



St Edward's Church of England Primary School

Inspection Report

Unique Reference Number 105802
Local Authority Rochdale
Inspection number 287335
Inspection dates 31 January –1 February 2007
Reporting inspector Peter Jones

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

Type of school	Primary	School address	Hanover Street Castleton, Rochdale Lancashire OL11 3AR
School category	Voluntary controlled	Telephone number	01706 631755
Age range of pupils	4–11	Fax number	01706 631755
Gender of pupils	Mixed	Chair	Mrs J Block
Number on roll (school)	335	Headteacher	Mrs Lynne Coxell
Appropriate authority	The governing body		
Date of previous school inspection	26 November 2001		

Age group 4–11	Inspection dates 31 January –1 February 2007	Inspection number 287335
--------------------------	--	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves a community of varied social and economic backgrounds. The percentage of pupils known to be eligible for free school meals and the proportion of pupils with learning difficulties and/or disabilities is average. The majority of pupils are of White British heritage. The school holds a number of awards including Investors in People, the Healthy Schools and Sportsmark Awards, Naacemmark Award, and the extremely prestigious Green Flag Award for its environmental work.

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 and improving school. The recently appointed headteacher has prioritised raising standards of achievement across the school. This has been carried out with rigour and enthusiasm by staff at all levels, who are successfully developing their skills and expertise. The school's evaluation of its performance is broadly accurate, although it is modest in its judgement of its curriculum and overestimates the quality of its academic guidance of its pupils. It has made good progress since the last inspection, and given the need to sustain its present performance, it has satisfactory capacity for future improvement.

The school's work in the areas of ecology and the environment is outstanding. Pupils of all ages are involved in the many high quality conservation and energy saving projects carried out by the school. As a result pupils make an extremely positive contribution to the community. The school's work in this area has understandably been recognised at the highest level. Parents are supportive and appreciative of the school, and have particularly welcomed the new breakfast club that operates each morning. Relationships between staff and pupils are good, and pupils are keen to take responsibility as councillors or monitors. Pupils feel safe and happy and report that the very few incidents of bullying are dealt with quickly and thoroughly by staff. Healthy eating and physical exercise are strong features of the school, which makes good use of its school fields and well equipped playgrounds. Pupils enjoy coming to school and take advantage of the many opportunities they have to participate in sporting, musical and artistic activities.

The intensive drive to raise standards, particularly for boys, is beginning to bear fruit, but more still needs to be done. Quality and standards in the Foundation Stage are satisfactory. Children enter the school with abilities below national expectations. They make satisfactory progress throughout the school to reach standards that are below national averages overall. The quality of teaching and learning is satisfactory and quickly improving. Teachers and teaching assistants have become more adept in their use of a range of strategies to motivate and progress their pupils, including those with learning difficulties and/or disabilities. This is helping to improve pupils' learning, but there is still a need in some lessons to stretch the more able pupils so they can do better. Also, although the school's target setting and tracking procedures are rigorously applied, they do not always set pupils high enough targets to ensure that they make good progress.

Leadership and management are satisfactory and improving. The high levels of monitoring of the school's effectiveness are a central feature of this improvement. Staff at all levels are benefiting from a comprehensive training programme that is having a positive effect in the classroom. The school continues to improve its resources, and makes good links with other agencies. The governing body, ably led by its impressive chairperson, provides a range of expertise and support and knows the school well. The school provides satisfactory value for money.

What the school should do to improve further

- Ensure that work in all lessons is well matched to the needs of the more able pupils in order to raise their standards and achievement.
- Ensure that all pupils are set more focused and challenging targets based on accurate analysis and evaluation of standards and achievement.

Achievement and standards

Grade: 3

The overall achievement of pupils by age 11 is satisfactory taking account of their starting points. Children make satisfactory progress through the Reception classes because of the well planned and enjoyable activities they experience. Pupils continue to make steady progress and by the end of Key Stage 1 pupils' reading levels have improved to be broadly in line with national averages, though standards remain below average in mathematics and writing. Girls are in a significant minority in most classes, but reach standards significantly higher than the boys in all subjects in Key Stage 1. Through Key Stage 2, pupils continue to make broadly satisfactory progress. Boys closed the gap on girls in the 2006 tests, an indication of the school's success in addressing this matter, although they remained further behind them in English than in other subjects. The data produced by the school indicates that its intensive drive to improve the quality of teaching and learning is beginning to raise the standards and progress of pupils currently in school.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school provides a caring atmosphere underpinned by its inclusive ethos. The work of the play mentors and the play pals is typical of the way the school promotes good relationships between older and younger pupils. Pupils are polite and helpful and are proud of their school and its achievements, in particular their outstanding Eco Green Flag status. Pupils are encouraged to take responsibility and make a positive contribution to their local community and abroad, and do so with enthusiasm. Pupils' interest in their lessons and their good attendance show that they enjoy school. The school works hard to forge links with parents and carers and the vast majority are extremely supportive of the school's work. Parents said 'The school seems to be growing in strength all the time.' The school council and class discussions give pupils a voice and a role in decision making. Spiritual, moral, social and cultural development is good. Pupils gain a good understanding of healthy lifestyles through the physical education programme and initiatives such as the breakfast club and the healthy school lunch provision. The school's work in this area has been recognised in the awards it has received. Information and communication technology skills are good and pupils are improving their other skills to contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The school has put a range of intervention strategies in place to improve teaching and learning, and they are beginning to have a positive impact. In particular, the whole-school initiatives to improve reading and writing and to raise boys' performance are producing significant improvements. The good behaviour, attitudes and enthusiasm of most learners are also helping to improve learning in the classroom. The school has built on this by introducing stronger lesson planning with greater expectations of pupils in order to raise standards. Staff work hard to develop pupils' interests and to engage them in their learning with lively and stimulating lessons and activities. The school is aware of the need to provide opportunities for the more able pupils to progress further, which does not yet occur in all lessons; this impedes their overall achievement. Skilled support staff work closely with the teachers to ensure that pupils' learning is improving, including that of pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The curriculum is good, and well matched to the needs of its pupils. The school has been innovative in providing opportunities for pupils to learn a modern foreign language. Also, the school's partnership with a school in Africa has enabled pupils to gain a better understanding of what it means to have fewer material possessions and to come from a different culture. The school's work regarding sustainable communities is impressive. Pupils are knowledgeable and articulate about their gardening and ecological projects. Pupils benefit from a wide range of visitors and extra-curricular activities including exciting residential visits, and this further improves their personal development and well-being. The school is working with other local schools to provide childcare support services and adult education that are much appreciated by the local community.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The school provides a welcoming, caring and stimulating environment for all pupils. Pupils report they feel safe and happy in school. There are skilled, sympathetic adults who pupils know they can turn to for help and support. Procedures for child protection and health and safety are clear and effective and follow the latest government guidelines. Pupils' academic progress is monitored well and the recently introduced marking policy supports both pupils and staff with the learning process. Pupils receive good advice on how to improve their work and have opportunities for self-assessment and for feedback to their teachers. However, targets set for pupils are not always sufficiently challenging and this means that though many reach their targets, they have not made the progress of which they

are capable. Pupils with learning difficulties and/or disabilities are well provided for and are well supported by caring and expert staff.

Leadership and management

Grade: 3

The impact of the recently appointed headteacher has been a key factor in the emerging improvements in provision in many areas of school life. She has provided strong, focused leadership and has gained the support of staff, governors, pupils and parents to improve the school. The school can provide convincing evidence that the wide range of strategies it has recently implemented is succeeding in raising standards and achievement. The school's leadership group has been extended and staff feel more involved in the decision-making process and there is good team morale and a desire for greater success. The school's work is well monitored by management at all levels and has resulted in improvements in the consistency of the quality of teaching and learning. Assessment procedures are improving, although there is more to do to ensure that targets set for pupils are sufficiently challenging. Effective partnerships have developed with the local authority and other agencies to improve access to expertise and resources that have benefited all pupils. The governing body supports the school enthusiastically and carries out its responsibilities well. It is effective in its role as critical friend and shows a thorough knowledge of the work of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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?	2
The quality and standards in the Foundation Stage	3
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	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	2
How well are learners cared for, guided and supported?	3

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.

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	2
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	2
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

We were very pleased with the friendly way you welcomed us into your school. We enjoyed our visit, especially talking to you and finding out about all the interesting things that are happening in your school.

The best things about your school are:

- you enjoy coming to school and get along well together
- your school and eco councils do a great deal for you and the school
- you received the brilliant Green Flag Award for your outstanding environmental work
- teachers and classroom assistants work together to help you to learn
- you behave well and try hard and your work in lessons and tests is improving
- the school and your playground pals and mentors keep you safe and happy
- you have a great friendship with a school in Africa
- we know that you enjoy the many extra-curricular activities and your residential visits.

What your school needs to do next to make it even better:

- make sure that the work your teachers set for you in lessons matches your abilities
- check regularly that the targets you are aiming for are high enough so that you always do as well as you can.

We appreciated talking to you and watching you learn. Well done. You should be proud of yourselves and your improving school. We wish you well for the future.