

Inspection of St Edward's CofE Primary School

Fort Austin Avenue, Eggbuckland, Plymouth, Devon PL6 5ST

Inspection dates: 3–4 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy learning a range of subjects at St Edward's. The curriculum nurtures their curiosity about the world. For example, pupils think about the nature of faith through studying different religions. Teachers plan exciting lessons that help pupils to think independently. Year 6 pupils were observed composing their own music. Children in Reception are eager to learn. They develop very strong reading skills which prepare them well for Year 1.

Pupils are kind and supportive of each other. Pupils learn about the importance of tolerance. This prepares them well as British citizens. They develop leadership skills through supporting each other. Year 6 pupils frequently read stories to children in Reception. Year 6 pupils lead assemblies and read prayers written by other pupils.

Pupils' behaviour in lessons and throughout the school is exemplary. At breaktimes, pupils play nicely with each other. They use the 'buddy bus stop' well to make sure that no one is left out. Leaders help pupils to stay physically healthy through physical education lessons (PE). Pupils also skip, play football and run at breaktimes.

Pupils with special educational needs and/or disabilities (SEND) are fully included in lessons. They are supported very well and thrive.

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

Leaders and staff strive to raise the aspirations of pupils. They have designed the curriculum to stimulate the intellectual curiosity of pupils. They study a breadth of subjects, helping them to learn about the world they live in. For example, they read books such as the biography of Stephen Hawking that help them to think deeply about the world.

Leaders have prioritised reading throughout the curriculum. The teaching of phonics is very effective in both Year 1 and Reception. Pupils make very strong links between sounds and letters. As a result, they learn to read with confidence and success. Staff foster a love of reading in pupils. They read widely and frequently.

Through the revised writing curriculum, pupils develop a strong understanding of how texts are constructed. They analyse the language and structural features used by writers to inform their own writing. The quality of pupils' writing across the school is strong. Pupils are very skilful in selecting language to suit the needs of the audience and purpose they are writing for. However, pupils do not systematically use this knowledge when writing about their understanding of themes and characters in texts.

Leaders and staff have designed a very effective mathematics curriculum. Pupils have many opportunities to master their understanding of mathematical concepts before moving on. Staff address pupils' misconceptions well. Staff ensure that pupils use a range of resources to help them understand abstract concepts well.

Leaders and staff have created a highly inclusive school. Pupils with SEND learn alongside other pupils in every area of the curriculum. They receive tailored support that enables them to succeed and enjoy learning. Disadvantaged pupils receive bespoke support to ensure that they are well prepared to learn. As a result, such pupils currently achieve well.

Pupils study a rich curriculum that enables them to build on prior knowledge well. Teachers have strong subject knowledge. For example, the French curriculum enables pupils to develop progressively more complex understanding as they move through the school. In geography, Year 5 pupils were observed evaluating their knowledge from Year 4 to develop their map reading skills. However, the history and science curriculums are not as well designed. Pupils do not develop deep understanding.

Children in Reception develop very strong understanding of the world around them. Children are curious about learning and flourish. Leaders and staff ensure that children love learning and are well prepared for Year 1. Through well-structured activities, children acquire and develop strong language skills. Leaders and staff have also ensured close liaison with parents. As a result, children's experiences at home inform the provision at school.

Through the curriculum, pupils have many opportunities to learn about the rule of law, liberty and democracy. Pupils frequently discuss topical issues that arise in their lessons. For example, pupils in Year 3 spoke of the importance of respecting the religious traditions of Islam.

Governors and the trust know the school well and provide effective challenge. Staff are unanimous in their praise of the school. They are proud to work at the school and feel very well supported.

Safeguarding

The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school. Leaders and staff know pupils well. Pupils feel well cared for. They know who to go to if they have a concern.

Staff receive up-to-date safeguarding training. Staff make timely and appropriate referrals to safeguarding leaders. Leaders have established effective systems to ensure the physical and emotional safety of pupils.

Pupils learn about the potential dangers of being online. They learn how to identify danger and how to keep safe.

Leaders' checks on all adults who work with children are fit for purpose.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and staff ensure that pupils learn how to deconstruct the language and structural features in texts to help them improve their writing. However, they do not systematically ensure that pupils apply this strong knowledge when writing about the characters and themes in texts. Leaders need to ensure that staff make explicit how pupils should use their knowledge of texts when writing about characters and themes.
- The science and history curriculums are not well designed. They do not build sequentially on pupils' prior knowledge. Leaders need to revise the history and science curriculums to ensure that pupils develop strong understanding.

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 are the school and you are 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	142443
Local authority	Plymouth
Inspection number	10146214
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Andrew Bailey
Headteacher	Jane Bird
Website	www.st-edwards.plymouth.sch.uk
Date of previous inspection	11 January 2018, under section 8 of the Education Act 2005

Information about this school

- St Edward's Church of England Primary School joined St Christopher's Multi Academy Trust in 2015
- The school is smaller than the average-sized primary school.
- The proportion of pupils in receipt of education, health and care (EHC) plans is below the national average.
- The proportion of pupils known to be eligible for support by the pupil premium funding is below the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher, senior and curriculum leaders and governors. The lead inspector also met with the chief executive officer and school improvement lead of St Christopher's multi-academy trust
- On the first day of the inspection, inspectors focused on reading, mathematics, physical education and writing. This meant that, in each subject, the inspector

met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.

- The inspector met with staff to consider their views.
- The inspector reviewed safeguarding records, including the single central record of recruitment checks on staff.
- The inspector considered the views of 61 parents who responded to the confidential Ofsted parental questionnaire, including 62 free-text messages. The inspector also evaluated the views of five members of staff in the Ofsted staff questionnaire.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Teresa Hill

Ofsted Inspector

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