

Edgewick Community Primary School

Inspection report

Unique Reference Number	103642
Local Authority	Coventry
Inspection number	286715
Inspection dates	1–2 May 2007
Reporting inspector	Alison Grainger

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	206
Appropriate authority	The governing body
Chair	Jenny Young
Headteacher	Jayne McHale
Date of previous school inspection	4 November 2002
School address	Cross Road Foleshill Coventry CV6 5GP
Telephone number	024 76686893
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils are from a wide variety of ethnic backgrounds. About two-fifths of the pupils are of Asian or Asian British Pakistani heritage. The next largest groups are pupils of Asian or Asian British Indian heritage and those from White British backgrounds. Many children have little English when they start at school and more than three-quarters of pupils have English as an additional language. More pupils than in most schools join or leave the school other than at the usual times. The percentage of pupils with learning difficulties or disabilities is average. The percentage known to be eligible for free school meals is above average. Many children enter the Nursery, with attainment well below the level expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that does some important things well. Pupils' personal development and well-being are good because pupils are provided with good care, guidance and support. As one pupil said reflecting the views of many, 'Our school has people from all over the world and we all get on well together.' Almost all pupils are keen and eager to learn and show a high level of respect for adults. Effective and sensitive support is given to those who enter the school other than at the usual time. These pupils are provided with 'buddies', who are other pupils who speak the same first language as they do and help them to settle quickly and make friends.

Children entering the Nursery are helped to quickly gain confidence at school and this really pleases their parents. They get off to a good start in their learning as well as in their personal development because the provision for them is good. The gains they make at this early stage are built on securely in the Reception Year. The result is that, by the time children transfer to Year 1, standards have improved and are below, rather than well below, the level expected.

In the school as a whole, pupils' achievement is satisfactory and standards are below average. As pupils move up from the start of Year 1 to the end of Year 6 they make acceptable progress. There are some pockets of good progress, for example in writing in Year 5. Those who receive intensive language support in Years 4 to 6 move on rapidly in their understanding of English language.

Pupils' progress is satisfactory because the teaching and curriculum they experience are also satisfactory. Teaching and the range of learning opportunities support pupils in moving on at an acceptable rate. However, they do not push pupils on more quickly so that their progress is good rather than satisfactory and standards are raised. As a result, fewer pupils than in most schools reach the level expected for their age or above. The main reason why teaching is not better than satisfactory is that it is not always closely enough matched to the wide range of needs of pupils in each class. One reason for this is that although the school has a lot of data on pupils' progress, it is of limited use partly because the school is not sure that all data from the past is secure and accurate. Furthermore, information on pupils' progress is not recorded in a way that helps teachers to see the gains made by individuals at a glance and then use this information to adapt their teaching. The school has already started to tackle this issue.

Leadership and management are satisfactory. The school runs smoothly and staff are enthusiastic and committed to supporting the pupils in their care. Although a satisfactory amount of checking of the school's effectiveness takes place there is not enough analytical monitoring and evaluation of how well teaching contributes to pupils' learning, long-term progress and the standards they attain. Therefore, specific areas for improvement are not always clearly identified. As a result, the satisfactory quality of teaching is maintained but not driven up.

Parents are pleased with the school. However, a small number do not feel comfortable approaching the school. Whilst the school keeps parents informed of how well their children are doing, it does not sufficiently reach out to them to involve them more actively as partners in their children's learning. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Accelerate pupils' progress so that standards are raised and more pupils reach the levels expected for their age and above.
- Ensure teaching is based on accurate and secure tracking of pupils' progress so that it is always closely matched to their needs and its effectiveness is increased.
- More rigorously monitor and evaluate teaching and its impact on pupils' learning, long-term progress and the standards they attain.
- Develop the partnerships with parents to support pupils' learning.

Achievement and standards

Grade: 3

Standards are below average but pupils' achievement is satisfactory in relation to their starting points. Children get off to a strong start in the Nursery and this is built on further in the Reception Year. Although they move on well from their attainment on entry, children's skills and understanding at the end of the Reception Year are still below the level expected particularly in communication, language and literacy, and also in calculation in mathematics.

Progress is satisfactory overall in Years 1 to 6. It is a bit better in some years than in others. In Year 1, for example, pupils move on at a better rate than in Year 2 in the basics of literacy and numeracy. Too many pupils in Year 2 do not develop skills well enough in writing letters and numbers correctly. Pupils in Year 5 move on at a better rate in writing at length for different purposes than, for instance, those in Year 4. Although pupils make reasonable progress overall, few reach the higher levels for their age in Years 2 and 6 in English, mathematics and science. The percentage reaching the expected level is also below average.

Personal development and well-being

Grade: 2

Pupils develop as delightful young people who form positive relationships with others. Pupils are confident that teachers are fair and they feel safe at school. Almost all pupils are exceptionally polite and helpful, keen to please and eager to learn. With such good relationships, it is no wonder that pupils enjoy being at school a lot. Spiritual, moral, social and cultural development is good. Pupils have a particularly good understanding of the cultural diversity of modern society and the school is racially harmonious. The attendance rate has improved but it is still below average, reduced mainly by some parents taking their children on holidays in term-time. Punctuality is better than it was and is now satisfactory.

Pupils have a good understanding of how to stay fit and healthy and most make sensible choices about what to eat. They observe safe practices, for example, during physical education lessons. They make a reasonable contribution to the school and wider community, carrying out responsibilities conscientiously and helping to raise funds for charities. The school recognises that pupils are capable of contributing more, such as through the School Council. Pupils' progress in acquiring the skills needed for their future lives, such as in communicating confidently and in using computers, is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching is good in the Nursery and is successful in building on this strong start in the Reception Year. Particularly good attention is paid to the needs of children at an early stage of learning English. At this early stage, and in the rest of the school, support staff are well deployed to help small groups and individuals. The quality of support for pupils needing the most help in understanding English is exceptionally good in Years 4 to 6.

In all classes, warm relationships between adults and pupils encourage pupils to develop confidence and 'have a go'. As a result, pupils become confident in telling adults if they do not understand an English phrase or word. However, not all adults are equally effective in anticipating language difficulties pupils may encounter. This means that they do not always have an object or picture available to assist with explanations.

Instructions are clear and activities are well organised. The main reason why teaching is satisfactory rather than good in Years 1 to 6 is that it does not consistently take enough account of the full range of pupils' needs in each class. The more capable pupils and those of 'average' ability are not always challenged fully. In large group sessions in particular, teaching and activities are not always really closely matched to the needs of pupils with learning difficulties.

Curriculum and other activities

Grade: 3

Children are given a good and stimulating range of learning opportunities in the Nursery and Reception Year. The right balance is achieved between activities that children select for themselves from a range provided and those that are adult-directed. There are some missed opportunities, however, to develop children's early writing skills through role-play situations. There is not always a sharp enough focus on developing skills in writing letters and numbers and this shortcoming is also evident in Year 2.

In Years 1 to 6 work in different subjects is matched adequately to the range of pupils' needs. However, it is not sharply enough varied for different groups of pupils to accelerate progress to a good rate. Provision for information and communication technology has improved and is satisfactory but restricted by the number of computers and their location in the school. Some positive developments are taking place to add a more creative dimension to the curriculum, for example through linking work in English and drama in Year 5. The range of opportunities additional to normal daily lessons, such as clubs, visits, visitors and special themed weeks extends pupils' experiences and contributes well to their personal development.

Care, guidance and support

Grade: 2

Much is done to help pupils of all ages feel comfortable and safe at school. Children in the Nursery are helped to learn the school routines in a calm and positive atmosphere. Throughout the school, good attention is given to the needs of vulnerable pupils and those with disabilities. Pastoral care is strong and pupils feel able to turn to adults with any worries or concerns. Secure arrangements are in place for ensuring pupils' safety. The school provides a clean and pleasant environment.

Pupils are given helpful guidance about what they are doing well in relation to particular tasks and how to improve their performance. However, the tracking of pupils' progress does not clearly show the gains pupils make in the short term, for example half-termly, or even in the longer term. This is a factor preventing teachers from meeting pupils' academic needs more effectively and feeding back to them more usefully on their progress over time.

Leadership and management

Grade: 3

The headteacher and staff work effectively to ensure that the school runs smoothly and to provide it with satisfactory capacity for improvement. The successful focus on supporting pupils' personal development and well-being is evident, for example, in the school's achievement of the silver Healthy Schools award and its work towards the gold award. It can also be seen in the good promotion of racial harmony.

A main reason why the school does not meet pupils' academic needs more than satisfactorily is that the monitoring of teaching and learning is only adequate. Although the school has a reasonable understanding of the effectiveness of teaching in each class, there is not a sharp enough focus on analysing how well teaching promotes learning in the short term, progress in the long term and the standards pupils attain. As a result, the standard of teaching is maintained but not developed.

After a long period of difficulties in recruiting governors, the school has a full governing body. With the support of the local authority, and under the clear direction of the chair of governors, governance is moving onwards and upwards. Governors are starting to develop their role in asking critical questions. They recognise the importance, for example, of the school forging a closer partnership with parents to support their children's learning.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Inspection of Edgewick Community Primary School, Coventry, CV6 5GP

Thank you for helping us when we visited your school. We enjoyed talking with you and finding out about your school. We found that the school is providing you with a satisfactory education and that it does some important things well.

Your personal development and well-being are good. This is because the school looks after you well and helps you to grow up as well-rounded young people. We are particularly pleased that you all get on so well together. You are well behaved, keen to learn and respectful of adults.

You have a good understanding of the importance of healthy eating and regular exercise. It is good to know that you think your teachers are fair and that you can approach the adults for help.

Children in the Nursery settle in well and get off to a good start. They build on this securely in the Reception Year. In Years 1 to 6, the teaching you receive is satisfactory overall and you make satisfactory progress as a result. We have asked the school to do some things to help you more.

We have asked them to help you to make quicker progress so that more of you reach at least the level expected for your age. To achieve this, we have asked the adults to make sure that the teaching is always matched closely to your needs. The adults will check up more on each other to see how well they are doing this.

We have also asked the school to work more closely with your parents to support your learning.

You can help by always working hard and telling your teachers if your work is too easy or difficult. Thank you once again for your help. It was lovely meeting you.

Yours sincerely

Alison Grainger Lead Inspector