

# St Edward's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	113419
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	311259
<b>Inspection dates</b>	13–14 January 2009
<b>Reporting inspector</b>	Chris Nye HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	211
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Blackler
<b>Headteacher</b>	Andrea Smith
<b>Date of previous school inspection</b>	22 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fort Austin Avenue Eggbuckland Plymouth PL6 5ST
<b>Telephone number</b>	01752 705130
<b>Fax number</b>	01752 779890

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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 and an Additional Inspector.

## Description of the school

The school, which is slightly below average in size, serves an area of mixed housing on the northern outskirts of Plymouth. Most pupils are of White British heritage and the percentage of pupils with learning difficulties and/or disabilities is slightly below average. Children enter the Early Years Foundation Stage (EYFS) into the Reception class. At the time of the inspection, the deputy headteacher was acting headteacher, covering the headteacher's maternity leave. The school has gained a number of awards, including Foundation Quality kitemark, Full International Award, Inclusion kitemark and the Healthy School award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with many strengths and most parents and carers are very happy with the quality of care and education that it provides. One expressed the views of many with the comment, 'The school has a committed team offering an excellent standard of pastoral care.' Inspectors agree with this view.

Children enter the EYFS class with abilities and skills that are generally below the levels usually found in children of this age, and they make good progress in all their areas of learning. In Key Stage 1, they continue to make good progress and standards are above average in reading and mathematics, although fewer achieve above average standards in writing. In Key Stage 2, pupils make good progress, although there was a dip in mathematics and science standards last year. The school has put in place suitable strategies to resolve this so that standards have improved accordingly and are now above average.

Pupils' personal development and well-being are outstanding throughout the school and pupils demonstrate very positive attitudes towards each other and to their learning. Their spiritual, moral, social and cultural development is a particular strength, and the extent to which they are aware of how to keep themselves safe and healthy is also excellent. Pupils behave well, demonstrate very good manners, and are responsible and supportive of each other. This is because overall care, guidance and support is good and the standard of pastoral care and support is very high. The school works very effectively with its community and with external organisations such as the local authority, churches and the local secondary school, and this also contributes very well to pupils' development and well-being. Pupils are guided well and their work is accurately and clearly marked, although targets for improvement are not always made sufficiently clear.

Teaching and learning are good overall, and many lessons are well planned, with some inspirational teaching. Occasionally, activities in lessons are not sufficiently well matched to the needs of pupils so the pace is slower as a result. The quality of the curriculum is good, with a strength being its breadth. For example, all pupils, including children in the EYFS, learn a modern foreign language. There is an emphasis on developing sport and the arts, with a wide range of well-attended clubs and extra-curricular activities. The school makes a positive contribution to local and global community cohesion.

Effective steps have been taken to ensure that the issues raised in the previous inspection have been resolved and the school has a good capacity to make further improvements. The leadership and management of the school are good and all staff work very well together to ensure that all are valued within an atmosphere of warmth and inclusion. The school evaluates itself accurately and targets for improvement are suitably challenging. Strategic plans clearly indicate appropriate and well-planned actions for improvement but do not always make it clear how success is to be measured.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision for the youngest children is good. Most children enter the school with abilities and skills below the levels expected for their age. However, because of good teaching and a strong emphasis on assessing and meeting the needs of individual children, they make good progress and most reach, although few exceed, the expected levels by the time they transfer to Key

Stage 1. Children are taught through a wide range of activities, including play, craft and dance. They are encouraged to work independently, make choices and develop their imagination. In communication, language and literacy the teaching of how to link sounds and letters is a key feature and a strong emphasis is also placed on developing children's speaking and listening skills.

Care and welfare are outstanding. The school liaises very well with parents and children are keen to come to school and thoroughly enjoy their learning. They develop excellent personal skills and show this through the kind and thoughtful way in which they treat each other. They are confident in choosing and designing their own activities and focused support from teachers and support staff effectively stimulates their desire to learn.

The EYFS environment is spacious and safe. It has been imaginatively designed and equipped to provide a wide range of learning opportunities and activities inside and in the dedicated outside area. The EYFS is led and managed well. Teaching and support staff have been well trained and they carefully assess children's needs to track their progress and inform the planning of future teaching and learning.

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

- Ensure that all teaching is consistently as good as the best.
- Ensure that targets for individual pupils and whole-school improvement are clear and identify how success is to be measured.

## **Achievement and standards**

### **Grade: 2**

The good progress that children make in the EYFS is built upon in Key Stage 1. Pupils make good progress throughout the key stage and by the end of Year 2, standards are above average in reading and mathematics, with almost half achieving the higher levels. In writing, most achieve the expected level, although fewer than average achieve a high level. The school has recognised the need to improve this and has put in place suitable strategies such as 'Every Child a Writer' to help raise standards.

In Key Stage 2, pupils continue to make good progress in English and most pupils reach the expected level by the time they leave at the end of Year 6, with an above average number of pupils exceeding this. However, in mathematics and science the national test results last summer showed a drop in standards. The school has been rigorous in analysing the reasons for this and has put effective measures in place to address these issues. As a result, inspection evidence and the school's own data demonstrate that progress since September has improved and standards are rising as a result. The school is now on track to meet its targets of above average standards in English, mathematics and science. Pupils with learning difficulties and/or disabilities make good progress relative to their starting points. This is because their needs are identified early and they benefit from good teaching and support.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils take full advantage of the excellent opportunities which encourage their spiritual, social, moral and cultural development. They care and support each other, behave responsibly in the playground and around school, and enjoy singing, dance, music making and taking part in plays. They have an

excellent awareness of world cultures, for example through classes developing close links with schools in Africa, Spain and New Zealand. Pupils' awareness of how to keep themselves safe and healthy is outstanding and even the youngest children show high levels of understanding about healthy eating. Numerous opportunities exist for pupils to take part in a wide range of sporting activities. Pupils thoroughly enjoy school and attendance is good. The contributions that pupils make to the local and global community through performance and charity fund raising, as well as their commitment to the school community itself, is exemplary. Team working, speaking and listening and information and communication technology are encouraged and this is helping pupils to develop good skills to support their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and results in good learning. This is because relationships between adults and pupils are very good and in the best lessons, pupils show excellent enthusiasm for their learning. In one lesson, for example, motivational teaching inspired pupils to develop very imaginative ideas for their writing of a Maori folk tale. Most lessons are planned well, with clear links to previous learning and suitable objectives that are routinely shared with pupils. Teaching assistants work closely with teachers and make a very positive contribution to the teaching and learning. Teachers show a good awareness of pupils' progress during lessons and adjust their teaching accordingly. This means that these lessons have pace and clearly focus on meeting pupils' needs. Where teaching is less effective, activities are either too hard or too easy for the pupils and the pace of the lesson slackens. As a result, pupils lose concentration and make slower progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has been planned well to meet the needs of pupils and provide breadth and variety to their learning. English, mathematics and science are taught through both dedicated lessons and topic work. The school has rightly identified science as an area for further development and staff have already made good progress in improving the science curriculum. French and Spanish are well established and art and dance are key features of the curriculum. Music is highly valued and every Key Stage 2 pupil learns to play a musical instrument. For example, all pupils in Year 3 learn to play the ukulele. The curriculum is enriched by a wide range of well-attended clubs and activities such as sport, music, dance and drama.

### **Care, guidance and support**

#### **Grade: 2**

The care and support pupils receive are excellent aspects of the provision. The commitment of all the staff to ensuring that the pastoral needs of every pupil are recognised and met is a very strong feature. All safeguarding procedures meet current requirements. Bullying and racism are very rare because the school is pro-active in tackling such issues, for example through a recent focus on cyber-bullying. Pupils who are gifted and talented and those who have learning difficulties and/or disabilities benefit from well-organised specialist support. Very good links with families further help to ensure that support issues are identified early.

Pupils are guided well and their work is marked positively, with clear guidance on how they can improve. A good feature is the way in which pupils are involved in assessing their own work and are encouraged to respond to the teachers' written comments, which helps them to take responsibility for their own learning. Most pupils are aware of their targets, but sometimes these are not sufficiently clear, detailed or measurable, with the result that it is difficult to judge when targets have been achieved.

## **Leadership and management**

### **Grade: 2**

The school is led and managed well at all levels. The deputy headteacher has successfully ensured that the school has continued to move forward during the absence of the highly regarded headteacher. In this, she has been ably assisted by the whole staff, who work well as a team and are fully committed to raising achievement and supporting pupils. Resources are managed and deployed effectively. The rigorous monitoring of teaching and learning and good curriculum leadership result in weaknesses being identified and resolved. An example of this is the way in which Key Stage 2 mathematics and science have improved since September. The school evaluates itself well. It sets challenging targets, with detailed improvement plans to support these. However, sometimes it is unclear how progress towards achieving these targets is measured.

The school rightly prides itself on its inclusive ethos and works hard to provide good quality resources and provision for all its pupils. Governors know the school well and provide a suitable balance of challenge and support. The school contributes well to community cohesion, particularly at a local level, where its work is outstanding. However, the school recognises that more needs to be done to develop pupils' understanding of other communities within Britain and plans are in place to address this.

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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?	2
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?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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 learners' needs?</b>	2
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

## 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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

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

15 January 2009

Dear Children

Inspection of St Edward's Church of England Primary School, Plymouth PL6 5ST

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed chatting to you and the grown-ups, looking at your work and sharing your lessons. We thought that you were very polite and well behaved. Well done!

I am sure that you are keen to hear what we thought about your school, which we think is a good one. These are the things that we particularly like.

- You work hard and achieve well in English, mathematics and science. This is because you are well taught.
- You are really well supported and cared for by the grown-ups. You told us that you feel safe, healthy and happy in school, which is great!
- You have very good links with your community and with other schools across the world.
- You are given exciting things to learn. We really like that you all learn a musical instrument and French or Spanish!
- The youngest children get a great start at St Edward's.
- The people who run the school do a great job.

Even a good school can do better and we have asked your teachers to make sure that teaching is always as good as the best in your school and that everyone is clear about their targets and knows how well they are working towards achieving them. You can help by always concentrating hard in lessons and making sure that you know how well you are working towards your targets.

Thank you again for your help.

Yours faithfully

Chris Nye

Her Majesty's Inspector