

Edenfield Church of England Primary School

Inspection report

Unique Reference Number	119385
Local Authority	Lancashire
Inspection number	313276
Inspection date	23 June 2008
Reporting inspector	Michael Onyon

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	129
School	
Appropriate authority	The governing body
Chair	Ms Janice Johnson
Headteacher	Mrs Janet Reidy
Date of previous school inspection	1 May 2005
School address	Market Street Edenfield Ramsbottom Bury Lancashire BL0 0HL
Telephone number	01706 823608
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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated: the quality and standards in the Reception year; the school's tracking of pupils' progress and the involvement of pupils in the assessment of their learning; pupils' personal development and their ability to work independently; the quality of the curriculum; and the rigour of the school's self-evaluation.

The inspector gathered evidence from school documentation including the school's self-evaluation; interviews with pupils, staff and governors; observing lessons and other activities and analysing parents' questionnaires and comments. Other aspects of the school's work were not investigated but the inspector found no evidence to suggest that the school's own analyses, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This smaller than average primary school serves a mainly White British population in an area which has few signs of social and economic disadvantage. Pupils are taught in five classes; Reception and Year 1, Years 1 and 2, Years 3 and 4, Years 4 and 5 and Years 5 and 6. Few pupils are entitled to free school meals. The proportion of pupils who have learning difficulties and/or disabilities is average. The school holds the Active Mark, Eco School silver and Healthy School awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspector agrees with the school's self-evaluation that it is a good school, which provides good value for money and has outstanding features. Pupils' personal development and the care, guidance and support provided are outstanding. A major factor in the good progress of pupils is the excellent curriculum offering interesting and exciting activities that make learning fun and enjoyable. The school's mission to, 'encourage children to demonstrate care and respect for themselves and others', is evident in every aspect of the pupils' conduct around the school. As a result, relationships are outstanding and pupils feel safe. Achievement is good. From starting school with skills typical for their age pupils make good progress and currently those in Year 2 and Year 6 are reaching above expectations. They are on track to reach the challenging targets set for them. Results of national tests show standards and achievement have been at high levels over the last three years.

Christian values underpin the school's work. Care and support are exceptional because the academic, social and emotional needs of every child are known by all who work in the school. The systems for assessing and tracking pupils' progress are good. Timely interventions ensure that weaknesses are addressed quickly. This is particularly effective where pupils of different ages are in the same class. Because of the effective systems pupils, including those with learning difficulties and/or disabilities, make good progress. Pupils are confident, self-reliant and able to work independently. They are extremely sensitive to each other's needs and know right from wrong. Behaviour is excellent and pupils say that bullying is rare and dealt with effectively on the few occasions when minor incidents occur. Attendance rates are excellent and pupils thoroughly enjoy coming to school. They understand the importance of keeping fit and well, and they eat healthily and take plenty of exercise.

Older pupils undertake responsibility by acting as 'buddies', helping to care for the younger children and school council representatives ensure that pupils have a strong voice in the school's development. They have been influential in securing an additional playground area, improving the drainage of the playing field and providing a cycle shelter. The school is at the heart of its community and has forged strong links, through a learning network, with other schools in the area, with the secondary school and with the church. Pupils are well placed to make the most of the next stage of their education because they attain above average standards and their personal development, including their spiritual, moral, social and cultural development, is outstanding.

Teaching and learning are good. Pupils have the ability to concentrate for extended periods of time and they collaborate well in group activities. Through their marking of pupils' work, teachers guide pupils so that they know how well they are doing and what they can do to improve. Pupils are not always consistently given the responsibility for assessing their own work and therefore rely on staff in order to know what they need to do to improve. The good use of information and communication technology supports pupils' independent working and the varied learning activities inside and out of school broaden their understanding of the wider world. Teachers plan very well and they are supported by skilled and committed teaching assistants. They have high expectations of the pupils, balanced with a caring and encouraging approach. Computer technology is used well as a teaching aid and pupils contribute to the school's website, providing access to learning at times other than the normal school day. Learning activities are sometimes limited by accommodation difficulties. Some rooms are small and governors are keen to extend the accommodation when finances allow.

Pupils benefit from an outstanding curriculum. Adults give generously of their time to broaden pupils' experiences and the enrichment provision is extensive. For example, during the week of the inspection ten various activities were available to pupils of all ages, ranging from infant sports to a number of musical opportunities. After-school clubs are well attended. There are many trips out of school to explore the area's rich natural and cultural heritage and visits to places of worship to broaden pupils' understanding of other faiths. Recent visits have been made to the Jewish Museum and Synagogue and a Buddhist Temple. Provision for the performing arts is strong. Currently music is a central theme, linking many subjects through 'The Carnival of the Animals'. French is taught, strengthening pupils' language skills and broadening their awareness of other cultures. The school rightly has an excellent reputation for supporting the learning needs of pupils with learning difficulties and/or disabilities. There is very good provision for developing pupils' basic skills, augmented by extension work for the highest attaining pupils.

Leadership and management are good. Governance is good because governors are fully involved in the life of the school and know the pupils and their families well. They work closely with the headteacher who provides excellent leadership with a very clear direction for future development based on continuous improvement. Committed teachers, learning assistants and administrative staff subscribe to the strong team approach. The vast majority of parents are supportive of the school and particularly appreciate its warm and welcoming atmosphere which fosters pupils' confidence as learners. School improvement planning is excellent because self-evaluation is extremely rigorous and accurate and built upon wide consultation. As a result, the school has identified appropriate priorities for development. Rigorous safeguarding procedures in place, safety audits are conducted on a regular basis and risk assessments are carried out for all activities, particularly for visits away from school. There have been good improvements since the previous inspection and the school, therefore, has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. As a result of good liaison with the children's pre-school providers most children are confident about starting their Reception year. Relationships with parents are strong with good information provided to parents about children's progress. Children's levels of development are typical for their age when they enter Reception. They make good progress, and most are on course to meet or exceed the targets expected when they start Year 1. Progress in the areas of communication, language and literacy, and personal development is particularly good because teaching of these aspects permeates all activities. Teaching is good. All staff have a good knowledge of each child's requirements. There is a good balance between activities led by adults and those which children choose for themselves. Occasionally, staff tend to remain too long with a group of children rather than intervene and support others who are working independently. The outdoor area is used well and children are free to choose outside activities for most of the time. Assessments are carried out regularly, providing clear evidence of good progress. Leadership and management of the Foundation Stage are good. Strong team work ensures that all the staff's skills are put to best use.

What the school should do to improve further

- Ensure that in lessons pupils are consistently given opportunities to assess their own work and can work out for themselves how to improve it.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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	1
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	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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	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

Text from letter to pupils explaining the findings of the inspection

23 June 2008

Dear Pupils

Inspection of Edenfield Church of England Primary School, Lancashire, BL0 0HL

Thank you for the very warm welcome I received when I visited your school. I enjoyed the day I spent with you and would have liked more time to see all the interesting things you are doing. Many of you spoke about how much you enjoy your lessons and all the other interesting things you do in school. It is not surprising your attendance is excellent. I was impressed by how hard you work and how you get on so well together. Please thank your parents for sending in the questionnaire returns. Their comments have been very helpful. Edenfield School is providing you with a good education. You progress well and achieve above average standards in your work.

There are a number of excellent features, for example the many interesting things for you to learn in school and on trips away, particularly about the beautiful area you live in. You are cared for extremely well and you said that the adults know you well and that you are valued as individuals. The way you are developing as confident and independent minded young people is excellent and you have the skills and personal qualities to make the most of the next stage of your education when you move on to secondary school.

I have asked the school to build on the good work already started, where you are given targets help you understand how well you are doing and how to improve your learning. Many of you know what you need to do to improve and I have asked the school to give you more opportunities to assess your own work and to think about ways to improve it.

Thank you again for making my visit so enjoyable. I wish you all every success for the future.

Yours sincerely

Michael Onyon

Lead inspector