

# Edleston Primary School

## Inspection report

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<b>Unique Reference Number</b>	111170
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310523
<b>Inspection dates</b>	4–5 February 2008
<b>Reporting inspector</b>	Geoff Lawrence

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 on roll</b>	
School	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Belinda Moles
<b>Headteacher</b>	Mrs Rachael Bagni
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Edleston Road Crewe Cheshire CW2 7HB
<b>Telephone number</b>	01270 255665
<b>Fax number</b>	01270 251937

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size school has been affected by reorganisation in the local area and is moving site in the summer of 2008. It serves an area of mainly local authority housing that experiences some social and economic disadvantage. The percentage of pupils who are entitled to free school meals is lower than the national average as is the number of pupils with learning difficulties and/or disabilities. The majority of pupils are from White British backgrounds. Nevertheless, the school now has one of the highest proportions of pupils from minority ethnic backgrounds in Cheshire and the proportion of pupils for whom English is an additional language is above average. The school has recently admitted a significant number of pupils from Eastern Europe who speak little or no English. Edleston is a designated 'hub' school for pupils who speak English as an additional language.

The school has gained the Inclusion Quality Mark, the Healthy Schools Award, Artsmark and the Effective Early Learning Quality Assurance Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This inclusive school, which has the overwhelming support of parents, is providing a satisfactory education for its pupils. It has strengths in the quality of pupils' personal development and the care and support provided for them, all of which are good. As a result, positive relationships exist at all levels and these encourage pupils to have very high standards of behaviour. The school has strong and fruitful links with other agencies and the community. These contribute well to meeting the extra needs that some pupils have, such as those who speak English as an additional language, and enables them to benefit more fully from the school's provision. This reflects the emphasis that the school's leadership gives to promoting the welfare of all pupils and giving everyone an equal opportunity to take a full part in the life of the school.

Pupils' excellent attitudes towards learning can clearly be seen in the classrooms. They enjoy their lessons and the good range of lunchtime and out-of-school activities. Attendance is below average. Effective steps are being taken to improve this; however, some pupils still do not attend regularly enough.

Staffing instability in Key Stage 2 in recent years has contributed to teaching and learning not being effective enough during this period, and pupils have not achieved as well as they could. The headteacher has acted swiftly to address this and there is clear evidence of improvement in the quality of teaching and learning over the last year. Standards have risen and currently are close to average. Pupils are now achieving satisfactorily, although there is some variation in the progress made in different subjects and by different year groups. This is because the quality of teaching, while satisfactory overall, is variable. For example, improved teaching in mathematics and English is enabling pupils to make better progress in these subjects. The teaching of science, however, is less secure and not enough opportunities are given for pupils to carry out investigations. This limits their understanding and progress. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language make good progress because the additional support they receive meets their needs well. The curriculum is satisfactory and has strengths in promoting pupils' personal development. Recent initiatives to improve performance in mathematics and English are already making a difference but have not yet had full impact. Some areas of weakness exist in the science curriculum.

Leadership and management are satisfactory. The headteacher is providing a clear direction for the school. Subject leadership is improving, but is underdeveloped. At this middle level of leadership, there is not yet a good understanding of the need to analyse information gathered from assessments and test data to inform teaching in order to raise standards. This limits the ability of subject leaders to contribute effectively to school improvement. Governors fulfil their statutory duties well and are both supportive and challenging of the school.

The impact of recent developments has meant that there has been satisfactory improvement since the previous inspection and the school's current assessment of its performance is accurate. There is a clear plan of action to raise standards and improve achievement. The school has a satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Satisfactory provision in the Foundation Stage enables children to make a solid start to their education. Good levels of care help children settle quickly and enjoy school. Most enter

Reception with skills and knowledge below those expected for their age in all areas and well below in their language development. Children make satisfactory progress during their time in the Foundation Stage, although, by the time they leave, their skills remain below those expected for their age except in creative development where they are in line with expectations. Close monitoring of children's progress helps staff set appropriate tasks, although some activities do not promote children's independent learning skills sufficiently because they are too adult directed. In addition, the outdoor provision and its use to promote learning across all areas are underdeveloped. This also limits children's opportunities to develop independent learning skills. Leadership and management of the Foundation Stage are satisfactory. There is an accurate understanding of the strengths and weaknesses of the provision and steps are being taken to improve it. For example, there has been an improvement in the way children link letters and sounds because of the alterations to the way this aspect of the curriculum is taught.

### **What the school should do to improve further**

- Increase the proportion and consistency of good teaching in order to raise standards, especially in science.
- Develop the role of subject leaders so that they have a greater understanding of how the analysis of performance data can be used to improve achievement and raise standards.
- Develop the outdoor provision in the Foundation Stage and its use to provide more opportunities for children to learn independently across all areas of the curriculum.
- Improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards have been below average in recent years but have started to rise because of effective measures taken. In 2007, assessments at the end of Year 2 were in line with the national average overall and above average in reading and writing. The high proportion of pupils joining the school at early stages of speaking English had an impact on the end of Key Stage 2 test results in 2007, causing them to fall. Even so, the standards of all groups of learners were well below average last year. Work produced by the present Year 6 pupils demonstrates that they are on track to meet challenging targets and achieve standards that are close to the national average. Pupils in all year groups are now making at least satisfactory progress. Pupils who speak English as an additional language and those with learning difficulties and/or disabilities make good progress because additional support programmes are focused specifically on their learning needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils' awareness and understanding of others are good because of the successful integration of pupils from other countries into the school. As a result, pupils from all cultures and backgrounds work and play well together. While attendance is below average it is beginning to improve; not all pupils recently admitted attend as regularly as they should. When at school, pupils' conduct is excellent. They are friendly and polite and talk with enthusiasm about their lessons and the extra-curricular

activities. Pupils say, 'Teachers know what style of learner you are so that they can help you to understand your work better.' Parents also support this view and typical comments include, 'She comes home excited about what she is doing.' Pupils have a good knowledge of what constitutes a healthy lifestyle and they feel safe and well cared for, confident that they can turn to an adult if they have a problem. They work well together and readily accept responsibility as members of the school council. They are also involved in contributing to a variety of local and national charities. Pupils are beginning to be more involved in enterprise activities. Their average standards of basic skills in English, mathematics and information and communication technology (ICT) are preparing them satisfactorily for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teachers are aware of gaps in pupils' knowledge and generally plan lessons to meet their needs. A particular strength of teaching is the effective use of classroom assistants to support the needs of pupils with learning difficulties and/or disabilities or those who speak English as an additional language. In the good lessons, teachers accurately assess what pupils need to learn and set work that is suitably challenging. As a result, pupils are eager to learn and this helps them to make better progress. One such example was seen in a mathematics lesson where pupils made good progress in their understanding of angles because the work set captured their interest and motivated them to learn. However, there is variation in the quality of teaching and learning across the year groups. Where teaching is less than good, work is not so well matched to pupils' needs, introductions to lessons are too lengthy and the pace of learning is slow. This sometimes leads to frustration, for example in science, when there is insufficient time to complete practical work.

### **Curriculum and other activities**

#### **Grade: 3**

There is an appropriate focus on mathematics and English and there is an awareness of the weaknesses in the science curriculum. Additional programmes to help pupils falling behind in reading in Years 1 and 2 are paying dividends and have contributed to the rise in reading standards. Satisfactory use is made of ICT to help pupils to learn. A good start has been made in introducing French throughout the school. Meaningful links between subjects to increase their relevance for pupils are at an early stage of development.

The personal, social and health education curriculum has a strong focus on healthy eating and lifestyles, promoting pupils' awareness of these aspects very well. A wide variety of enrichment activities such as residential visits and visitors to school enhance the curriculum. There is a good range of extra-curricular activities. The curriculum is well matched to the needs of pupils with learning difficulties and/or disabilities and those who speak English as an additional language, contributing to their good progress.

### **Care, guidance and support**

#### **Grade: 2**

The inclusive nature of the school is central to its success in providing good quality care for all its pupils, especially those who are vulnerable, have learning or language difficulties or who are at early stages of speaking English. The deployment of support staff is effective in helping

pupils make progress. For example, additional language support helps pupils integrate easily and take part in the lessons. Most pupils have a good understanding of their targets but the marking of their work varies between subjects and classes and does not always help them to understand their next steps in learning. The school meets the latest government requirements related to safeguarding children, including those who are more vulnerable. Procedures for first aid and risk assessments are in place.

## **Leadership and management**

### **Grade: 3**

The headteacher has an accurate view of the school's performance. She provides a good role model for staff and her effective leadership is a key factor in the recent improvements made by the school. Crucial changes in staffing have begun to result in much needed improvements in pupils' standards and achievements. It is too soon, however, to measure their full impact. The leadership team recognises that while effective steps have been taken to bring about improvements in English and mathematics, the school has been less successful in improving science. Subject leadership is at an early stage of development and, while enthusiastic, subject leaders are not yet able to measure the impact of any improvement strategies effectively. This is because their ability to analyse assessment and performance information is not fully developed. Good links exist with parents and outside agencies to support the school's work and to promote community cohesion. Governors have developed a good understanding of the school's strengths and weaknesses. They are well placed to give support and to provide the appropriate level of challenge to the school.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome during the recent inspection. We really enjoyed talking to you and seeing you work. We were impressed by your excellent behaviour and enthusiasm both in lessons and around the school. You were very friendly and polite towards us and we saw what good manners you had. It made us feel extremely welcome. We enjoyed finding out about the things you liked in school.

We judged your school to be satisfactory with some good parts. These are some of the things that we judged to be strengths in your school.

- Adults in school make sure that you are safe, well cared for and happy when you come to school.
- Your behaviour is excellent and you all get on very well with each other and your teachers.
- There are interesting things for you to do, including after-school clubs.
- You understand the importance of taking lots of exercise.

There are many good things about your school, but we have asked your teachers to make it even better, and you can help. Most of you know that it is important to have good attendance. However, not all of you attend school as often as you could. You can help by making sure that you attend school every day and arrive on time because the more you attend school, the better chance you have of doing well.

We have also asked your teachers to try to make sure that all the teaching in your school is as good as the best that we saw. We would like subject leaders to analyse information about how well you are doing and to use this information to plan work for you to help raise the standards you reach, especially in science. We have also asked your school to improve opportunities for children in Reception to use the outdoor area for learning and to give them more opportunities to make decisions about what they do.

Thank you once again for helping us. I hope that you continue to work hard and enjoy your new school.