

Edgebury Primary School

Inspection report

Unique Reference Number	101635
Local Authority	Bromley
Inspection number	323492
Inspection date	27 January 2009
Reporting inspector	Sheena MacDonald 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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	226
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 David Benaron
Headteacher	Mrs Charlotte Fulcher
Date of previous school inspection	8 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Belmont Lane Chislehurst BR7 6BL
Telephone number	020 8467 4199
Fax number	020 8295 4513

Age group	4–11
Inspection date	27 January 2009
Inspection number	323492

© Crown copyright 2009

Website: 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 one of Her Majesty's Inspectors and an Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the attainment of more-able pupils, particularly boys in writing and girls in science
- cultural development and community cohesion
- the effectiveness of the Early Years Foundation Stage (EYFS)
- the effectiveness of leaders and managers in evaluating and pursuing areas identified for improvement.

Description of the school

Edgebury is a one-form-entry school primary school. Just over three quarters of the pupils are White British, with the others representing several ethnic heritages. Lower than average numbers of pupils are eligible for free school meals. The school provides for children in the EYFS in a Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pupils thrive in this outstanding school and make excellent progress, both academically and in their personal development. The headteacher and senior leaders provide exceptionally clear educational direction, underpinned by strong management systems. Each individual, adult and child is valued, their weaknesses supported, and their strengths and enthusiasms sought out and nurtured. The high level of care, guidance and support for pupils is a particular strength of the school. The school's reputation in the community is excellent, and parents are overwhelmingly supportive. Many commented on how much their children enjoy coming to school and on the welcoming and supportive attitudes of all the staff. As one said, 'Edgebury is a true community school, with the children at the centre.'

Behaviour is exemplary and pupils show a good understanding of the part they play in making the school a safe, healthy and happy place. Their enjoyment of school is reflected in good attendance and in their enthusiastic participation in all aspects of school life. Pupils relish taking on responsibilities, and make a very strong contribution to the school and the wider community. They work well together, are well able to use their initiative and show independence, and would welcome opportunities to develop these skills further. Edgebury pupils become confident, articulate young people well prepared for the next stage in their journey.

Standards are high and achievement is outstanding. The school uses assessment information very effectively to set challenging targets and to provide excellent intervention, enrichment and support, which enables all pupils to make outstanding progress regardless of their very varied starting points. The very large majority of pupils who sat national tests in 2008 attained at least the expected level in English, mathematics and science. The school has rightly identified the achievement of more-able pupils, particularly boys in writing and girls in science, as areas for further improvement. The work seen in lessons and in pupils' books indicates that strategies designed to raise standards, particularly in writing, are proving successful.

This is a school which believes wholeheartedly in 'lighting the fire of learning'. The excellent progress made by pupils is the result of outstanding teaching and learning, underpinned by a rich and vibrant curriculum. Lessons are very well planned and evaluated. They include excellent use of information and communication technology, paired work and role play to spark interest and enthusiasm. Teachers make very good use of links across subjects and the personal, social and emotional curriculum. For example, excellent work resulted from a Victorian day where pupils produced newspapers on Victorian life and events. Teachers have very high expectations of achievement and attitudes; however, in some lessons there is not quite enough challenge for the most-able pupils. In the very best lessons, teachers enable the pupils to use their initiative, take more responsibility for their learning, and set their sights higher. There is scope for teachers to share this practice more effectively so that this exceptional quality is achieved consistently. Well-trained teaching assistants make an important contribution to the outstanding progress of all pupils.

There are good opportunities, threaded through all subjects, for pupils to understand and celebrate cultural difference and diversity. This is well supported by links with other schools and partnerships with parents and the community. As a result, cultural development, and understanding of diversity, is now strong. The school makes very good use of internal and external expertise to provide a wide range of out-of-school activities. This results in particularly strong provision for music and physical education.

Leadership and management are outstanding. Management systems and structures, such as those to ensure safeguarding, monitoring and assessment and school improvement planning are exceptionally rigorous. From this secure base, everyone feels very well supported and confident to 'have a go' and try something new and exciting. The headteacher, by encouraging staff to uncover skills and enthusiasms and by supporting their training and development, has ensured that the school has maintained the already high-quality provision in some areas and improved it in others. There is no hint of complacency in the school, and the leadership team, including the governors, and the staff are enthusiastic in their drive for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The Reception class provides an excellent start to children's education. The high priority placed on children's welfare and personal development means that they soon feel secure and settle in quickly. As one parent remarked, 'My child only started in early January, but we already feel part of the school. Staff are all fantastic and have made the transition very easy for us.' Parents commented on how much the children love coming to school every day, and this is evident in the enthusiasm and fun seen in the classroom. Adults work together well to plan exciting learning activities which link the learning across different subjects, both indoors and out. Teaching is highly engaging and the adults have an excellent understanding of the children's next steps in learning. As a result they are flexible and build well on the children's interests. For example, during the inspection the children enjoyed carefully digging up and finding out about worms. Teaching staff make very accurate observations and assessments of children's achievements, so that activities are very well matched to individual needs. High-quality individualised support is provided quickly and effectively, so that all children make outstanding progress in all aspects of their development, particularly in communication and literacy, and in personal and mathematical development. Like much else in the school, the leadership and management of the EYFS is a team affair, and colleagues work very well together sharing skills and expertise, so that all aspects of learning and children's welfare are extremely well provided for.

What the school should do to improve further

- Provide more opportunities for pupils to use their initiative and take responsibility for their learning, so that more achieve at the higher levels.
- Share the exemplary practice across the school, so that more teaching is consistently outstanding.

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.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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?	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	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

09 February 2009

Dear Pupils

Inspection of Edgebury Primary School, Chislehurst, BR7 6BL

As you know, I visited your school recently with another inspector to find out how well you were doing. Thank you for being so friendly, polite and welcoming, especially those of you who gave up your playtime to talk to us. You and your parents told us that your school is an excellent school, and I agree with you.

You told us how much you enjoy school, and you showed us that by being so enthusiastic in lessons and in the clubs. Your behaviour is excellent. You are polite and friendly and you told us how helpful everyone is, and we found that too. You are developing well into responsible young people. Well done!

The adults in school know you very well indeed. They keep a very close eye on you to make sure you are doing as well as you should be, and if necessary they make sure you get excellent extra support. As a result, you make outstanding progress and achieve high standards. You make an excellent start in Reception, and no wonder - there are so many exciting things going on in there! You carry on doing well because of excellent teaching. You told us that you liked learning when the lessons were interesting and fun. That is exactly what the teachers think too, and that's why they try hard to make each lesson lively and exciting. We particularly liked the way that your teachers link learning across different subjects. When you work in this way, such as on the Victorian newspaper day, the results are excellent. You have plenty of opportunities to try different activities in and out of lessons, and to find out how interesting and varied the world is. In some lessons you get the chance to use your initiative, make decisions, and get involved with planning your learning. These lessons are really brilliant and you learn a great deal. I've asked your teachers to share their good ideas so that more lessons are like that. This will give those of you who find some lessons just a bit easy more of a challenge, so that you can achieve even more.

All the adults in school, including your parents, work really well together. School leaders run the school excellently, are very well organised, and have really good plans to improve your school even more. Your headteacher is very good at encouraging people to discover and develop skills they never knew they had. It is good for everyone in a school, adults and pupils, to keep learning!

I enjoyed my time with you, especially the singing in assembly which was wonderful. I wish you every success in the future. Keep up the good work!

Yours faithfully

Sheena MacDonald

Her Majesty's Inspector