

Inspection of a good school: Edleston Primary School

Denver Avenue, Crewe, Cheshire CW2 7PX

Inspection dates:

25–26 February 2020

Outcome

Edleston Primary School continues to be a good school.

What is it like to attend this school?

The pupils that I spoke with told me that they feel well cared for at this school. Pupils are happy. They look after each other and they behave well. Pupils experience strong and supportive relationships with their teachers and with each other.

Pupils said that they feel safe in school. They also said that incidents of bullying are very rare. If bullying does occur, pupils are confident that staff will deal with it effectively. Parents and carers told me that their children enjoy coming to school and making new friends.

Pupils told me that staff have high expectations of them. Parents and carers agree. Pupils work hard in lessons and they take pride in their work. Pupils benefit from lessons that are fun and engaging.

Almost two thirds of all pupils speak English as an additional language at Edleston Primary School. Leaders have designed an effective curriculum that prepares these pupils well for secondary school. Regardless of pupils' starting points, most pupils achieve well by the end of key stage 2.

Pupils have many opportunities to visit places of local interest. Leaders cater well for pupils' personal development. For example, there is a well-planned assembly programme. Pupils also have opportunities to take on leadership roles, such as being a member of the school council.

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

Leaders have thought carefully about the curriculum. This is particularly important as many children and pupils join the school speaking little or no English. Leaders adapt the curriculum effectively from the early years through to key stage 2 for all pupils. They prioritise the most important knowledge so that most children and pupils progress well

through the curriculum. Leaders take care to build pupils' vocabulary and they prioritise reading. Given their different starting points, children in the early years achieve well.

Leaders ensure that phonics is taught effectively from the start. Leaders and teachers ensure that children and pupils quickly learn the sounds that letters make. The books that children read match the sounds that pupils know. As a result, most pupils catch up and can read confidently and fluently by the end of key stage 2. Those pupils who struggle with their reading are given the help they need. The proportion of pupils who meet the expected standard in the phonics screening check appears low. This is because the school's pupils, particularly those who speak English as an additional language, need more time to become effective readers.

Leaders and teachers continue to prioritise reading throughout the school. Teachers select books and texts which challenge older pupils to learn more difficult words. Teachers are very effective in helping pupils to know how to use their wider range of vocabulary to improve their writing. Older pupils enjoy opportunities to read for pleasure at the end of the school day. Children and pupils also enjoy the stories that their teachers read to them.

As well as prioritising reading, leaders have planned the mathematics curriculum well. Children in the Reception class can remember numbers up to 20. As a result of an effective early years curriculum, children also begin to apply their learning to new contexts. For example, they estimate the number of stars in a jar with increasing precision. They become familiar with mathematical vocabulary such as 'double', 'more than' and 'less than'.

Staff across the school have a strong knowledge of how to teach the mathematics curriculum effectively. They plan learning carefully so that pupils can build on their mathematical knowledge step by step. Those pupils who find some mathematical concepts difficult receive help to catch up. Children and pupils achieve well in mathematics.

Recently, leaders have made changes to other curriculum subjects, for example history, geography and science. Leaders now have well-thought-out curriculum plans in place. However, leaders recognise that there is more work to do to ensure that teachers plan lessons that enable pupils to know and remember more in these subjects. For example, in geography, some pupils in Year 6 do not have a deep enough knowledge to complete the most demanding tasks.

The curriculum caters well for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND achieve well, including in the early years, because teachers have high expectations for this group of pupils. Pupils with SEND receive appropriate support.

There are many opportunities for pupils to develop their interests outside the classroom. Lunchtime play is well organised with plenty of activities to interest pupils. Pupils told me that they enjoy after-school activities, such as 'keep fit' club. Pupils have an active voice in the school. For example, the school parliament allows pupils to make their views known to leaders.

Pupils and adults told me that the vast majority of pupils behave well. They said that teachers deal with any problems fairly and consistently.

There is a real partnership between staff, senior leaders and governors. Governors are effective in their role.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. Leaders know pupils and their families well. Parents appreciate that leaders are always available to advise and support them if they need help. Staff know what to do if they have any concerns about a pupil.

Leaders provide regular safeguarding training for staff and pupils. The pupils that I spoke with were very knowledgeable about how to stay safe online. They are equally knowledgeable about how to keep safe outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have set out a clear, well-ordered curriculum. However, in a small number of subjects, teachers do not use these curriculum plans effectively enough. Consequently, some pupils do not have a deep and secure understanding of the important knowledge that they need for the most demanding curriculum tasks. Leaders should ensure that teachers plan their lessons consistently and effectively across all subjects. This is so that pupils can remember more and apply this knowledge to more challenging curriculum activities.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 11–12 May 2016.

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	111170
Local authority	Cheshire East
Inspection number	10122107
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The local authority
Chair of governing body	Emma Humphries
Headteacher	Rachael Bagni
Website	www.edleston.cheshire.sch.uk/
Date of previous inspection	11–12 May 2016, under section 5 of the Education Act 2005

Information about this school

- There is a very high proportion of pupils who speak English as an additional language.

Information about this inspection

- During this inspection, I met with the headteacher, the deputy headteacher and subject leaders. I met with two members of the governing body. I also spoke with a representative of the local authority.
- As part of this inspection, I reviewed the school's work in detail in reading, mathematics and history. In these subjects, I visited lessons with leaders, checked on pupils' work and spoke with pupils about their learning. I met with subject leaders and teachers to discuss the curriculum. I also reviewed curriculum plans and pupils' work in other subjects.
- I checked on safeguarding arrangements by speaking with leaders, staff, pupils and parents. I reviewed a sample of relevant school policies. I also reviewed leaders' checks on the suitability of adults who work in the school.
- I observed pupils' behaviour in lessons and around the school during social times. I reviewed leaders' information about pupils' behaviour.

- I spoke with parents. I also considered the views expressed by parents and carers in their responses to Ofsted's online survey, Parent View. This included nine responses to Ofsted's free-text facility.
- I reviewed the 33 responses to Ofsted's pupil survey. I met with groups of pupils to ask them about their learning, bullying and the school's support for their personal development.
- I met with a group of teachers and considered the 22 responses to Ofsted's staff survey.

Inspection team

Timothy Gartside, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020