

Edgewick Community Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 103642 |
| Local Authority | Coventry |
| Inspection number | 336122 |
| Inspection dates | 16–17 November 2009 |
| Reporting inspector | Terry Elston |

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

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|--|--------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 229 |
| Appropriate authority | The governing body |
| Chair | Jenny Young |
| Headteacher | Jayne McHale |
| Date of previous school inspection | 1 May 2007 |
| School address | Cross Road Foleshill Coventry |
| Telephone number | 024 76686893 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress, evidence of lesson observations and information from pupils' and parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the provision meets the learning needs of boys
- the effectiveness of the leaders' use of data on pupils' progress to raise standards
- how well the school works in partnership with parents to improve their children's achievements.

Information about the school

This is an average size school with almost all pupils coming from Asian and, increasingly, African backgrounds. The large majority of children enter the school at an early stage of learning English. Up to 20 different languages are spoken. The proportion of pupils with special educational needs and/or disabilities is higher than in most schools, as is the number eligible for free school meals. The number of children who join the school partway through their primary school education is above average. The school has recently gained the Activemark and International Schools awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school at the heart of a diverse community. The school is successful in ensuring that pupils of all abilities and backgrounds have every opportunity to learn and feel free from any form of discrimination. Its motto: 'To aim for the moon and land among the stars' is apt. Pupils enjoy school and make good friends. They describe it as 'great fun' and 'a really safe place to be.' They relish taking responsibility for their community, and the school council and Eco Rangers have done much to make their school a better place.

Pupils behave well and most concentrate hard in lessons. This helps them make good progress so that their attainment by Year 6 is broadly in line with national averages. Girls, however, do better than boys because they listen more carefully to the teacher, get on quickly with their work, and their hands shoot up to answer questions. The school recognises that it has not done enough to ensure that boys do the same. In one lesson observed, girls had completed the second question before the boys had even located their whiteboards.

Pupils appreciate the way teachers treat them with respect and make learning fun. Teachers are good at explaining things clearly and valuing pupils' contributions. They make very good use of computers and the interactive whiteboards to capture pupils' interest and imagination. Teaching assistants and bilingual support staff play an important part in lessons as they work effectively with small groups and individual pupils who need extra help.

The curriculum provides a good balance between developing pupils' language, literacy and numeracy skills and enhancing their creative talents. It teaches them how to keep safe and be aware of the hazards of smoking, drugs and unsupervised internet access. A wide range of popular clubs at lunchtime and after school enrich the curriculum and hone pupils' skills in areas such as sport, dance and gardening.

Parents are right to feel that all adults care for their children well. The well-established systems for helping pupils whose circumstances make them vulnerable and excellent support from learning mentors mean that they flourish in school and grow in confidence. Pupils who come into school at other than the usual times benefit from carefully planned support and soon feel part of the community.

The good leadership and management, and the leaders' commitment to building on the school's strengths and tackling its weaknesses, are keys to its success. The headteacher has helped create a strong sense of teamwork among staff and pupils and strong sense of pride in their school. The systems for self-evaluation are based securely on detailed analyses of the performance of all groups of pupils and have, for example, helped the

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school rectify some weaknesses in writing and mathematics over the last year. However, there are no clear targets in the school's improvement plan to show to what extent the leaders' initiatives have been successful in raising standards. Nevertheless, the improved assessment systems and better quality of teaching explain why the school has made good improvements since the last inspection, and show that it is well set to build on its successes.

What does the school need to do to improve further?

- Raise boys' standards by:
 - planning lessons more carefully to take into account boys' learning needs
 - ensuring that boys answer their share of questions in lessons and do the same amount of work as girls.
- Make sure leaders evaluate the success of their initiatives more sharply by setting clear and measurable targets in the school improvement plan.

Outcomes for individuals and groups of pupils**2**

Pupils say how much they enjoy school, and attendance is above average. In lessons, they show a thirst for learning and resilience in tackling challenging work. Pupils in Key Stage 1 were seen to be building well on their good start in the Early Years Foundation Stage, although many are still learning the language skills necessary to attain the higher levels in the assessments. Lesson observations also confirmed that pupils in Key Stage 2 also make good progress. Their standards in English, mathematics and science are broadly average and improving. Those who enter the school at other than normal times make good progress, but rarely attain as highly as the established pupils.

Throughout the school, girls' attainments are higher than those of boys. In whole-class sessions, girls nearly always want to be the first to answer questions and, too often, boys are happy to let them. This means that boys start to lose concentration, fiddle with things and are unsure what to do in the group work. Good classroom support ensures that pupils with special educational needs and/or disabilities achieve well and make particularly good progress in their reading and writing.

Pupils have a good awareness of how to live healthy lives. They show off their healthy lunches proudly, and explain in detail how eating salads and vegetables helps keep them keep fit. They particularly like the produce they have grown themselves in the raised beds because, as one said, 'It's more natural isn't it?' Pupils know how to stay safe, and say that bullying is rare. Pupils' good spiritual, moral, social and cultural development is evident in the way they think deeply about issues such as poverty and discrimination, and learn so much about the diversity of faiths and cultures in the world. Pupils' good academic progress, well-developed social skills and high aspirations for the future mean they are well prepared for life after school.

These are the grades for pupils' outcomes

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Typical lessons see pupils learning at a good pace because teachers ensure that tasks are well matched to their abilities. They enjoy the many opportunities to work in groups and share their ideas about, for example, the shortest route from Edinburgh to Coventry or the best items from store catalogues to 'buy' presents for the teacher's family. Teachers are skilled at maintaining good behaviour in class, with clear rules and lots of praise for those who are ready to work quickly. They use language very carefully so pupils at all stages of learning English improve their speaking and listening skills. Question and answer sessions generally work well, and enable teachers to assess pupils' level of understanding. However, teachers sometimes allow girls to take over these events and, as a result, boys learn at a slower pace. Teachers assess pupils' work regularly, and use the data well to see which ones need to make faster progress. Their good marking shows pupils clearly how to improve their work.

The school has done much to improve the curriculum this year and make it more fun for the pupils. These developments are beginning to benefit boys, who relish learning about battles in Ancient Greece or writing about the fearsome Kraken monster. The many extra-curricular clubs are popular, and help pupils develop their skills in sporting and creative activities. The good personal, social and health education curriculum helps pupils learn about ways to live healthy lives and gain an awareness of how their actions affect others.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Parents say how much they appreciate the good care, support and guidance offered to their children. Vulnerable groups of pupils, including those new to the school from different countries, benefit from skilled and sensitive support and flourish as a result. The school makes good use of other professionals to help pupils with emotional and behavioural difficulties, and exclusions are now rare.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher leads the school well, with clear and high expectations of staff and pupils and a strong commitment to equal opportunities. The school tackles any form of discrimination vigorously. The headteacher is supported well by other staff with leadership responsibilities, who share her vision for the school's future. The leaders have good systems to track the progress of different groups of pupils, and are quick to put in place measures to rectify any weaknesses. The resulting school improvement plan says clearly what improvements need to be made, but has no specific targets to aim towards nor any way of measuring the school's progress towards them. The leaders observe lessons regularly, and give teachers good guidance on how to improve even the very good lessons. The governing body supports the school well, but recognises that it does not have a sufficiently deep understanding of pupils' strengths and weaknesses in order to fully hold the leaders to account.

The school runs smoothly, and parents appreciate the robust safeguarding systems. The leaders have forged strong links with parents, the local and wider community and other contrasting schools that add much to its effectiveness and the promotion of community cohesion. The school also has valuable links with schools and charitable organisations overseas that give pupils a clear insight into the diversity of faiths, cultures and social backgrounds in the world.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|---|----------|
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Good induction procedures, fruitful partnerships with parents and good attention to children's welfare mean that they settle quickly to school routines, feel safe and are ready to learn. Good teaching, with a strong emphasis on developing children's language, writing, numeracy and social skills, ensure that they achieve well. The classroom is full of exciting resources to support children's different areas of learning. They choose happily from the range of activities on offer, enjoying writing on the interactive whiteboards, building impossibly high towers with building blocks and riding their bicycles outside. Staff observe children's learning and development carefully, and make detailed written and photographic assessments of their achievements. However, these are not always used well enough to plan work at just the right level for individual children, particularly the most able ones.

Children's personal, social and emotional development is good. Although some lack confidence and seek adult support, the sensitive encouragement and guidance they receive help them to become happy and independent learners. Children behave well and learn to play with and help each other. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved. For example, they have identified the fact that the outdoor area is not sufficiently exciting to make the most of pupils' unbounded enthusiasm.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Parents' views are very positive, and they feel that the school gives children a good start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the good teaching, and the way staff make them feel welcome in school. They appreciate the strong leadership and management and the way pupils learn how to respect different faiths and cultures. Parents' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edgewick Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 68 | 72 | 27 | 28 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 60 | 63 | 34 | 36 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 55 | 58 | 38 | 40 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 53 | 56 | 38 | 40 | 2 | 2 | 0 | 0 |
| The teaching is good at this school | 53 | 56 | 39 | 41 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 55 | 58 | 36 | 38 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 55 | 58 | 36 | 38 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 52 | 55 | 38 | 40 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 57 | 60 | 33 | 35 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 42 | 44 | 47 | 49 | 2 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 49 | 52 | 41 | 43 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 48 | 51 | 41 | 43 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 55 | 58 | 38 | 40 | 2 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear Pupils

Inspection of Edgewick Community Primary School, Coventry, CV6 5GP

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons, get on so well with each other and play so happily outside. You think yours is a good school, and you are right.

What we found out about your school.

You make good progress in your work.

You behave well, and make good friends.

You take responsibility well, and the school council and Eco Rangers do a lot to make your school even better.

You know a lot about how to live healthy lives and stay safe.

You think carefully about people in the world who are not as fortunate as you.

The leaders know how to improve your school and help it run smoothly.

The activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music, dance and sport.

Your teachers are doing a good job. They make learning enjoyable and help you when you find things difficult.

All staff at the school take good care of you and keep you safe.

What we would like your school to do now.

Help the boys make the best possible progress. You boys can help by getting on quickly with your work in all lessons, and not letting the girls answer all the questions.

Make sure that the leaders check that the improvements they make are helping you to learn even faster.

Good luck for the future.

Yours sincerely

Terry Elston

Lead inspector

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