

The Edenham Church of England School

Inspection report

Unique Reference Number	120521
Local Authority	Lincolnshire
Inspection number	313650
Inspection dates	22–23 September 2008
Reporting inspector	Rosemary Eaton

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	112
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Andrew Harris
Headteacher	Mrs Kris Radford-Rea
Date of previous school inspection	3 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Edenham Bourne PE10 0LP

Age group	4–11
Inspection dates	22–23 September 2008
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small primary school serving a rural community. Few of its pupils are eligible for free school meals. Almost all of the pupils are White British and very few speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is smaller than average. There are 16 children in the Early Years Foundation Stage (EYFS). When they join the Reception class, children's skills vary considerably but in recent years have been broadly in line with the expectations for children of this age. The headteacher joined the school in January 2008. The school has achieved the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school correctly judges its effectiveness to be satisfactory. However, it is an improving school and has some good features. Amongst these is the provision for children in the EYFS, who make fast progress during the Reception year. Throughout the school, pupils' personal development is good. They enjoy school greatly and value the friends they make. 'I like being at a small school, because everyone knows me', summed up one young pupil. Older pupils in particular have many opportunities to take on responsibilities and contribute to the school community. They relish being house captains or school councillors and willingly take on jobs such as picking up litter or setting out the dining room. The Activemark recognises the wide range of sporting activities available to pupils. These are very popular and are supported by very strong links with a number of local secondary schools. Physical education is a good aspect of the curriculum, which is satisfactory in the main.

Pupils are adamant that they feel safe in school. They know exactly what to do if they have any concerns and are confident that staff will do their best to help them. The governors fulfil their statutory responsibilities and ensure that the school meets current Government safeguarding requirements. Staff are fully aware of the school's child protection policy and procedures and are vigilant in promoting pupils' safety and well-being.

At the end of Year 6 standards are above average, particularly in reading and science. This represents satisfactory progress from pupils' individual starting points in Year 1. Pupils do not all make enough progress to reach the challenging targets set for them to achieve well in writing and mathematics, although their progress in reading is good. Consequently, pupils' achievement is satisfactory overall and matches the quality of teaching. Teachers know pupils very well and make careful assessments of the levels at which they are working. However, this information is not always used to the full when planning lessons. Too often, tasks are the same for all pupils and are not tailored closely enough to what different groups of pupils need to learn next.

Leadership and management are satisfactory overall although the headteacher provides good leadership. She has accurately pinpointed what the school does well and where improvement is needed. This self-evaluation ensures that the school has a satisfactory capacity to improve. The headteacher has taken decisive steps to tackle priority areas such as improving achievement in writing and mathematics. For example, meetings during which teachers examine and discuss samples of pupils' work are enabling them to identify how progress can be accelerated. A 'Vision Evening' brought together all staff and governors, ensuring that all are fully aware of the school's direction. Governors are committed and supportive and make a sound contribution to many aspects of school life. The school provides satisfactory value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The school provides well for children in the EYFS. By the end of the Reception year, children achieve well and their skills often exceed the expectations for their age. They make particularly good progress in the area of communication, language and literacy. Teaching is good. A particular strength is the teacher's ability to extend the learning of individual children by asking questions that make them think hard. The curriculum is well planned. Children have daily opportunities to be independent learners and to work and play outdoors. They thoroughly enjoy developing their skills by investigating resources in the role-play hospital or talking together as they create

an imaginary party. The attention paid to children's welfare is good. There are very good links with Nursery providers and with parents. These help to ensure that children settle in quickly and start learning straight away. Leadership and management are good, with high expectations for children. Assessment systems are well organised and the information gathered is used effectively to make sure that children's individual needs are met.

What the school should do to improve further

- Improve achievement in writing and mathematics in Year 1 to Year 6.
- Ensure that teaching consistently meets the needs of all pupils.

A small proportion of 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

National Year 6 test results show that despite reaching above average standards pupils' progress and achievement have been broadly satisfactory for the past few years. The school's assessment records indicate that this was also the case during the last academic year. Progress tends to be slowest in writing and mathematics, especially pupils' ability to solve problems and use and apply their numeracy skills. Pupils who find learning particularly difficult also make satisfactory progress. Those in the early stages of learning English as an additional language quickly gain confidence and benefit from the plentiful opportunities for them to practise their speaking skills. In reading and science, greater than expected proportions of pupils reach the higher National Curriculum levels.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good. Pupils show concern for others and develop a strong social conscience. They are ready to stand up for their beliefs and individuals regularly elect to lead assemblies, raising other pupils' awareness of causes they hold dear. They develop skills such as the ability to work as part of a team, preparing them well for their future lives. Behaviour is good and is often exemplary during lessons. Pupils report that there is some bullying but they don't consider this to be a significant problem. They know that they must report their concerns at once. Pupils learn to take some responsibility for their own safety. For example, they are clear that they shouldn't listen to music when crossing the road. They are well aware of how to live healthy lifestyles and particularly enjoy activities such as football and multi-gym. Attendance rates are above average. Pupils are familiar figures in the local community. They are increasingly learning about cultures other than their own, through visits and links with other schools.

Quality of provision

Teaching and learning

Grade: 3

Relationships between staff and pupils are very positive. Teachers are quick to praise pupils' efforts and this ensures that they are keen to get involved and attempt to answer questions. Lessons run smoothly because teachers have high expectations of pupils' behaviour. Teaching

assistants often make important contributions to lessons, for example, by supporting pupils who find learning especially difficult. In an English lesson for pupils in Years 1 and 2, the teacher adapted the task well to suit the lower attaining pupils. She provided objects such as pieces of fruit to help pupils identify the sounds at the start of words. On some other occasions, too little account is taken of what pupils have already learned, so tasks are easy for some and difficult for others. The pace of learning slows in these instances. Pupils are not consistently involved in evaluating their own work and progress. Nevertheless, some older pupils comment that they would like to learn faster. Teachers are increasingly using pupils' first-hand experiences, such as a visit to Sir Isaac Newton's childhood home, as starting points for learning.

Curriculum and other activities

Grade: 3

The curriculum meets legal requirements and provides some good opportunities for enrichment. The school effectively uses valuable resources in the local community as interesting contexts for learning. A nearby estate was the scene of a nature trail for younger children. The arts are given due prominence. Many pupils learn to play musical instruments and a recent day focused on pop art. Pupils worked in mixed age groups, inspired by artists such as Andy Warhol. Increasingly, links are made between subjects, but the school has identified the need for more opportunities for pupils to apply their mathematical and writing skills during lessons in all subjects. At the same time, pupils are starting to take part in activities that enable them to build on the independent learning skills acquired in the EYFS with the weekly 'activity zone' allowing them to work in different ways.

Care, guidance and support

Grade: 3

Staff are very knowledgeable about the pupils and their circumstances and do their best to keep them safe. Potential risks posed by activities and the site are assessed and suitable actions are taken to minimise them. A pedestrian gate has recently been installed. This and a 'walking bus', led by a governor, help to alleviate crowding at the end of the school day. The school meets all the safeguarding requirements for recruiting staff. Links with a range of agencies enhance the provision for pupils who find learning most difficult. Parents of new pupils are welcomed warmly, making a strong contribution to community cohesion. Academic guidance is satisfactory. Marking is variable but often tells pupils exactly how they can improve.

Leadership and management

Grade: 3

Other than the headteacher, teachers' leadership skills are in the early stages of development. They have begun to take part in observations of each other's lessons in order to share good practice and allow them to play a larger part in evaluating the school's performance. The headteacher has introduced a more efficient system to track pupils' progress. This is starting to enable teachers to identify quickly if an individual is not on line to meet their targets, so extra help can be provided promptly. It is too soon for the raft of improvements in provision instigated in recent months to have had a measurable impact on pupils' progress and achievement. However, they demonstrate a very determined and carefully constructed intention to move the school forward. Pupils are all encouraged to play their part in the life of the school and the village, making a satisfactory contribution to community cohesion

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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?	2
The capacity to make any necessary improvements	3

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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

24 September 2008

Dear Children

Inspection of The Edenham Church of England School, Bourne, PE10 0LP

Thank you for being so friendly and helpful when I visited your school. I thoroughly enjoyed meeting you and now I need to let you know what I found out about the school.

Yours is a satisfactory school, but it is improving and it has a number of good features. The children in the Reception year make good progress. They have a great deal of fun as they play together and learn to be independent. All through the school, children's personal development is good. This means, for example, that you behave well and you take on many responsibilities to help each other and the staff. You told me that you feel safe in school and I know that the staff try hard to care for you.

You reach above average standards by the time you leave school. However, though your progress is satisfactory, you could do even better, especially in writing and mathematics. I have asked the school to help you achieve more in these areas. I want your teachers to make sure that your work is just hard enough, so you are always learning a little extra. You can help by saying if tasks are too hard or too easy and by always trying your best.

Your headteacher has lots of great ideas to improve the school. I know that you will help her as much as you can. I want to send each of you and the staff my best wishes for the future.

Yours sincerely

Rosemary Eaton

Lead inspector