

St Edward's CofE (C) First School

Hollow Lane, Cheddleton, Leek, ST13 7HP

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Nursery and Reception achieve well. They are confident and motivated learners.
- Pupils in Years 1 to 4 make good progress in reading, writing and mathematics.
- Increasing proportions of pupils make outstanding progress in writing.
- By the end of Year 4, pupils attain standards that are above those expected for their age.
- Teaching is usually good and sometimes outstanding. Teachers plan activities which are interesting so that pupils enjoy learning.
- Pupils behave well in lessons and at break times. They are polite and respectful.
- Staff are caring and help pupils to feel safe and secure.
- The headteacher provides effective leadership. She knows what has to be done to help all groups of pupils make even faster progress, and is ensuring that teaching and pupils' achievement continue to improve.
- Governors provide senior leaders with a strong level of support and challenge.

It is not yet an outstanding school because

- A small amount of teaching is not consistently good or better because activities are not carefully matched to pupils of different abilities, especially the more able.
- Although pupils' progress in mathematics is good over time, in some lessons, pupils do not always make fast enough progress.
- In the Early Years Foundation Stage and Key Stage 1, further work is required to close the gap between the attainment of boys and girls so that boys do better.

Information about this inspection

- Inspectors observed 18 lessons taught by ten teachers. Three of these were jointly observed with the headteacher.
- In addition to lesson observations, inspectors reviewed pupils' mathematics, literacy, writing and topic books with the headteacher and deputy headteacher.
- Inspectors visited classrooms to gather information about the school curriculum. A school assembly was also seen.
- Inspectors heard some pupils from Years 1, 2 and 4 read.
- Pupils' views were sought during meetings with groups of pupils and informally during break time.
- Meetings were held with the Chair of the Governing Body and another governor, senior leaders, and subject leaders.
- A telephone discussion took place with a representative from the local authority.
- Questionnaire responses from 18 members of staff were reviewed.
- There were 45 responses to the online questionnaire (Parent View) by the end of the inspection. The inspectors took account of these and also spoke with parents and carers as they arrived at school with their children.
- Inspectors looked at a range of documents, including the school's own information on pupils' achievement, minutes of governing body meetings, attendance information, and documents relating to behaviour and safeguarding.

Inspection team

Usha Devi, Lead inspector

Her Majesty's Inspector

Jonathan Sutcliffe

Additional Inspector

Verna Plummer

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The school's Early Years Foundation Stage has one Nursery class and two Reception classes.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals, is below the national average.
- The vast majority of pupils are White British.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The headteacher, who is also a local leader in education, positively contributes towards improvements in other schools by providing suitable support and by offering teachers from other schools the opportunity to observe good practice within St Edwards.
- The school has a number of awards including Artsmark gold, the Activemark and Dyslexia Friendly Status.
- There is a privately run Nursery and out of school club that operates from the school site. This has separate inspection arrangements.

What does the school need to do to improve further?

- Increase the proportion of consistently good and outstanding teaching by:
 - ensuring that all teachers consistently provide work that better challenges the more- able pupils
 - providing pupils with more regular opportunities to use their knowledge of number to solve complex mathematical problems
 - making sure that monitoring of teaching by leaders places a greater emphasis on the achievement of different groups of pupils, and especially boys, so that teachers receive the precise guidance needed to tackle any differences in achievement.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with skills and knowledge that are broadly similar to those typical for their age. They make good progress in the Nursery and Reception classes and start Year 1 with skills that are just above those expected for their age.
- During their time in Years 1 to 4, pupils make good progress overall. Some make outstanding progress, especially in writing. By the time they leave the school, attainment in reading, writing and mathematics is above the level expected by pupils in Year 4.
- Pupils' positive attitudes to learning make a strong contribution towards the good progress they make during their time in the school.
- Achievement in writing has markedly improved because of the decisive actions taken by senior leaders and staff. The introduction of a whole-school focus on punctuation, grammar and spelling, together with writing themes, which pupils find interesting, are contributing factors.
- A strong emphasis on the sounds that letters make (phonics) during lessons and additional support sessions for small groups of pupils enable pupils who struggle with their reading to tackle unfamiliar words. More-able pupils read fluently and with expression. Learning logs encourage parents and carers to listen regularly to their children read.
- In mathematics, although pupils make good progress over time, progress is not consistently good in all lessons. This is because teachers do not give pupils sufficient opportunities to apply their knowledge of number to solve complex mathematical problems in mathematics lessons and other subjects.
- Disabled pupils and those who have special educational needs make the same progress as their classmates. This is because teachers and teaching assistants make sure they provide them with the customised resources and support they need to complete their work.
- Pupils known to be eligible for the pupil premium make good progress. The gap between these pupils and other pupils in the school is quickly closing because senior leaders and governors keep a watchful eye on their progress. Current attainment information shows that they are one term behind their classmates in reading, writing and mathematics.
- In Years 3 and 4, boys and girls attain similar standards. Senior leaders have correctly identified that there is more work to do to ensure boys attain as well as girls in the Early Years Foundation stage and Key Stage 1. Data from last year show that in some classes, boys' attainment was almost one year behind that of girls. In response to this, teachers in these year groups are increasingly planning activities which interest all pupils. There are encouraging signs with evidence of boys responding as enthusiastically as girls towards their work in different subjects. Inspection evidence indicates gaps are closing. Younger boys, for instance told inspectors that their teacher made writing fun because it was all about 'The Gruffalo' story.
- 'Exercise is important if you want to stay healthy', and 'dodge ball helps to keep me fit', were just some of the comments made by pupils when asked to share their views of physical education. Pupils achieve well in physical education and enjoy taking part in the good range of sporting activities both during the school day and after school, and competing in local competitions.

The quality of teaching is good

- 'Teachers make us think hard' and 'learning is fun' were just some of the remarks made by pupils. The quality of teaching is usually good and sometimes outstanding as confirmed by lesson observations and a review of pupils' work.
- Teachers and teaching assistants ask searching questions to check what pupils already know. They use the information to provide appropriate support for pupils who would benefit from extra help and to extend the thinking of those who are finding the work too easy.
- Pupils are keen to learn because teachers plan activities that are interesting. In one particularly effective example, pupils in Year 4 examined a range of Second World War artefacts prior to their writing activity. The teacher and teaching assistant successfully promoted pupils' spiritual development while encouraging pupils to use their historical knowledge to empathise with the life of a soldier during the War.
- In the Early Years Foundation Stage there is a strong focus on encouraging children to explore and to learn through practical experiences. For instance, while searching for mini-beasts, children found a 'daddy longlegs'. The teacher successfully extended children's language skills by encouraging them to use as many different words as possible to describe what they could see.
- Not all teachers consistently make sure that activities are well matched to the learning needs of pupils of different abilities. This is particularly the case for more-able pupils who are not always moved onto new learning quickly enough during the lesson.
- The teaching of writing is a strength, reflecting the school's emphasis on raising pupils' achievement in this area. This is why more pupils make outstanding progress in writing than in mathematics. Senior leaders have correctly identified the need to strengthen the teaching of mathematics in order to increase pupils' rates of progress in mathematics even further.
- Teachers regularly mark pupils' work. However, there are inconsistencies between subjects. Marking in writing books, provides pupils with the exact guidance they need to improve. This is not always apparent in other subjects.

The behaviour and safety of pupils are good

- Pupils' social and moral development is strong. In different lessons, pupils are respectful of each other's ideas and work together well. Pupils are particularly attentive when their activities capture their interest and teachers give them the opportunity to be creative.
- In the playground and around school, pupils are polite and courteous towards each other and adults.
- School records confirm that poor behaviour is infrequent and handled well when it does occur. Pupils know about different types of bullying, such as name-calling and state that staff and adults respond quickly if they have any concerns.
- Pupils describe the adults in school as 'kind' and 'friendly'. They value the care and consideration shown to them by staff and confirm that they feel safe. A view supported by almost all parents who responded to the on-line questionnaire and those who spoke with inspectors.

- Pupils have a good understanding of how to keep themselves safe in a range of situations. 'We have to make sure that we do not give out personal information when using computers', said one pupil when asked about internet safety.
- Since the previous inspection, staff have worked well with parents and carers to encourage pupils to attend regularly and to come to school on time. Attendance has improved and is above the national average for primary schools.
- Pupils appreciate the work of the 'school council' who regularly raise money to purchase equipment for use in the playground. Behaviour and safety are not outstanding because not enough pupils have the opportunity to be more involved in improving the work of the school. .

The leadership and management are good

- The headteacher has high expectations of pupils. Staff and governors share her vision to get the school to 'outstanding'. She has an accurate understanding of the school's strengths and areas that require further improvement. She is determined to secure even more rapid progress for all groups of pupils.
- The headteacher has introduced 'subject teams'. They are effectively helping to develop the leadership skills of all staff. These teams are made up of senior leaders, subject leaders, teachers and teaching assistants. Members of the team work together to lead specific projects within the school. The international links team for instance successfully applied for funding so that some pupils and parents from Key Stage 2 could visit a school in Poland, Turkey or Spain. This team is currently investigating ways of helping pupils increase further their understanding of life in multi-cultural Britain.
- Systems for managing the performance of staff are leading to continuing improvements in the quality of teaching. Senior leaders meet regularly with teachers and teaching assistants to discuss their performance and the progress of pupils. Together they identify and agree the actions that will be taken to help all pupils make the progress of which they are capable. Senior leaders have rightly moved the emphasis from writing to mathematics, and the attainment of boys.
- Through regular classroom observations senior leaders and subject leaders check the quality of teaching and help teachers to improve their skills further. However, when checking the work of teachers, some senior leaders do not always focus enough on the achievement of different groups and identify the precise actions individual teachers need to take to tackle any differences. This has resulted in some variations in the attainment of boys and girls in the school.
- The school curriculum frequently provides pupils with memorable and enjoyable learning experiences. During the inspection, pupils had the opportunity to explore a Second World War jeep and talk to a member of the local community whose grandfather was a German soldier during the War. Extensive artistic and musical experiences strongly contribute to pupils' spiritual and cultural development. Pupils spoke enthusiastically about learning to play, instruments such as the ukulele and studying the work of different artists.
- Senior leaders and governors intend to use their sport funding to give the subject leader with responsibility for physical education the opportunity to provide training for teachers within St Edwards and in other local schools. The headteacher and governors plan to start evaluating the impact of this training on pupils' performance in physical education at the end of this term.

- The local authority provides light-touch support for this school. Individual staff have benefited from the training and support they have received. This has helped to further strengthen their practice.

■ **The governance of the school:**

- The personal expertise of individual governors is used well to provide staff with a good level of support. Governors regularly meet with the 'subject teams'. These meetings enable them to gather the information they require to challenge senior leaders and staff about pupils' achievement and the quality of teaching. The information they receive about pupils' achievement is not always concisely presented. This inhibits them from asking precise questions about differences between groups of pupils. Governors use national data well to check how well pupils in Year 2 are performing in comparison to pupils nationally. They have a secure understanding of the quality of teaching and ensure that any pay rises are directly linked to the progress pupils make. They provide the headteacher with strong support when she has to challenge teachers' underperformance. Governors are fully involved in deciding how the pupil premium is spent. Together with senior leaders, they keep a watchful eye on the impact of this on pupils' achievement. Governors, in partnership with senior leaders, ensure that staff treat every pupil equally, discrimination is not tolerated, staff are trained to keep pupils safe, and that the school meets the necessary safeguarding requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124241
Local authority	Staffordshire
Inspection number	422569

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	3-9
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Rev. Lawrence Price
Headteacher	Tracy Ward
Date of previous school inspection	10 February 2010
Telephone number	01538 360435
Fax number	01538 361709
Email address	headteacher@st-edwards-first.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

