

Inspection of Edgewick Community Primary School

Cross Road, Off Foleshill Road, Coventry, West Midlands CV6 5GP

Inspection dates: 21 and 22 March 2023

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 Good

What is it like to attend this school?

Leaders and staff provide pupils with a stimulating and caring environment, where they can thrive. Pupils come from a variety of backgrounds and cultures. Many of them are new to the country and join the school with little or no spoken English. Despite this, pupils settle quickly and enjoy school. This is because staff support them well and are always attentive to their needs.

Leaders have high expectations for every pupil, and pupils frequently meet these. Leaders have designed a curriculum that prepares pupils well for secondary education. Pupils generally achieve well.

The school has a calm atmosphere. Pupils behave well. They respect staff and are clear about what is expected from them. Pupils understand why bullying is not acceptable. Staff tackle instances of bullying effectively. Pupils feel and are safe.

Pupils enjoy taking part in educational trips, and visits are a full part of the curriculum. The popular after-school offer provides a wide range of sporting, cultural and artistic clubs for pupils. Leaders want the school to be at the heart of the community it serves. They encourage parents to get involved in school life and in their children's education.

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

Leaders have designed an ambitious curriculum that meets the needs of pupils. Learning is well structured. It allows pupils to develop their knowledge in a broad range of subjects and in a coherent way. It provides pupils with a step-by-step structure to build their knowledge and skills from Reception to Year 6.

From the early years onwards, teachers have a strong focus on developing pupils' vocabulary and command of the English language. Children get off to a good start in Nursery and Reception. In addition to language development and social skills, staff teach children early numeracy and about the world around them. This prepares children well for Year 1. In key stages 1 and 2, pupils study the full range of subjects required to be ready for secondary education.

Teachers plan learning so that it is relevant and enjoyable for pupils. For example, in history, there is a strong focus on local history and visits to sites of interest. In art and design, pupils develop their understanding of artists and styles through the related drawings and collages they do. In mathematics, pupils regularly apply their knowledge to solve problems. As a result, pupils achieve well across the curriculum.

Pupils enjoy learning, and their behaviour does not disrupt lessons. They take pride in their work. However, pupils' overall attainment in national tests is below the national average. This is because many pupils join the school with little or no

English, sometimes with no relevant previous education and midway through the school year.

Teachers routinely check how well pupils are learning to identify and address misconceptions in lessons. However, leaders know that pupils join the school with many gaps in their learning. There is now a focus for subject leaders to develop effective and consistent approaches to addressing pupils' gaps in knowledge over time. It is too soon to see the full impact of this work.

Leaders have a strong focus on meeting the needs of all pupils. Support for pupils who have little or no English is very effective. Pupils' induction is focused on getting them to join lessons as soon as possible. When they do, well-trained staff help them to quickly become independent.

Support for pupils with special educational needs and/or disabilities (SEND) is very effective. The special educational needs coordinator (SENCo) identifies pupils' needs early and precisely. Staff adapt their teaching well so that pupils with SEND can access the full curriculum. They also ensure that all pupils can access all activities on offer.

Leaders have made the teaching of reading a key priority. Staff have had extensive training to deliver the new and effective phonics scheme. They have also developed their expertise to support pupils who speak English as an additional language. There are still many pupils in key stage 2 who need support to develop their reading skills. The support pupils receive to catch up quickly if they have fallen behind is effective. An increasing number of pupils become fluent readers in Years 1 and 2.

Pupils have many opportunities to develop as well-rounded individuals and responsible citizens. They can take on roles as school councillors, school ambassadors or interpreters. They learn about the rule of law, tolerance, healthy relationships and diversity.

The governing body, recently reformed with a new chair and many new governors, provides effective challenge and support to leaders. Leaders and staff work closely together as a team. Leaders are mindful of staff workload and well-being. Staff are appreciative of the support they get from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive the training they need to identify and report safeguarding concerns. They follow up all the issues that staff report. Leaders act swiftly to protect pupils who may be at risk. They work well with families and external agencies to resolve issues. Leaders and governors have the required expertise to manage safe recruitment and deal with concerns about staff.

Staff make pupils aware of risks through the curriculum and in assemblies. Pupils learn how to adopt safe behaviours in their daily lives and when using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, subject leaders are in the process of developing approaches to identify gaps in pupils' knowledge with more consistency and precision to inform teaching. Pupils' learning does not always build well on what they already know, which can make subsequent work too challenging for them. Leaders should ensure that, across the curriculum, subject leaders have strategies in place that maximise the impact of teaching and allow pupils to acquire and remember key elements of knowledge that prepares them for further learning.

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 information from Ofsted Parent View 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.

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	103642
Local authority	Coventry
Inspection number	10256906
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	423
Appropriate authority	The governing body
Chair of governing body	Yael Owen-McKenna
Headteacher	Sally Snooks
Website	www.edgewick.coventry.sch.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- The chair of the governing body has been in post since January 2023.
- Leaders make use of one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, who is also the designated safeguarding leader (DSL), the deputy headteacher, and the assistant headteacher, who is also the SENCo.

- The lead inspector met with the chair and vice chair of the governing body and three other governors. The lead inspector also held conversations with a representative of the local authority.
- The inspectors conducted deep dives in early reading, art and design, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, looked at samples of pupils' work, and heard pupils read to a trusted adult.
- The inspectors checked safeguarding arrangements and school records. They discussed safeguarding policies and case studies with the DSL. They also talked to teachers and other staff about the safeguarding training they had received and how they put this training into practice.
- The inspectors observed pupils' behaviour at break and lunchtime and talked to parents at the start and end of the school day.
- The inspectors considered responses to Ofsted Parent View, including free-text responses. They also considered responses from staff to the online inspection questionnaire.

Inspection team

Patrick Amieli, lead inspector	Ofsted Inspector
Chris Ogden	Ofsted Inspector
Adam Montague-Clewes	Ofsted Inspector

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