

# Edleston Primary School

## Inspection report

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<b>Unique Reference Number</b>	111170
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	356872
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Judith Tolley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ann Jones
<b>Headteacher</b>	Mrs Rachael Bagni
<b>Date of previous school inspection</b>	4 February 2008
<b>School address</b>	Denver Avenue Crewe Cheshire CW2 7PX
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and 10 teachers were seen. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at a range of school documentation, including the school development plan and the school's analysis of pupil progress. Pupil questionnaires and 60 questionnaires completed by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils make in English, particularly those who speak English as an additional language and in Key Stage 1.
- The quality and consistency of teaching and how effectively assessment information is used to meet the needs of different groups in lessons.
- The effectiveness of middle leaders to determine the capacity to improve further.

## Information about the school

Edleston Primary School is smaller than average. The proportion of pupils known to be eligible for a free school meal is higher than average. Almost half of pupils are from minority-ethnic groups, mainly from Polish backgrounds. The proportion who speak English as an additional language is much higher than average and many join the school with little or no English. The school is the centre for English as an additional language provision locally. Many pupils join the school at times during the school year other than the usual starting times. The proportion of pupils with special educational needs and/or disabilities is higher than average. The school has a number of awards including Healthy Schools Award, Arts Mark, Basic Skills and Inclusion Quality Mark. ABC Childcare Services shares the same site as the school but is not managed by the school and is inspected separately.

**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

Edleston Primary is a good school. Parents and carers greatly value the good care, guidance and support it provides for its pupils and the good partnerships the school has with them, which support their children's learning well. Pupils make good progress, especially so in writing and in mathematics. This comes about from good teaching, teachers' thorough understanding of pupils' individual needs, and a curriculum which meets their needs and interests well. Pupils who speak English as an additional language and those with special educational needs and/or disabilities make the same good progress as their classmates as a result of the very effective support they receive. Pupils' enjoyment of school is reflected in their enthusiastic response in lessons and their good behaviour.

The school is a harmonious community where differences are valued and celebrated. Pupils' personal development and their contribution to the school and wider community are good. They very willingly take on responsibility and are fully involved in school decision making through, for instance, the school council, as playground leaders and in the Eco Group. Such opportunities to work together to solve problems and to explain their ideas prepare them well for the next stage in their education, increase their confidence and develop their respect for one another's views. However, some opportunities are missed to enable pupils to work collaboratively and to solve problems for themselves in lessons.

Children in the Early Years Foundation Stage make satisfactory progress from their starting points. They respond enthusiastically to adult-led activities and make satisfactory progress. Learning through child-initiated activities and outdoor play is less well developed and opportunities are missed for them to develop speaking and listening skills.

The headteacher provides very clear direction, based on the close monitoring of pupils' progress and an accurate evaluation of the school's work. The celebration of different cultures within the school enriches pupils' experiences and, together with the school's successful actions to meet individual needs, reflects the school's strong commitment to equal opportunities for all its pupils. Since the last inspection standards in writing and mathematics have improved steadily year-on-year. Better use of assessment has led to more effective challenge and support for individuals, and strategies to improve the quality and consistency of the teaching and learning have proved effective. Middle leaders now use assessment information to good effect and all staff play a full part in the school's self-evaluation and improvement processes. Attendance has improved and is now broadly average. This record of improvement, together with the accurate school's self-evaluation, provides a clear indication of the school's good capacity to improve further.

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## What does the school need to do to improve further?

- Improve outcomes in the Early Years Foundation Stage by:
  - increasing opportunities for children to develop their speaking and listening skills in English in both child- and adult-initiated activities through, for instance, using modelling and questioning more effectively
  - providing more structured play activities, both indoors and outside, which engage children's interest and move their learning on more rapidly.
- Improve pupils' independent learning skills and raise attainment further by
- increasing opportunities in lessons for pupils at Key Stages 1 and 2 to work collaboratively to solve problems.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy school and learning. Together with their good behaviour, this has a positive impact on their achievement and good progress. In lessons they respond enthusiastically to opportunities to work together and are confident in explaining their ideas to others. Pupils in Year 6, for example, were keen work in pairs to explore different ways of calculating percentages and, as a result, were confident in explaining their methods to the whole class. Similarly, pupils in Year 2 confidently extended their sentences using adverbs as a result of clear modelling by the teacher and the pair work activities which followed. However, these good opportunities are not provided consistently in lessons throughout the school. A few lessons have lengthy teacher-led activities that do not maintain pupils' otherwise good levels of concentration. Many children enter Year 1 with attainment which is below that expected for their age. By the end of Year 6 they achieve broadly average standards in mathematics and English. Pupils who speak English as an additional language and those with special educational needs and/or disabilities participate fully and confidently in whole class activities as a result of the very well targeted support they receive.

Pupils talk enthusiastically about their lessons and are proud of their achievements. They feel safe at school and know who they can talk to if they have any problems. Pupils have a sound understanding of how to stay healthy and demonstrate their commitment to healthy lifestyles through participation in sporting extra-curricular activities and healthy choices of food at lunchtime and break. Pupils clearly enjoy the opportunities they have to help and they take their responsibilities seriously, for instance, at break time as play leaders. Pupils display respect for one another and their teachers and have a good sense of right and wrong. They take time to reflect on their own actions and regularly help one another in class and around the school. Their alphabet of human rights displayed around the hall is a testimony to their commitment to and respect for others. They have a good understanding of the variety of cultures represented within the school but are less sure about the diversity of cultures beyond their own community.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers usually present new ideas clearly and use a variety of resources and themes to engage pupils' interest. They use questioning to good effect to support and challenge pupils well both in whole-class discussions and during class work. The pace of learning slows when teacher-led activities are too lengthy or do not involve all pupils. Opportunities are sometimes missed to promote pupils' speaking and listening skills, for instance, in whole class storytelling activities or through collaborative work in lessons.

Assessment information is used effectively in planning to meet the varying needs of pupils, particularly to provide extra help for those with special educational needs and/or disabilities and those who are at the early stages of learning English as an additional language. Teaching assistants use their expertise very skillfully in supporting individuals and small groups in lessons and in parallel activities outside the classroom. Marking is regular and encouraging and gives good guidance so that pupils know how to improve their work.

The curriculum meets pupils' needs and interests well. It is regularly reviewed and pupils themselves help in deciding the themes they explore in lessons. Pupils regularly apply their developing reading, writing and mathematics skills in a variety of contexts and through activities designed to engage their interest. Pupils frequently use information and communication technology to extend their learning, for research or to develop their skills, for example, through animation. Their experience is enriched by a variety of visitors, visits

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and extra-curricular activities. Pupils also benefit from specialist teaching in science through the school's partnership with the local high school.

Well thought-out induction procedures and the close links with the local nursery help children settle quickly when they join the school. Similarly, links with the high school also ensure pupils feel confident when they move on to the next stage in their education. The school works effectively with a range of external agencies, as well as parents and carers, to remove barriers to learning for pupils whose circumstances may make them vulnerable.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher's thorough analysis of the school's performance and the very clear direction for development that she has set are effective in helping to raise standards. The school provides an atmosphere where achievement is valued and celebrated and all staff work effectively as a team. Close and accurate tracking of pupils' progress informs school improvement planning well. Actions taken to share good practice, develop the role of subject leaders and improve the use of assessment information have proved effective in raising standards and in improving the quality and consistency of teaching and learning. The governing body is supportive and is developing its capacity to effectively challenge the school. The school provides good value for money.

The school's focus on the needs of individuals demonstrates its strong commitment to promoting equality of opportunity. Safeguarding procedures are rigorously applied and kept under constant review. Activities designed to improve children's understanding of how to stay safe are part of the curriculum. Workshops and regular meetings enable parents to support their children's learning effectively and are valued by parents. Close links with the high school enrich pupils' experience, particularly in science, and ensure they make a smooth transition to the next stage in their education. The school promotes community cohesion satisfactorily but is as yet limited mostly to the immediate community. Pupils increase their understanding of the wider community through, for instance, the celebration of different cultures within the school, religious festivals, and a variety of visits and visitors. The school has carefully considered pupils needs, especially those who are at the early stages of learning English as an additional language and responded appropriately.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with skills, knowledge and understanding below those expected for their age. Many join the school with very little or no English. All, including those with special educational needs and/or disabilities, make satisfactory progress during their time in the Reception class. Behaviour is good and children respond positively to adults, play well with their classmates and enjoy learning in a safe environment. Relationships with parents and carers are very strong and they are fully involved in their children's learning through, for instance, the scrapbooks they keep of activities children do at home. Close liaison with the local nursery and other settings ensure children settle quickly and transition arrangements ensure they settle quickly into Year 1.

Children's progress is closely monitored on a daily basis. However, given children's language difficulties in English, insufficient emphasis is placed on developing children's literacy and language skills from the beginning. As a result, although they make satisfactory progress overall, children do not always get enough opportunity to express their ideas to develop their vocabulary and their confidence in communicating their ideas in English. Adult-led activities are well planned to engage children's enthusiasm and provide opportunities for them to extend their learning, for example, children were completely absorbed in their deliberations about how best to 'rescue' the Gruffalo from the tree in the playground. Child-initiated activities, however, lack structure so that opportunities are missed to engage their interest and promote their learning. Similarly the use of the outdoor area to promote children's learning is less well developed. Planning for next steps is based on regular tracking of children's progress. The teacher and teaching assistants know children well as individuals and work effectively as a team.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was broadly in line with the average response nationally. Parents and carers who responded to the questionnaire held overwhelmingly positive views of the school. They are pleased with the progress their children make and say their children enjoy school. In written comments were several testimonials from parents about the high levels of support given to their children and their appreciation about the prompt way any concerns they may have are dealt with. A very small minority expressed concern about the way the school deals with unacceptable behaviour. Pupils themselves said that rare instances of poor behaviour are dealt with promptly and effectively. On the whole parents' and carers' views matched those of the inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edleston 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	58	24	40	1	2	0	0
The school keeps my child safe	37	62	23	38	0	0	0	0
My school informs me about my child's progress	35	58	25	42	0	0	0	0
My child is making enough progress at this school	33	55	27	45	0	0	0	0
The teaching is good at this school	37	62	23	38	0	0	0	0
The school helps me to support my child's learning	34	57	24	40	1	2	0	0
The school helps my child to have a healthy lifestyle	32	53	28	47	0	0	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)	33	55	25	42	0	0	0	0
The school meets my child's particular needs	31	52	26	43	1	2	0	0
The school deals effectively with unacceptable behaviour	33	55	20	33	5	8	0	0
The school takes account of my suggestions and concerns	28	47	29	48	2	3	0	0
The school is led and managed effectively	35	58	24	40	1	2	0	0
Overall, I am happy with my child's experience at this school	41	68	16	27	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 January 2011

Dear Pupils

**Inspection of Edleston Primary School, Crewe, CW2 7PX**

I would like to thank you on behalf of all the inspectors for making us so welcome when we visited your school recently. We really enjoyed talking to you all and hearing what you had to say. You told us how much you enjoy your learning and how proud you are of your school. We agree with you. You go to a good school. Teachers make lessons interesting and this helps you to make good progress in your English and mathematics. We noticed how well you got on when you worked together in small groups to solve problems so we have asked the school to make sure you have more opportunities to do this.

Your behaviour is good and we were impressed by the way you help younger pupils at break times and share your work in assembly. You told us that the staff look after you well and we agree. We noticed, for example, how well pupils who are at the early stages of learning English as an additional language are getting on as a result of the extra help they receive.

Younger children in the Reception class make satisfactory progress and enjoy their learning too. We have asked the school to make sure they make the most of the outdoor area and help them learn through their play. We have also asked them to make sure the children have lots of opportunities to practise their speaking and listening so that they can even make better progress in their learning.

The headteacher and staff are working very hard to make your school even better. I wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Mrs Judith Tolley

Lead inspector

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