

Inspection of a good school: Edenfield Church of England Primary School

Market Street, Edenfield, Ramsbottom, Bury, Lancashire BL0 0HL

Inspection dates:

18 and 19 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy to attend this thriving school, which is at the heart of the local community. They form positive relationships with staff. Staff expect pupils, especially those who are disadvantaged, to do their very best. Pupils achieve exceptionally well. They enjoy learning about a wide range of topics, many of which provide opportunities for pupils to learn about the local area.

Pupils are kind and courteous to one another and they behave very well. Older pupils take on leadership roles to model and promote the school's expectations and values to others. They look after younger pupils, particularly children in the early years.

Pupils appreciate the recognition that they receive for behaving well and producing excellent work, such as receiving a 'star of the day' badge. They value the frequent opportunities, such as celebration assemblies, to share their successes with parents and carers.

Pupils benefit from an array of activities that enable them to develop their hobbies and interests. For example, they participate in horse riding and skiing, as well as clubs such as craft and e-safety. Pupils are encouraged to represent the school in sports, music and debating competitions, as well as the annual drama productions. Staff identify and remove any barriers to pupils participating in extra-curricular activities, including for pupils with special educational needs and/or disabilities (SEND).

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

School leaders and the governing body share a strong vision for the high-quality education that they want to provide for pupils. This has allowed the school to develop a

positive culture of high expectations. Governors have the knowledge and expertise that they need to provide highly effective support and challenge to school leaders.

The school has devised a broad and ambitious curriculum that begins in the early years. It has carefully considered the knowledge that it wants pupils to acquire before they leave Edenfield. The school has designed the curriculum to ensure that pupils, including those with SEND, develop this knowledge systematically over time.

Teachers have the subject knowledge and expertise required to deliver the full breadth of the curriculum confidently. They design learning that is enjoyable and helps pupils to develop their understanding of concepts. Teachers make explicit connections to pupils' prior learning. This helps pupils to develop a rich and cohesive body of knowledge. Teachers use appropriate strategies to check on pupils' learning. They swiftly identify and address any gaps in pupils' knowledge.

The school has suitable processes in place to identify the additional needs of pupils with SEND. It ensures that these pupils receive any extra help that they require to access the curriculum successfully. For example, the school seeks advice from experts so that it can provide the best possible support for pupils with SEND. As a result, these pupils achieve very well.

The school helps pupils to develop into confident and enthusiastic readers. It has recently implemented a new programme to teach pupils to read. The training that the school has provided ensures that staff deliver this programme well. The school has checked that the books that pupils read match the sounds that they have been taught. Teachers encourage pupils to make ambitious, but appropriate, choices of texts for their independent reading. Pupils relish the stories and novels that teachers thoughtfully select to share with each class.

Teachers have extremely high expectations of pupils' behaviour in classrooms and across the school. Common systems to manage any instances of poor behaviour are well understood by pupils and staff. These systems are used rarely, as pupils are adept in managing their own behaviour. Classrooms are warm, welcoming learning environments where pupils feel comfortable and confident to express themselves.

The school has carefully considered the programme that supports pupils' wider development. It has placed a strong emphasis on teaching pupils about the wide range of cultures and religions that make up modern British society. Pupils who spoke to the inspector confidently articulated their learning about a wide range of topics. This includes how to stay safe online and strategies to maintain their mental and physical health.

Parents are typically happy with the school. They appreciate the regular updates that they receive on pupils' learning and progress. Staff were equally positive about the school. They value the actions of leaders to alleviate excessive workload, including the streamlining of assessment systems. Staff are appreciative that leaders and governors frequently check on their welfare and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2014.

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	119385
Local authority	Lancashire
Inspection number	10294320
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair of governing body	Barbara Dewar
Headteacher	Charlotte Garner
Website	www.edenfieldprimary.co.uk
Date of previous inspection	18 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is part of the Diocese of Manchester.
- The school's last section 48 inspection took place in June 2016. The school's next section 48 inspection will take place within this academic year.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation.
- The inspector met with senior leaders, including the headteacher and a range of staff. The inspector also spoke with representatives of the governing body, including the chair of governors.

- The inspector met with a representative of the local authority and of the Diocese of Manchester.
- The inspector reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector spoke to pupils about their experiences of school and their views on behaviour and bullying. She observed pupils' behaviour during lessons and social times.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some teachers and pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects.
- The inspector observed pupils reading to a familiar adult.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Charlotte Oles, lead inspector

His Majesty's Inspector

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