



St Edwards Church of England Primary School

Inspection Report

Unique Reference Number 120122
LEA Leicestershire
Inspection number 280739
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector David Simpson HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	The Dovecote
School category	Voluntary controlled		Castle Donington
Age range of pupils	4 to 10		Derby, Derbyshire DE74 2LH
Gender of pupils	Mixed	Telephone number	01332 810231
Number on roll	102	Fax number	01332 810231
Appropriate authority	The governing body	Chair of governors	MR R England
Date of previous inspection	4 October 1999	Headteacher	Mrs Mary Robinson

Age group 4 to 10	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 280739
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

St Edward's Church of England Primary School is a small rural school in the village of Castle Donington. The school has grown in number since the last inspection and each year group now has its own class. Almost all of the pupils are White British. The children's social circumstances are slightly above average. The school has an above average number of pupils who have learning difficulties, including a high proportion of pupils with statements.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

St Edward's is an effective school which gives sound value for money. It has improved since the last inspection and is well placed to improve further. The pupils are proud of their school and parents value the education their children receive. It is a welcoming school where the pupils are happy and well motivated. In the Foundation Stage, the children make sound progress. The pupils enter the school with standards which are slightly below average and make satisfactory progress overall until they leave the school at the end of Year 5. At this point, standards are in line with what is expected in English but below in mathematics. Standards are not as high as they should be for more able pupils. The quality of teaching and learning is satisfactory. Lessons are clearly planned but teaching does not sufficiently challenge all the pupils. The school has good links with other organisations to promote the well-being of learners. Its effective ethos is built upon the good relationships and care for the individual child. The pupils' personal development is a strength of the school. The school has satisfactory monitoring procedures but recognises the need to be more rigorous in analysing the pupils' performance in order to tackle underachievement promptly, and to provide teachers with clear priorities for further improvement. The headteacher accurately judges the overall effectiveness of the school to be currently satisfactory. She has a good knowledge of its strengths and what needs to improve, and has the skills and ambition to drive the school forward.

What the school should do to improve further

- Make work more challenging, especially for the more able, and particularly in mathematics.
- Analyse the pupils' performance more frequently so that underachievement is quickly recognised and tackled.
- Sharpen the headteacher's monitoring of teaching by prioritising areas for teachers to develop and identifying how they should be followed up.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. The children make a good start in the Pre-School where their personal and social skills are well developed. More children attend the reception class and progress overall is sound. The pupils enter Year 1 with standards which are slightly below most five year olds. Standards in their mathematical development are lower than in other areas of learning. Results at the end of Year 2 are broadly in line with the national average for the percentage of pupils attaining the expected levels but too few attain higher levels. Although the progress that individual classes make in Years 2 to 5 varies from year to year, the standards the pupils attain by the time they leave are average in English but lower in mathematics. The school recognises that more of the pupils should reach higher levels in both English and mathematics.

Personal development and well-being

Grade: 2

The personal development of the pupils is good and a strength of the school. The pupils are helpful, courteous and keen to learn. Their behaviour in classrooms and around the school is good. They use the play areas sensibly and relish opportunities to take responsibility. They treat one another and adults with respect, and feel safe, secure and listened to. The school council meets regularly with the headteacher. This has made a good contribution to the welfare of the pupils, for example, by introducing a 'friendly bench' where pupils know they can go if they want help at lunch or break times. This illustration of their care for one another is typical of their clear sense of fair play and justice. Attendance is above the national average and reflects their enjoyment in coming to school.

From the Nursery onwards, the pupils consider their safety and that of others. The pupils take good advantage of the opportunities for physical education including participating in activities provided by the local high school. In lessons, the pupils learn about adopting healthy habits, for example how to look after their teeth. There is a strong emphasis on the social skills that equip the pupils for adult responsibilities and the world of work. These skills are well consolidated by the school's popular residential visits. The pupils enjoy fund-raising and are good ambassadors for the school, for example when participating in a shopping trip as part of their mathematics work.

The pupils' spiritual, moral, social and cultural development is good. This work is well supported by links with the church and the reinforcement of assembly themes in personal development lessons. The pupils are beginning to learn about other world religions and benefit from visitors who introduce them to other cultures.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Lessons are clearly planned and the teachers' subject knowledge is sound. However, the pupils are not sufficiently challenged in order to make good progress. The teachers have good relationships with their pupils and have high expectations of their behaviour.

Teaching assistants often play a significant part in helping the pupils to learn, although this is not a consistent feature of the school's work. Marking is conscientious and systematic. The school has good procedures for assessing the pupils' writing tasks in English which give the pupils clear targets. The pupils enjoy responding to the teacher's suggestions and this strengthens their involvement in their learning. These arrangements are not yet as well established in reading and other subjects.

Curriculum and other activities

Grade: 3

The curriculum fulfils statutory requirements and satisfactorily meets the needs of pupils. It is strengthened by links with other local schools which ensure that all pupils enter the high school having explored the same topics in health education. The pupils respond positively to their experiences in art and design and technology, and produce work of a high quality. The school is beginning to use music, art and dance to improve the pupils' literacy skills and is becoming more systematic in the development of subject skills across the curriculum. The learning needs of pupils of different abilities are best catered for in English and mathematics. Some pupils do not feel that they have enough access to information and communication technology as part of their day-to-day studies. The school is an attractive, well cared for environment in which the pupils' work and achievements are interestingly displayed.

The range of clubs that the school provides is impressive and a tribute to the hard work of staff. However, the school is aware that it needs to take more active steps to encourage the participation of more pupils.

Care, guidance and support

Grade: 2

As a result of a thorough knowledge of its pupils, the school provides good care, guidance and support. Good relationships have been established with agencies and other schools to support the educational and behavioural needs of pupils. For example, the help of a health worker at a 'drop in' centre is proving to be a valuable, supportive resource for parents. High expectations of the pupils' behaviour establish a safe learning community in which people look after one another and treat each other with respect. Effective procedures are in place to tackle unsatisfactory behaviour and reward good work or conduct. These are well understood by the pupils. Risk assessments are thorough and appropriate to different activities. Some parents have identified a security issue which the school is addressing. Good links with the high school, including PE lessons taught by its staff, prepare the pupils well for the next stage of their education.

Pupils speak positively about the school and value the opportunities they are given to help out. They appreciate it when the teachers give them clear guidance about what they need to do to improve. Parents feel that their children are safe and well cared for. One commented that, 'it is reassuring to know that any concern we have is listened to and, if appropriate, acted on quickly and effectively'.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher has a good knowledge of her school and is ambitious for its improvement. She has created a strong sense of team commitment amongst the adults who work at the school. They share her high expectations and the desire to see the school continue to improve. She is

respected by the pupils and valued by parents. One described her as 'spearheading the school with great strength'. Her purposefulness and strong direction have improved the pupils' attitudes and the school is developing a series of strategies designed to improve the academic progress the pupils make. Her leadership has been strengthened by the appointment of an assistant headteacher who has taken the initiative in introducing improvements in the assessment of literacy.

All staff are actively involved in school self-evaluation; for example, they identified the need to improve their confidence in teaching music. Resources are appropriately allocated and subject leaders take responsibility for their budget. The views of parents and pupils are actively sought and acted upon. The school has sound procedures to review the pupils' attainment at the end of each year but recognises that it needs to analyse progress more frequently and be more systematic in measuring whether individual pupils are making enough progress. The headteacher systematically monitors the quality of teaching and learning. However, it is not always clear what improvements teachers are expected to make as a result.

In recent years, the governing body has effectively focused on improving the school's reputation in the local community. They are frequent visitors and monitor the school's finances and staffing closely. However, they recognise that they need to look more critically at whether the pupils are making enough progress and ensure that targets are sufficiently ambitious.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

St Edward's Church of England Primary School, The Dovecote, Castle Donington, Derby,
Derbyshire DE74 2LH

13 October 2005

Dear Children

Thank you for welcoming me to your school. I really enjoyed talking to you, visiting your lessons and coming to your assembly. I could see that you try hard to do your best and help each other. Well done!

I also had a good time talking to your teachers and I was very pleased to see how well they and you got on together in lessons and around the school. It was good to see that your learning included going on a shopping trip and choosing ingredients to make pizzas. You clearly have many opportunities to do exciting things. Your school council is helping to improve your school and the 'friendly bench' is an excellent idea and shows just how well you look after one another. Your teachers, Mrs Robinson and other adults in the school work very hard to make sure that you are safe and have an interesting and worthwhile time at the school.

I have asked Mrs Robinson to do a few things that should help you all get on even better than you are doing now! I want Mrs Robinson to make sure that you keep working your hardest and get the best possible results you can before you leave the school. To help you with this, I have asked your teachers to check more often that you are getting on with your work as well as you should do.

Thank you again for being so helpful and friendly.