

Inspection of Ann Edwards Church of England Primary School

Berkeley Close, South Cerney, Cirencester, Gloucestershire GL7 5UW

Inspection dates: 10 and 11 October 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?

Pupils are happy and attend school regularly. Many pupils join the school during the academic year. The school helps pupils to settle quickly. When pupils leave school due to their family's military deployment or at the end of Year 6, they are socially and emotionally prepared well for the next stage of their education. The care and support for pupils' well-being, particularly for disadvantaged pupils, are a strength of the school.

Pupils are enthusiastic about the school clubs and educational visits on offer. Pupils enjoy a wide variety of enrichment experiences, such as performing music and regular outdoor learning sessions. These carefully planned activities help to develop pupils' talents and interests. Pupils' achievements are celebrated in the school's 'gold book'.

The school's curriculum is in place. Pupils can recall subject-specific words and knowledge well in some subjects, such as art and design. Other, wider curriculum subjects continue to develop.

Staff have high expectations for pupils' behaviour. Pupils follow the school's values in all that they do. They are polite and show respect to each other and adults. Staff help pupils to develop an awareness of how to care for others. For example, pupils demonstrate maturity and kindness in their role as school prefects.

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

Children in early years quickly learn the school's routines and expectations. Children actively engage in learning through play. They are helped to develop the necessary skills for learning right from the start. For example, children can independently find and put on their wellington boots to play and learn in the mud corner. Children show resilience when trying to climb and balance on the obstacle course. They share resources and enjoy exploring the indoor and outdoor learning spaces together.

Staff support children in early years to speak and to listen carefully to each other and adults. Children are introduced to the joy of books in early years. The school introduced a new phonics programme in September 2023. Staff have received appropriate training to deliver phonics. Leaders continue to support staff, so their knowledge of the phonics programme, including catch-up sessions, is secure.

Staff routinely check pupils' phonics knowledge and spot those who need help. The letters and sounds in pupils' reading books match the phonics that pupils are taught. Staff help pupils to develop their reading speed and accuracy well. A new reading scheme is used by pupils who have secured their phonics knowledge. Discussion of the class books supports the development of pupils' reading comprehension. A wide range of high-quality books is available for pupils to read in every class and on the library bus.

The school's curriculum identifies the essential knowledge that pupils need to know and remember. However, the school has not checked that its ambitious curriculum is taught well in all subjects. Some learning activities do not help pupils to build on their prior knowledge. In these subjects, pupils have gaps in their subject-specific vocabulary and knowledge.

Targets in individual education plans for pupils with special educational needs and/or disabilities (SEND) do always not match their group and whole-class learning activities. When this occurs, pupils complete learning activities that do not meet their needs. As a result, the school does not know whether pupils meet their targets. Staff cannot accurately check pupils' progression through the planned curriculum. Provision for pupils with SEND does not always meet their needs.

Pupils are taught about the importance of respect and safe relationships. They develop an appreciation of difference and diversity across Britain. Pupils know how to be physically and mentally healthy. Fundamental British values are taught through the curriculum and assemblies. Pupils understand the importance of democracy, justice and tolerance in society. Pupils think that everyone should be treated fairly.

Pupils behave well. They move around the school in a calm and orderly way. Some pupils receive help to recognise and manage their feelings. This work is successful. Leaders have plans to roll out this practice across the school.

The school carefully considers pupils' attendance information to ensure that patterns of absence are understood and tackled appropriately. Individual families are supported to remove barriers to their children attending school. This may involve support from outside agencies. The impact of the school's work to improve pupils' attendance is clear. Many pupils with low prior attendance now attend school regularly.

Governors share the ambitions of school leaders. They take time to listen and respond appropriately to concerns and questions from staff and from parents and carers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not check how pupils' individual education plan targets are used. This means that provision for pupils with SEND does not always meet their needs effectively. The school needs to ensure that provision is precisely matched to pupils' needs.

- The school's curriculum is not implemented as intended in some foundation subjects. In these subjects, learning activities do not always provide pupils with opportunities to secure and deepen their knowledge sufficiently well. This means that pupils are unable to build on prior learning and make connections between the concepts taught. The school needs to support staff to ensure that pupils know more, can do more and remember more of the school's curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115650
Local authority	Gloucestershire
Inspection number	10288151
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair of governing body	Tony Martin
Headteacher	Ian Moore
Website	www.annedwards.gloucs.sch.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- Ann Edwards Church of England Primary School is a maintained school in Gloucestershire local authority.
- The school is part of the Diocese of Gloucester.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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, staff, pupils and governors, including the chair of the governing body. They also met with a representative from

Gloucestershire local authority and a representative from the Diocese of Gloucester.

- The lead inspector listened to pupils from Years 1, 2 and 3 reading to a familiar adult.
- The inspectors carried out deep dives in reading, mathematics, art and music. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans and visited a sample of lessons in phonics, mathematics, art and music. The inspectors also spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at science, geography and history books. They discussed the school's curriculum, the early years curriculum and provision with leaders.
- The inspectors observed pupils during breaktimes and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered the responses to Ofsted Parent View. She also took into consideration the responses to the surveys for staff and for pupils.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Julie Fox

Ofsted Inspector

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