

# Edlesborough School

## Inspection report

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<b>Unique Reference Number</b>	110225
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	310226
<b>Inspection date</b>	30 April 2008
<b>Reporting inspector</b>	Derek Watts

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	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Binks
<b>Headteacher</b>	Miss J E Hatfield
<b>Date of previous school inspection</b>	24 November 2003
<b>School address</b>	High Street Edlesborough Dunstable LU6 2HS
<b>Telephone number</b>	01525 220431
<b>Fax number</b>	01525 221819

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following aspects: pupils' achievement in English and mathematics in Years 3 to 6 and provision and children's progress in the Foundation Stage.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

Edlesborough is a larger than average primary school. Most pupils are from a White British background and very few speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is well below average. The proportion of pupils eligible for free school meals is also well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of Edlesborough Primary is satisfactory. Pupils make good progress in Years 1 and 2 because of good teaching but this consistently good teaching is not sustained in Years 3 to 6. Consequently, pupils' achievement is satisfactory overall. Across the school, pupils' personal development and well-being are outstanding because of the effective care, guidance and support provided.

Leadership and management are satisfactory. With her staff, the headteacher has created a positive school climate, which is much appreciated by pupils and their parents. Good pastoral leadership has contributed significantly to pupils' excellent personal development. However, senior leaders have had less impact in raising pupils' achievement and the quality of teaching. Although remaining above average, standards in Year 6 dipped in English and mathematics in 2007. Pupils did not make the progress they should have in these subjects from their very high starting points in Year 2. Weaknesses in assessment, staffing issues and inconsistencies in teaching contributed to this decline. The school has re-established assessment and target-tracking systems to monitor pupils' attainment. However, it recognises that there is scope to increase the use of challenging targets to raise achievement further. School self-evaluation is satisfactory and the findings have been used to improve assessment and pupils' writing. Governors are supportive and are beginning to challenge and question how well pupils are progressing. The school's capacity to improve is satisfactory.

Most parents are pleased with the care and education provided for their children. However, a significant minority believe that the school does not take sufficient account of their suggestions and concerns. For example, parents did not feel that their views had been sought over recent changes to parent/teacher consultation arrangements. A few have commented that more able pupils are not challenged enough. These concerns are justified and have been shared with the school.

Pupils' personal development is a clear strength of the school. There are effective systems to safeguard pupils. Pupils thoroughly enjoy school and this is reflected in their well above average attendance and their keen participation in activities. Pupils are friendly, polite and relate very well to others. As pupils commented, 'This is a kind and friendly school.' Behaviour is often exemplary in lessons and around the school. Pupils adopt healthy lifestyles and have a very clear understanding of the importance of healthy eating, keeping safe and taking regular exercise. They make good contributions to the local and wider community. Those on the school council represent their fellow pupils well, older pupils support the younger ones and funds are raised for a range of charities. Pupils are well prepared for the next stage of their education.

Teaching and learning are satisfactory overall. Across the school, teachers have good relationships with their pupils and manage them well. Instructions, questioning and explanations promote learning effectively. Pupils are attentive and respond positively to their teachers. They make good progress when they are challenged, and tasks are well matched to their abilities. However, this good practice is not seen in all classes. In particular, activities and tasks are not always sufficiently challenging for the more able in English and mathematics in Years 3 to 6. Occasionally the pace of lessons is not brisk enough and learning declines. Pupils have individual learning targets for English and mathematics and so most know what they need to do to improve. However, these are not always sharp enough or specific enough to pupils' needs to raise achievement in Years 3 to 6.

Standards by the end of Year 2 are consistently well above average in reading, writing and mathematics. Standards by the end of Year 6 have been well above average in the past but fell to above average in 2007. Standards were better in science and pupils make good progress in this subject. In mathematics, pupils have insufficient opportunities to apply and develop numeracy skills through problem solving and investigative work. The school is taking positive steps to extend pupils' writing opportunities and this is having a positive impact on achievement and standards. Specialist teaching and good opportunities for investigative work contributes to the good progress in science.

The curriculum promotes pupils' personal development well and enables them to make satisfactory progress in their studies. The quality of artwork is a strength of the curriculum. There are impressive pieces of pupils' work inspired by a range of artists. A good range of additional activities including clubs, visits and visitors contributes to pupils' enjoyment and interests. A successful residential visit for Years 5 to an outdoor centre provides opportunities for activities such as archery, fencing and rock climbing as well as building pupils' personal and teambuilding skills. Healthy lifestyles and personal safety are promoted well across the curriculum.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Children usually enter Reception with knowledge and skills above those expected for their age. They quickly settle into routines and make good gains in their personal development. The satisfactory quality of teaching and the curriculum enable children to make satisfactory progress in other areas of learning. Effective assessment procedures are not fully established in Reception and tasks are not always tailored to children's needs. By the end of Reception, standards are above expectations for their age. The outdoor learning area is limited in terms of equipment and facilities. This means that opportunities to link outdoor activities with the main theme being studied are restricted. Developing the outdoor learning area was an improvement issue after the last inspection and limited progress has been made.

## **What the school should do to improve further**

- Raise achievement in English and mathematics in Years 3 to 6, particularly for the more able.
- Improve the consistency of teaching by ensuring that all lessons are suitably challenging and that they maintain a brisk pace.
- Ensure that all individual learning targets in English and mathematics are sharply focused and specific to needs in order to raise pupils' achievement.
- Improve the provision for the Foundation Stage, particularly the outdoor learning areas, and ensure that tasks are well tailored to children's needs.

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.

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## Annex A

## Inspection judgements

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

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2

<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>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

14 May 2008

Dear Pupils

Inspection of Edlesborough School, Dunstable, LU6 2HS

Thank you so much for welcoming me into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Yours is a satisfactory school. It is very caring and your development into mature, responsible young people is excellent.

These are strengths of the school.

- You all thoroughly enjoy school and your attendance is very good.
- The school is a very friendly, caring and pleasant place to be.
- Behaviour is good in lessons and around the school.
- Teaching is consistently good in Years 1 and 2 and pupils make good progress.
- A good range of learning activities is provided for you.
- You show a good understanding of healthy lifestyles and keeping safe.
- You show considerable care and respect for other pupils and adults.
- Staff take good care of you and give you good support.

There are four ways in which I have asked the school to improve.

- Some pupils in Years 3 to 6, particularly for the more able could make more progress in English and mathematics.
- In some lessons, your teachers could challenge you more and ensure that the lesson moves on at a good pace.
- Some of you would make more progress with sharper individual learning targets, which are well matched to your needs.
- The outdoor learning activities for the children in Reception could be improved.

Finally, thank you once again for all your help. We wish you all the very best for the future.

With kind regards,

Derek Watts

Lead Inspector