

St Edward's Catholic Primary School

Inspection report

Unique Reference Number	125707
Local Authority	Warwickshire
Inspection number	340824
Inspection dates	4–5 February 2010
Reporting inspector	Michael Miller

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Mary Sherratt
Headteacher	Moir Davidson
Date of previous school inspection	6 November 2006
School address	Packington Lane Coleshill Birmingham
Telephone number	01675 463249
Fax number	01675 463249
Email address	head3503@we-learn.com

Age group	2–11
Inspection dates	4–5 February 2010
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Registered childcare provision	St Edward's Wraparound Care Club
Number of children on roll in the registered childcare provision	36
Date of last inspection of registered childcare provision	Not previously inspected

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Royal Exchange Buildings
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Manchester M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons, covering all year groups and class teachers, and visited classes at other times to evaluate the school's provision. They undertook other general observations including displays of the pupils' work. Inspectors held meetings with the governors, staff, the school council and a group of Year 6 pupils, as well as meeting with parents and carers at the start of the school day. They looked at documentation including policies, development planning and self-evaluation, monitoring files, curriculum and safeguarding documents. They examined governors' minutes, the headteacher's reports to the governing body, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 118 parents or carers, 125 pupils and 16 members of staff. They visited the childcare setting on five occasions during the two days, held discussions with its staff and examined its documentation.

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

- the work the school is doing to improve pupils' attainment in writing, and to ensure that all groups of pupils achieve equally well by the end of Year 6
- the impact of the school's work to make good teaching outstanding
- the school's initiatives to develop its curriculum, and make it increasingly relevant to the individual needs of its pupils.

Information about the school

This is an average-sized school. It is oversubscribed, with the large majority of pupils coming from Catholic backgrounds. The proportion of pupils eligible for free school meals is well below average. The percentage of pupils from minority ethnic groups is below average, and the proportion of pupils who speak English as an additional language is well below average. The percentage of pupils with special educational needs and/or disabilities is average, but the proportion with a statement of special educational needs is below average. The school has gained a Healthy School award and the Active Mark award.

The governing body provides childcare at the school through the Wraparound Care Club.

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 good school was summed up well by a pupil who wrote on a questionnaire: 'My school is very friendly and well behaved. The teachers tell us right from wrong. We usually leave this school with good grades and personality. I should know because I've been here all my life!' Pre-school children are enabled to develop well in the Wraparound Care Club setting. Almost all children transfer to the Reception year with skills broadly meeting national expectations. They make good progress as they move through the main school, and by the end of Year 6 attain above-average standards. The school has worked successfully since its last inspection to improve the achievement of all groups of pupils. Standards have been rising, and the school has established a good track record of improvement. Good leadership and teamwork have resulted in rigorous self-evaluation and effective action. Pupils are prepared well, both academically and in terms of their personal development, for their next stage of education and later life. Pupils' behaviour and their spiritual, moral, social and cultural development are outstanding, and underpinned very effectively by the school's buoyant atmosphere for learning.

This is not a school to rest on its laurels. Its improvement plan focuses well on aspects designed specifically to aid the school in its stated aim of making a good school outstanding. The school has good support and professional development systems to enable staff to hone their skills. Consequently, in most lessons, pupils learn well and are encouraged to be actively involved in learning by consistently good or better teaching. However, where some teaching remains satisfactory, pupils are allowed to be more passive and their independent learning skills are not promoted consistently. In a small minority of lessons, questioning skills to challenge and check pupils' understanding are underdeveloped.

The school's curriculum serves its pupils well but, in line with national thinking, staff are still working on improvements to develop a more creative approach. This is in order to enable pupils to apply more effectively the skills learnt in one subject across a range of other subjects. The government's strategies for assessing pupils' progress have been established successfully in literacy and numeracy. The school is planning to extend these methods further from September 2010 to include science and information and communication technology (ICT). Good tracking systems have been introduced over the past two years in order to monitor effectively the progress pupils make, and ensure prompt action is taken to prevent any potential underachievement. Most of this tracking work has been undertaken by the headteacher. Middle leaders are developing gradually the confidence and skills necessary to take full responsibility for monitoring and evaluating pupils' progress in their areas. They are poised well to do this from the start

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of the next academic year. All groups of pupils are set challenging targets which are reviewed regularly. Pupils know what they are aiming for and can explain what they need to do to improve; this aids well the pupils' learning. As a parent/carer wrote: 'My child has acquired a deep-rooted love of learning. Everything about the school excites him. He has also learnt much from the staff and the ethos they create.'

What does the school need to do to improve further?

- Raise the quality of learning and teaching, in line with the school improvement plan's focus on making good teaching outstanding, by:
 - using consistently effective teaching methods to promote the development of pupils' independent learning skills
 - making consistently good use of assessment in the classroom
 - ensuring relevant links are made between subjects through the progressive development of a creative curriculum which both challenges and inspires pupils further
 - extending strategies for assessing pupils' progress to science and ICT
 - ensuring all middle leaders develop fully, as part of their monitoring work, the management skills they need to analyse and use assessment data more effectively.

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

Pupils are very keen to learn and almost all rise well to the challenges offered by their work. Excellent attitudes contribute well to the school's above-average attendance rates and the ways pupils are prepared for their future well-being. Pupils of all abilities are making good progress in lessons, and school tracking confirms good progress across the range of year groups. Pupils in Years 5 and 6 are already exceeding targets that might be expected of the top 25% of schools nationally. Those who find learning more difficult are supported well because teachers and their assistants alike help pupils to think through and explain their work. There is a good focus on independent writing, which is not only contributing well to raising standards in this area but also increasingly engaging pupils as independent learners. In an outstanding Year 4 lesson, discussion with pupils showed they had been really taken by an imaginative task when they had to investigate, and write about, mysterious footprints they found in their classroom. Pupils' very good levels of concentration show the impact of the school's work to build their learning skills. Alongside this, pupils also understand well the importance of exercise and living a healthy lifestyle.

By the time they reach the older year groups, pupils often show a level of maturity and empathy beyond their years. Discussions with Year 6 pupils, who take turns to work regularly with their peers from a partner special school, show a mature appreciation of what each group contributes to the other. Pupils value not only their own situation but also understand well the importance of giving back to the broader community. A

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scrutiny of Year 5 literacy books found some excellent work where pupils wrote about the responsibility their faith gives them for the world and others. Pupils practise what they preach, and treat others as they would wish to be treated. Pupils make an excellent contribution to their own community. Recently established links with schools in New Zealand and Malawi are developing their understanding of the wider world community. Pupils appreciate the potential ease of instant communications with the antipodes using webcams, and understand that their letters to Malawi take several weeks. Both experiences are bringing a good understanding of pupils' own culture and way of life and how they differ from those of other people, which stands them in good stead.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
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	1

How effective is the provision?

Pupils' good personal development is underpinned securely by some very good pastoral care, particularly on the part of class teachers. The school works hard to ensure good working relationships between adults and pupils. Pupils are enabled to feel safe whilst in school, and say that the rare instances of bullying or disruptive behaviour are dealt with promptly and sensitively. Most parents feel that transition arrangements between year

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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groups, and to secondary school, are good. A few feel that the 'Liaison Diaries' for communication with parents, although a good initiative, are not yet used to their potential. There is good care for pupils who may be more vulnerable, and links with specialist support agencies are well established.

The curriculum is organised well across all subjects. The large majority of lessons are adjusted effectively to meet the needs of different groups of pupils, including those identified as gifted and/or talented. Work on extending the curriculum, through initiatives such as Space Week and the school's Multicultural Festival Week, is ensuring that pupils have a growing awareness of the importance of broadening their horizons. Further initiatives to link subjects and key skills are in the pipeline for implementation next academic year. The good and outstanding teaching seen made effective use of such thinking and planning. Where teaching is satisfactory, the aim of a lesson is not linked closely enough with methods of assessing pupils' understanding. Nevertheless, the use of assessment in lessons is usually good, questions asked of pupils are well focused, and marking identifies helpfully their next steps in learning.

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?

While middle leaders are still in the process of developing their management skills in the use and analysis of assessment data, there is good strength in depth in the leadership of the school. There is an effective teamwork approach, through which leaders at all levels make a positive contribution to the school's improvement and development planning. This includes governors, a number of whom are regular, weekly visitors to the school. The manager of the childcare setting is also a parent governor. This level of contact enables effective governance as the governing body is well informed about the work of the school. Detailed information about the school's performance is also available through regular reports by the headteacher. Strong leadership from the headteacher builds well on established staff loyalty to the school. This was reflected in the 100% positive responses to the staff questionnaire, and their aspirations for the pupils.

One parent wrote, 'Every child is valued equally, and every child's achievements are celebrated equally.' The ethos of the school reflects good practice in terms of ensuring equality of opportunity, safeguarding pupils and promoting community cohesion. Consequently, pupils do understand the importance of the dignity of the individual and are aware and tolerant of the needs of others. Pupils feel safe because systems for

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safeguarding and child protection are practical as well as robust. Governors are currently seeking further training in order to ensure they maintain an appropriate level of accountability regarding safeguarding. The school has carried out a suitable audit of its contribution to community cohesion, and is implementing its subsequent action plan. This is helping the pupils to develop well the essential skills they need as future citizens in a fast-changing, modern 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	2
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

Provision in the St Edwards Wraparound Care Club, for children under the age of five, is outstanding. The setting complies fully with the requirements for registration. The manager has ensured that all recommendations from its last inspection have been applied fully. The setting provides an excellent environment for the children's development. Excellent facilities and resources include two separate Nursery classrooms, an activities room and a well-equipped outdoor area. The attention given to the children's health, hygiene and well-being is excellent. The setting is very well organised and managed; staffing ratios are generous and staff very well qualified. The setting shares with the main school the same good systems for safeguarding children. The children's key workers are a particular strength. There are very good working relationships between adults and the children, and their parents. Staff maintain exemplary records on the children and their development, based firmly on very regular observations. These records provide valuable information for the Reception staff when the children transfer to the main school.

Transition arrangements to the Reception year are established well, and there are

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strong links between all Early Years Foundation Stage staff. Children start in Reception with stronger elements in their personal development, including their disposition and attitudes to learning. In this respect they have been prepared very well for Reception, and continue to make very good progress. There are some relatively weak areas in communication, language and literacy. Consequently, a joint project has been agreed between childcare and Reception leaders to improve further children's achievement, particularly in the development of their writing skills. School tracking and inspection evidence show that this re-focus is being successful. Good leadership in the Reception year is also ensuring improved resources. An outside covered area has been built recently. Planning and practice are developing well to enable its effective use for the free flow of activities, inside and outside, in all weathers. There are good opportunities for creative and imaginative play, and healthy exercise. Staff understand well the children's individual needs. Children make good progress and are being prepared well to start the National Curriculum in Year 1.

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

The relatively high response to the questionnaires reflects the good partnership between the school and its parents/carers. Their good levels of satisfaction were also reflected in the informal discussions inspectors held with parents/carers at the start of the school day. A few parents and carers had concerns about contact with the school, particularly regarding the information provided about their children's progress. This appears to reflect the fact that a formal parents' evening had to be cancelled last year because of swine flu. The school did make a range of alternative arrangements, which were well publicised. However, these did not suit all families. The school does have an 'open door' policy and there are always opportunities for parents to have individual discussions with their children's teachers. Most parents are happy with the opportunities offered by the school to discuss pupils' progress and raise any questions or concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Edward's Catholic 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	59	43	36	4	3	1	1
The school keeps my child safe	79	67	37	31	2	2	0	0
The school informs me about my child's progress	38	32	59	50	15	13	5	4
My child is making enough progress at this school	37	31	65	55	10	8	1	1
The teaching is good at this school	54	46	54	46	5	4	0	0
The school helps me to support my child's learning	46	39	60	51	9	8	0	0
The school helps my child to have a healthy lifestyle	51	43	63	53	2	2	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)	50	42	63	53	2	2	1	1
The school meets my child's particular needs	48	41	57	48	8	7	2	2
The school deals effectively with unacceptable behaviour	43	36	60	51	7	6	4	3
The school takes account of my suggestions and concerns	41	35	59	50	11	9	0	0
The school is led and managed effectively	61	52	41	35	6	5	3	3
Overall, I am happy with my child's experience at this school	64	54	44	37	7	6	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



8 February 2010

Dear Pupils

Inspection of St Edward's Catholic Primary School, Coleshill, B46 3JE

Around your school you have some fascinating displays of people you consider to be your learning heroes. These include athletes such as Usain Bolt, Ian Botham and Lewis Hamilton, as well as President Obama... and your headteacher. You write about her that 'she is determined to make sure we reach our potential'. Yours is a good school where you all have high aspirations and are determined to do your best.

These are some of the things we found are best about your school:

- you get a good start to your education in the Early Years Foundation Stage
- you make good progress during your time at the school
- the school helps you to grow and develop very well indeed as young people
- you have good teachers who help and support you well in your learning
- your behaviour is excellent and you really want to learn
- by the end of Year 6, you are prepared well for secondary school and later life
- the headteacher and governors lead the school well and take good care of you.

Your teachers are always looking for ways in which they can help you to learn and achieve better. We agree with their ideas and have asked them to do a number of important things. First, in order to help you broaden your skills in learning they need to adjust their teaching and the ways they assess your work. Second, we have asked them to develop further the links you are making between subjects through the various topics you study. Finally, we have asked the teachers responsible for each subject at your school to take over full responsibility for checking on your progress.

Your display about Nelson Mandela records that he is a careful planner, who thinks before starting a task, and asks questions of himself. You observe that he takes inspiration from others, just as others do from him. You note that he will not be sidetracked from his goals. Please continue to follow in his footsteps.

With all best wishes for your future.

Yours sincerely

Michael Miller

Lead inspector

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