

Inspection of a school judged good for overall effectiveness before September 2024: The Edenham Church of England School

School Lane, Edenham, Bourne, Lincolnshire PE10 0LP

Inspection date: 22 January 2025

Outcome

The Edenham Church of England School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Michael Pasqualino. This school is part of Lincoln Anglican Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner.

What is it like to attend this school?

Pupils thrive at this school. The school's vision of 'love of learning, love of the community, prepared for the future' is fully realised in this warm and welcoming small school. Staff care for pupils well. Pupils know that staff will help them with any worries or concerns they may have. This helps them to feel happy and secure.

The school's expectations of pupils are high. Pupils rise to these. In the Reception Year, staff establish routines quickly. As a result, children settle into school life well. Pupils conduct themselves calmly around the school. They are polite and respectful to each other and adults. Pupils play well together. Older pupils are positive role models for younger pupils.

The school has high aspirations for pupils. Pupils are enthusiastic in their learning and work well with their peers. They try hard and answer staff questions eagerly. As a result, pupils achieve very well in English and mathematics.

Pupils build knowledge that prepares them well for their future lives. By taking on responsible roles, such as being members of the school council or health and well-being ambassadors, pupils learn how to play an active role in helping to improve their school and community.

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

The trust and the school have worked hard to ensure that pupils receive a good quality of education. The school has developed an ambitious curriculum. It is carefully designed across all subjects. Each subject curriculum sets out the important knowledge pupils need to learn and the order in which it should be taught. Teachers have secure subject knowledge and present information clearly. They design activities that typically help pupils to remember what they have learned. This helps pupils to build knowledge over time. This is particularly the case for reading and mathematics.

Staff make regular checks on what pupils know and remember in many subjects. They promptly address any misconceptions pupils may have. However, in some subjects, consistent processes to check what pupils know and can do have not been fully established. Although teachers check that pupils are learning, the ways that they sometimes do this are not as effective as they could be. As a result, there are occasions when checks on learning do not provide teachers or leaders with precise enough information on how well pupils have remembered important knowledge.

Learning to read well is a high priority for the school. From children's first days in the school's early years provision, talented staff promote a love of rhymes and stories. Staff talk with children using interesting and useful words. They model language use carefully. As a result, children develop confidence in their own communication skills. They use their phonics knowledge to work out how to read new words. The books pupils read are closely matched to the sounds they know. Pupils who need additional support are identified quickly. They are given the help that they need to keep up with the school's phonics programme. As a result, pupils develop their reading fluency and comprehension as they move through the school.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) early and accurately, enabling targeted support to be provided. Pupils with SEND typically achieve well. However, occasionally, in-class support and adaptations to teaching are not as effective as they could be. This can hinder the progress of pupils with SEND.

The school has high expectations for pupils' behaviour and attendance. Pupils demonstrate highly positive attitudes and commitment to their learning. They enjoy learning and achieve success. Pupils show resilience when they face challenges. This is explicitly taught in the early years and further developed each year that they are at the school.

Central to the work of the school is pupils' personal development. The school offers a range of purposeful cultural and creative opportunities to increase pupils' awareness and enjoyment of the world around them. For example, pupils visit the local church and mosque. Pupils relish reading texts that widen their understanding of different cultures. They benefit from outdoor learning, developing their teamwork skills. Pupils play a leading part in their school through multiple roles of responsibility. These opportunities allow them to make a genuine difference to peers in the school.

Governors and trustees share the school's high aspirations for pupils. They know the school well. They hold leaders closely to account while supporting them in taking appropriate action to continue the school's improvement. This has helped to ensure that effective action has been taken to maintain the standards identified at the time of the previous inspection.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In foundation subjects, consistent assessment processes have not been fully established. This means that teachers' checks on what pupils know are not as effective as they could be. The school should ensure that useful assessment systems are in place that enable teachers and leaders to check how well pupils are learning the curriculum and thereby further improve the curriculum.
- In-class support and adaptations to teaching do not always meet the needs of pupils with SEND as well as they could. As a result, at times, this can hinder the progress of pupils with SEND. The school should ensure that staff have the expertise needed to adapt delivery of the curriculum so that pupils with SEND can access the curriculum successfully.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 predecessor school, The Edenham Church of England School, to be good for overall effectiveness in November 2011.

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	143259
Local authority	Lincolnshire
Inspection number	10347635
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	104
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Headteacher	Michael Pasqualino
Website	www.edenham.lincs.sch.uk
Date of previous inspection	25 June 2019, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes to leadership since the last inspection. The current headteacher took up his post in May 2022 and a new senior leader role was established in September 2024. The new chair of governors started in their role in January 2025.
- This is a Church of England school in the Diocese of Lincoln. The school's most recent inspection of its religious character, under section 48 of the Education Act 2005, took place in November 2023.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors met with the CEO, the deputy CEO, the headteacher, other leaders and staff.
- Inspectors visited lessons, met with pupils and staff and considered pupils' work.
- Inspectors observed pupils' behaviour during lessons and at social times.
- Inspectors reviewed a range of documents and records linked to attendance and behaviour, as well as school improvement documentation and minutes of governing body meetings.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's staff survey.

Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

Phil Abbott

Ofsted Inspector

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