

# Edwalton Primary School

## Inspection report

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<b>Unique Reference Number</b>	122601
<b>Local Authority</b>	NOTTINGHAMSHIRE
<b>Inspection number</b>	292456
<b>Inspection date</b>	26 June 2007
<b>Reporting inspector</b>	Timothy Bristow HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Beck
<b>Headteacher</b>	Mr Brian Owens
<b>Date of previous school inspection</b>	25 November 2002
<b>School address</b>	Wellin Lane Edwalton Nottingham NG12 4AS
<b>Telephone number</b>	0115 9144221
<b>Fax number</b>	0115 9452792

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<b>Age group</b>	4–11
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## Introduction

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

## Description of the school

Edwalton Primary School is larger than most primary schools. Children enter the school aged four with standards that are close to those normally seen at that age. The proportion of pupils from minority ethnic groups or who have English as an additional language is average. The number of pupils who have learning difficulties or disabilities is average. The proportion of pupils eligible for free school meals is below average. The school has its own farm and has achieved the Green Flag National Accreditation for Eco-schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Edwalton is a good school with some outstanding features. Pupils make good progress and standards are above average when they reach the end of Year 6. The personal development and well-being of pupils is outstanding. This is due to the strong leadership to be found at all levels, good teaching and the outstanding care, guidance and support that pupils receive. The curriculum is outstanding and offers many enriching opportunities. The progress made by children in the Reception Year is good and fully reflects the good quality provision they receive. The school offers good value for money and demonstrates good capacity for future improvement.

The school is well led and this has allowed it to bring about significant improvements since it was last inspected. In particular, it has made considerable progress in the way it checks the quality of teaching and learning, and all staff now have a good understanding of the strengths and weaknesses of the school.

This school welcomes all pupils giving outstanding pastoral care which means that they feel very safe, secure and well looked after. The behaviour and attitude of pupils are excellent. Pupils' spiritual, moral, social and cultural development is outstanding and is fostered very well in assemblies. Pupils are considerate and caring towards each other and are developing considerable levels of respect and care for the environment because of the outstanding opportunities offered by the curriculum for this work. Regular exposures to the school farm and wood means pupils also learn how to stay safe in a range of different environments. Pupils are well aware of what constitutes a nutritious diet. For example, they grow their own vegetables in the school allotment which are used to make school meals. They make an outstanding contribution to the community. The school orchestra, marimba band and choirs perform regularly to a high standard. The school council and eco-club take an active lead, for example by preparing and delivering regular assemblies to involve all pupils in their work. Older pupils help younger children to settle into school and as reading partners. Pupils consequently leave Edwalton well prepared for education in a secondary school.

The school's good teaching is characterised by well-structured lessons which successfully employ a variety of techniques to maintain the interest and attention of pupils. Teaching assistants are well trained and give pupils good support. Good relationships exist between adults and pupils. Assessment information is used very well to ensure that pupils have personal targets for improvement in English and mathematics. Teachers give pupils very effective advice on how they can improve their work to achieve those targets. The achievement of nearly all pupils is good. However, the achievement of boys in science and mathematics is better than that of girls. The school has correctly identified this issue and is seeking to find the underlying reasons.

The school provides a highly enriching curriculum with many stimulating activities and excellent links between subjects. The outstanding use made of the school grounds and many school visits and themed events make a major contribution to pupils' progress and enjoyment.

### What the school should do to improve further

- Reduce the gap between the achievement of boys and girls in mathematics and science.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils' achievement is good. Children in the Reception class make good progress in all areas of learning. Most children reach national expectations and some exceed them by the time they enter Year 1. Pupils' good progress is maintained through Key Stages 1 and 2 and standards overall are above average by the end of Year 6. Progress made by the girls in science and mathematics is good, although that made by the boys is better. Consequently boys achieve standards that are consistently high in science and mathematics. This is reflected in the Year 6 tests in 2006 where standards achieved by boys in mathematics were exceptionally high and in science were well above average. The school has rightly identified this as an issue for investigation. Pupils with learning difficulties or disabilities and those from minority ethnic groups also make good progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Their behaviour is excellent, they concentrate very well indeed and have very positive attitudes to school. Their spiritual, moral, social and cultural development is outstanding. The weekly music assembly in particular makes a major contribution to this. Pupils are very respectful and polite to each other and adults. They are extremely sensitive to the needs of others and are developing excellent social skills. Many pupils demonstrate great care and understanding for animals, wildlife and the environment through their work as part of the Eco-club and the Animal Club. Teams of pupils work together very effectively to save energy and recycle waste and water. Pupils report that they thoroughly enjoy school because their teachers are kind and friendly and they take part in many exciting activities. Attendance is only satisfactory because some pupils are taken on holiday during term time. Pupils know how to keep themselves safe, and report that there is very little bullying and that teachers quickly sort out any incidents that do arise. A range of sporting opportunities and an awareness of what constitutes a healthy lifestyle means that most pupils make healthy choices at school during breaks and at lunch time. Pupils make an excellent contribution to the life of the school, and are particularly active on the school council, taking part in regular class question and answer sessions. They make a magnificent contribution to the environment and to the care of the animals on the school farm. Teams of pupils work together very effectively to save energy and recycle waste and water. Pupils demonstrate initiative and responsibility organising a range of charitable activities. Their good basic skills and understanding about the environment ensure they are well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lessons are well structured with clear learning objectives which are understood by pupils. Very good relationships exist between adults and pupils. Good questioning is directed at all pupils, enabling them to give thoughtful answers. Pupils demonstrate a good use of subject specific vocabulary. For example, in a science lesson pupils used and understood the correct scientific terms when describing a food chain. The good use of interactive whiteboards helps to make lessons interesting and exciting. Teaching assistants

are effective at enabling pupils with learning difficulties or disabilities to make good progress in lessons. In most lessons assessment information is used by teachers to plan work that is pitched at the correct level for all pupils. In the Reception Year teachers make good use of the outside classroom, planning many stimulating activities for the children.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Links are very carefully planned so that pupils have excellent opportunities to practise and apply skills learnt in English, mathematics and ICT in other subjects. Pupils who find learning difficult have very good individual plans for their work. The school provides a unique and enriching range of opportunities for learning outside the classroom which it fully exploits. The school has a farm and a three-acre wood. These resources are fully integrated into the curriculum and all pupils gain great benefit from regularly using them. There are exciting opportunities to develop pupils' creativity, such as the annual arts week, involving local artists, musicians and poets. The programme of extra-curricular activities is outstanding. Most pupils take part in a wide range of clubs and activities that add to their enjoyment and promote achievement in subjects such as geography, music, physical education and science. Visits and external visitors enhance the curriculum further and increase pupils' enthusiasm for learning. The curriculum has a well planned programme for pupils' personal and social development, successfully helping them to become safe and healthy.

## **Care, guidance and support**

### **Grade: 1**

The care of pupils is outstanding. The school has nurtured a very inclusive atmosphere in which all pupils feel safe and secure. The pupils know that they can always turn to a member of staff should they need help. The pupils appreciate that they can contribute to, and influence the work of the school through the school council and the Eco-club. Child protection procedures are fully in place. Risk assessments are regularly reviewed and updated. Pupils with particular problems or difficulties are very well supported. The school works very effectively with outside agencies to support children with learning difficulties or disabilities. The school's assessment procedures are highly effective in keeping track of the pupils' progress in most subjects. This is an improvement since the last inspection. Teachers demonstrate great expertise when marking pupils' work giving clear advice on what pupils need to do to improve. Most pupils have a full understanding of their targets for improvement.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher gives a very strong lead and a clear direction for school improvement. He is ably supported by other members of staff. There is a good team spirit in school that is focused on improving pupils' well-being. The quality of self-evaluation is good. All teachers are involved in checking the quality of teaching and learning and make recommendations for improvement in the subjects they are responsible for. Consequently there have been many improvements in teaching and learning since the last inspection. Reliable methods for measuring the progress of individuals are used successfully to give additional support and advice to pupils. Effective leadership in the Reception Year ensures that children make good progress. The vast majority of parents are supportive of the

work of the school. Governors have a good understanding of their role and are able to hold the school to account for its actions.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

27 June 2007

Dear Pupils

Edwalton Primary School, Wellin Lane, Edwalton, Nottingham. NG12 4AS

Thank you for the help you gave me when I visited your school. I felt very welcome at Edwalton Primary School. If you remember, I came to look at the work that you were doing and to talk with you and your teachers. I enjoyed meeting you and thought you were extremely friendly and well behaved. You work hard and take part in many super activities especially in your farm and wood which you told me that you thoroughly enjoy. You should be very proud of the work of your school council, the Eco-team and the Animal Club. You are outstanding at helping others and making improvements in school. You told me that you feel safe in school and know how to get help if you need it.

Your headteacher and all of the staff are doing a good job at Edwalton. Your teachers carefully plan interesting lessons. This is helping you to do well by the time you reach Year 6. Taking everything into account, I have decided that yours is a good school.

To make things even better, this is what we have asked the school to do.

- Make sure that both boys and girls make good or better progress in all subjects, particularly in mathematics and science.

You can help your teachers by making sure that you come to school every day and try your best.

Best wishes for the future.

Yours sincerely

Tim Bristow Her Majesty's Inspector