

# Ann Edwards Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115650
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	312013
<b>Inspection dates</b>	27–28 November 2007
<b>Reporting inspector</b>	Alison Grainger

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

---

<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	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Gould
<b>Headteacher</b>	Stephen Richardson
<b>Date of previous school inspection</b>	9 September 2002
<b>School address</b>	Berkeley Close South Cerney Cirencester GL7 5UW
<b>Telephone number</b>	01285 860335
<b>Fax number</b>	01285 860892

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	27–28 November 2007
<b>Inspection number</b>	312013

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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

The school draws its pupils from South Cerney, the surrounding villages and the Duke of Gloucester's barracks. Pupils are from a wide range of social and economic backgrounds. Most are White British and about a fifth are from other ethnic backgrounds. A small number of pupils are of Gypsy/Roma heritage and a few are travellers of Irish heritage. The percentage of pupils with learning difficulties and/or disabilities is above average. There is significant movement of pupils in and out of the school other than at the usual times of joining or leaving. Taking the intake as a whole, children entering the Reception Year have attainment broadly at the level expected for their age.

## 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. There are good features in the personal care for pupils and in the relationships with parents. As one parent commented, reflecting the views of many, 'Ann Edwards is a warm, friendly and welcoming school.' Another observed that, 'As a village school, it has a strong community feel.' Although pupils' personal development and well-being are satisfactory overall, many positive features are evident. The warm atmosphere and the way in which each pupil is known well result in pupils having positive attitudes to learning, behaving well and forming good relationships. Pupils enjoy school a lot and particularly appreciate the wide range of activities, such as clubs, visits and visitors, additional to lessons. As one parent said, these extra opportunities 'build up children's confidence and teamwork'.

Pupils' achievement is satisfactory and standards across the school are broadly average. Children get off to a reasonable start in the Reception Year because the provision meets their needs adequately. Progress is only just acceptable in Years 1 and 2. It speeds up in Years 3 to 6 where some good progress is made by pupils who stay in the school throughout these four years. Pupils make the expected rate of progress overall during their time in the school because teaching and the curriculum are satisfactory. However, not all pupils are challenged consistently and expectations of the standards pupils are capable of attaining are not always high enough. As a result, there is some underachievement, particularly in Years 1 and 2. In Years 3 to 6, there is good teaching in several classes.

Very focused teaching for pupils with learning difficulties helps them to move on well when they are taught in small groups. Small-group sessions are also very effective in meeting the specific needs of pupils who miss a lot of school because they travel. The school sensitively supports pupils, including those from army families, who enter other than at the usual time so that they settle well. Several parents told inspectors how pleased they are with how their children settled in either in the Reception Year or when entering at a later stage.

While there are some strengths in the attention to pupils' personal welfare, there is variation in how well pupils are given guidance about how to improve their work. There is some good use of individual targets and marking in Years 3 to 6. In Years 1 and 2, pupils' work is marked regularly but not enough is done to help pupils know how they can do better.

The school runs smoothly and parents appreciate the ready access they have to the headteacher and other teachers. Leadership and management succeed in maintaining pupils' satisfactory rate of progress. However, not enough is done to accelerate progress and prevent instances of underachievement. The headteacher analyses data on pupils' attainment thoroughly, but there is not careful enough scrutiny of how teaching and the curriculum influence pupils' progress. As a result, necessary action for improvement is not always identified and taken swiftly enough. The school has recognised the need to increase subject leaders' accountability for pupils' progress, but this is not happening quickly enough. Nevertheless, the school has made satisfactory progress since its last inspection and has adequate capacity to move forward now.

## Effectiveness of the Foundation Stage

### Grade: 3

The strengths in personal development are evident from the start of the Reception Year. Behaviour is good and children work and play together amicably, readily taking turns and sharing. There is an appropriate balance of indoor and outdoor activities, providing adequate

support for all areas of learning. Many opportunities are provided for children to initiate activities themselves, increasing their independence and confidence. However, there are some missed opportunities for adults to steer children's learning in the right direction. Sometimes, expectations of children's capacity to develop new skills and understanding are not high enough. As a result, although children's progress is satisfactory and almost all reach the standards expected at the end of the school year, learning is not always moved on quickly enough. Teaching assistants are used well to support children's learning and adults know each child well.

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

- Raise teachers' expectations of the standards pupils are capable of attaining and ensure that all pupils are consistently challenged, particularly in Years 1 and 2.
- Ensure that pupils in Years 1 and 2 are given clear guidance about how to improve their performance.
- Sharply analyse how teaching and the curriculum influence pupils' progress and standards so that underachievement is prevented.
- Increase the accountability of subject leaders for pupils' progress throughout the school. 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.

## **Achievement and standards**

### **Grade: 3**

Children's satisfactory start in the Reception Year is built on just adequately in Years 1 and 2. While standards are broadly average at the end of Year 2, indicating that satisfactory progress is made from children's starting points in the Reception Year, pupils do not always do as well as they should in Years 1 and 2. Pupils' gains are more significant in Years 3 to 6, with some good progress made by pupils who remain in the school throughout these four years, particularly in reading and science. In 2007, pupils' results in the national tests at the end of Year 6 were average in English and mathematics, and slightly above average in science.

All groups of pupils make satisfactory progress over their time in the school. Pupils who are in need of extra support make good progress when they are taught in small groups.

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

### **Grade: 3**

Pupils' moral and social development is good and this is reflected in their behaviour, relationships and positive attitudes to learning. All groups of pupils work well together in lessons. Many pupils have good attendance, although the attendance rate is reduced by the absences of some pupils who travel with their families. Spiritual and cultural development is satisfactory, although pupils have only a limited understanding of the diversity of modern multi-ethnic society.

Pupils gain a good understanding of how to stay fit and healthy. They really enjoy the many sporting activities on offer and know the importance of a balanced diet. They are aware of how to keep safe in school and outside, such as when riding their bicycles on roads or when using the Internet. Pupils make a good contribution to the school community, particularly the older ones, who take on some significant responsibilities. The parents of one pupil commented that

their daughter 'loves the extra responsibility in Year 6'. Their progress in reading, writing and mathematics prepares them satisfactorily for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is better overall in Years 3 to 6 than lower down the school. In Years 3 to 6, there is some good teaching that is closely matched to all pupils' needs and that moves learning on at a good rate. In an English lesson in Year 3, for example, pupils responded well to high expectations of their attitudes and their standard of work. Many pupils worked intensively, writing carefully planned stories while the teacher really pushed on the learning of a group who needed extra help. A real strength across the school is the very effective deployment of skilled teaching assistants to work with groups in need of intensive support.

In Years 1 and 2 in particular, teaching does not consistently challenge all pupils well enough and expectations of the standards pupils are capable of attaining are not always high enough. In mathematics, for example, the work can be too easy for the more capable pupils and it does not always push on those of average capability fully. When teachers plan lessons, they know what they want pupils to learn but they do not always identify precisely enough the level at which knowledge and understanding need to be developed for the different groups in the class.

### **Curriculum and other activities**

#### **Grade: 3**

Learning opportunities in English, mathematics and science meet pupils' needs satisfactorily. A positive feature is the increasing emphasis on pupils solving word problems in mathematics. Pupils in Years 3 and 4, for example, really have to think for themselves when solving mathematical problems. All the recommended areas of learning are covered satisfactorily in the Reception Year and there is a balanced approach to teaching the different subjects in Years 1 to 6. The school has rightly identified the need to increase links between subjects.

There is good enrichment of daily lessons through a wide range of additional activities such as clubs, visits, visitors and special events such as drama productions and arts week. Pupils have the chance to go on residential trips in Years 4 to 6. All these activities contribute much to pupils' personal development. However, there are few opportunities through the curriculum for pupils to gain understanding of other cultures, including the diversity of modern multi-ethnic society.

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

#### **Grade: 3**

Much is done to help pupils to develop understanding of how to keep healthy and stay safe. There are good features in the pastoral care and pupils say that they have an adult to whom they can turn if they have worries or concerns. They think that the school is 'quite good' at dealing with any instances of bullying. They appreciate the way in which older pupils who have responsibilities as 'peer mediators' help to promote positive relationships. The school is successful in integrating pupils from different backgrounds and creating a harmonious community.

Academic guidance is satisfactory overall. There are good features in Years 3 to 6. However, pupils in Years 1 and 2 are not given enough guidance about how to improve their work.

## Leadership and management

### Grade: 3

The school runs smoothly. The school has dealt well with changes in its intake since the last inspection. The movement of pupils in and out of the school has increased and there is now greater diversity in the range of pupils' backgrounds. New pupils are assimilated quickly and with the minimum of disruption to others.

All staff are committed to pupils doing well but leadership is currently maintaining pupils' progress at a satisfactory level rather than accelerating it and raising standards. Self-evaluation is mostly accurate but there is not enough analysis of the effectiveness of teaching and the curriculum in different year groups and classes. As a result, features that may lead to underachievement are not picked up and dealt with swiftly. The school is working to increase all teachers' awareness of data on pupils' performance. However, subject leaders are not taking enough responsibility for how well pupils make progress in each year in their subjects.

In many ways governors do a good job supporting the school and they know a lot about it. They check up on what is happening but are not really helping to drive improvement by asking challenging questions of senior leaders.

**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](http://www.ofsted.gov.uk).**



**Annex A**

## Inspection judgements

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

### 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>	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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
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	3

### The quality of provision

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

<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

29 November 2007

Dear Pupils

Inspection of Ann Edwards CE Primary School, Cirencester GL7 5UW

Thank you for helping us when we visited your school. We enjoyed watching your lessons and talking with you. All of you that we spoke with were very polite. Your school is providing you with a satisfactory education.

The school has some good features that contribute to your personal development and well-being. You learn a lot about how to stay fit, healthy and safe. You behave well and get on well with each other and with the adults in school. By the time you are in Year 6 you have important responsibilities.

You have a good range of activities in addition to your lessons, including visits, visitors, clubs and special events such as drama productions and arts week. You told us that these activities contribute a lot to how much you enjoy school.

You told us that the adults are approachable and help when there are problems. Those of you who need extra help with your learning are given some very good support. When you join the school, whether it is in the Reception Year or later, the school helps you to settle in well.

Overall, as you move up through the school you make satisfactory progress. This is because teaching and the curriculum are satisfactory. There is some good teaching in Years 3 to 6 and your progress picks up in these years.

We have asked the adults to do some things to help you make more progress, particularly while you are in Years 1 and 2. This is what we have asked them to do:

- Make sure that they always expect high enough standards of work from you and give you enough challenge.
- Give all of you in Years 1 and 2 clear guidance so that you know how to improve your work.
- Look really carefully at how well teaching and the curriculum help you to learn so that any improvements needed are made quickly.
- Help teachers in charge of subjects to be more responsible for your progress.

Thank you once again for helping us and making us welcome.

Yours sincerely

Alison Grainger (Lead inspector)33

29 November 2007

Dear Pupils

**Inspection of Ann Edwards CE Primary School, Cirencester GL7 5UW**

Thank you for helping us when we visited your school. We enjoyed watching your lessons and talking with you. All of you that we spoke with were very polite. Your school is providing you with a satisfactory education.

The school has some good features that contribute to your personal development and well-being. You learn a lot about how to stay fit, healthy and safe. You behave well and get on well with each other and with the adults in school. By the time you are in Year 6 you have important responsibilities.

You have a good range of activities in addition to your lessons, including visits, visitors, clubs and special events such as drama productions and arts week. You told us that these activities contribute a lot to how much you enjoy school.

You told us that the adults are approachable and help when there are problems. Those of you who need extra help with your learning are given some very good support. When you join the school, whether it is in the Reception Year or later, the school helps you to settle in well.

Overall, as you move up through the school you make satisfactory progress. This is because teaching and the curriculum are satisfactory. There is some good teaching in Years 3 to 6 and your progress picks up in these years.

We have asked the adults to do some things to help you make more progress, particularly while you are in Years 1 and 2. This is what we have asked them to do:

- Make sure that they always expect high enough standards of work from you and give you enough challenge.
- Give all of you in Years 1 and 2 clear guidance so that you know how to improve your work.
- Look really carefully at how well teaching and the curriculum help you to learn so that any improvements needed are made quickly.
- Help teachers in charge of subjects to be more responsible for your progress.

Thank you once again for helping us and making us welcome.

Yours sincerely

Alison Grainger (Lead inspector)