well.

Leaders accurately identify the school's strengths and priorities. They have well-focused plans to drive school improvement. The acting headteacher and staff have successfully acted to further improve the curriculum. Their plan clearly maps out the next steps for this development. This includes relevant training from the local authority. The acting headteacher has organised suitable partnership working with a local school.

Some subject leaders are very new to their roles. Appropriate training is in place to help their development. The governors have a clear understanding of the school's needs. They are supportive of the school's development and hold leaders to account well. Leaders take account of staff workload when they are making changes in school.

Staff in the early years patiently nurture children's personal development. Children settle well into Nursery. Across the early years, children behave well and develop appropriate social skills. When adults are directly teaching phonics, reading and early mathematics, this is generally effective. However, staff need to plan better activities for when children are working independently. The Nursery classroom and the early years outdoor learning areas need improving.

Leaders' actions are already starting to secure the required improvements in the early years. The acting headteacher is helping staff to review curriculum planning. Local authority training is providing guidance for staff.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is a priority for everyone in school. Staff know what to do if they have any concerns. They receive regular safeguarding training to update their understanding. Procedures to identify pupils at risk are thorough. The school seeks help for pupils and their families promptly. Leaders complete careful safeguarding checks for staff, governors and volunteers. This ensures that they are suitable to

work with children. Leaders are vigilant to the risks to children from going missing from education. Parents are confident that their children are happy and safe. Leaders are reviewing ways to increase pupils' and parents' understanding of e-safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Planning for many curriculum areas is coherently sequenced and structured. Yet, in some subjects, this needs further development. For example, science, history and geography planning needs some consideration. The school is currently completing a curriculum review. This work is already well under way. The acting headteacher has organised relevant local authority training for this term. She has set up partnership working with a local school. Leaders should continue to enhance curriculum design and further strengthen subject leadership.
- Early years curriculum planning is not as strong as in other areas of the school. Leaders have acted to secure improvements. Training to support early years staff is in place. This aims to develop teaching to build on current developments. The acting headteacher is currently providing leadership for the early years. She knows how to achieve the required improvements.
- The Nursery classroom and early years outdoor learning areas need development. Currently, they do not support effective delivery of the early years curriculum. Guidance from the acting headteacher and the local authority is securing improvements. Leaders have appropriate plans to improve the quality of the early years provision. Governors are vigilant in looking for a positive effect from these plans.
- Currently, several leaders are new to their roles, including the acting headteacher. There is relevant leadership development support in place. This will help them in leading improvements in their areas of responsibility. They will also be more skilled at checking the impact of their actions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114001
Local authority	Durham
Inspection number	10111086
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair of governing body	Stuart Hogarth
Headteacher	Chloe Wilkinson (acting headteacher)
Website	www.edmondsley.durham.sch.uk
Date of previous inspection	10 February 2009

Information about this school

- There is an acting headteacher until the substantive headteacher, Angela Rees, returns in September 2020.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the headteacher, the subject leaders for reading, mathematics, science and PE, and the special educational needs coordinator (SENCo).
- We considered a range of safeguarding information and documentation provided by the school and available on the school's website. We met a range of staff to consider their understanding of the school's safeguarding procedures. Pupils told us how the school helps them to stay safe. I met with the headteacher, who is one of the school's designated safeguarding leads, to review safeguarding records. I also reviewed the single central record.
- We observed pupils' behaviour in lessons and at playtime, lunchtime and at breakfast club. I reviewed the responses to the Ofsted parent survey, Parent View. I also met with parents at the start of the day.

- I met with a range of governors and a representative from the local authority.
- We considered four subjects in detail: reading, mathematics, science and PE. These deep dives included discussions with the headteacher and subject leaders, lesson visits, review of pupils' books, discussions with pupils and discussions with teachers where we completed lesson visits.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

Susan Waugh

Ofsted Inspector

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