

# The Edmunds Primary School

## Inspection report

---

<b>Unique Reference Number</b>	132754
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	360428
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Andrew Clark

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Cawthorne
<b>Headteacher</b>	Ms Sharon Mapplebeck
<b>Date of previous school inspection</b>	5 February 2008
<b>School address</b>	Lobwood Worsbrough Bridge, Barnsley South Yorkshire S70 5EP
<b>Telephone number</b>	01226 289096
<b>Fax number</b>	01226 241768
<b>Email address</b>	s.mapplebeck@barnsley.org

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 May 2011
<b>Inspection number</b>	360428

---

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](mailto: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 documentation 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'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed eight teachers. The inspectors held meetings with representatives of the governing body, the staff, and groups of pupils. They observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed completed questionnaires from 35 parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress the more-able pupils make in English and mathematics.
- The pace of learning in lessons throughout the school.
- The pupils' use of their literacy and numeracy skills in other subjects.
- The contribution all leaders and managers make to school improvement.

## Information about the school

It is an average size for a primary school. The majority of pupils are from White British families. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is also higher than usual. The school has Silver Healthy School status.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. The quality of teaching and learning is good and pupils' personal qualities are promoted well through the rich curriculum. The headteacher and deputy headteacher provide clear-sighted and energetic leadership to a highly motivated and reflective staff team. The governing body provide good support. Robust monitoring and evaluation procedures are in place and the school's self - evaluation is accurate. The quality of pupils' learning and the school's provision has improved well since the last inspection. As a result of the drive and ambition of all involved in the school there is a good capacity for continuous improvement. Parents are proud of the school and feel their children are safe and well cared for. These comments: 'My child has lots of friends and is very happy at school' and 'Staff are always supportive and do their best to help every child' are typical of their views.

Pupils of all abilities, including those with special educational needs and/or disabilities, make good progress overall because teaching is often exciting and systematic. Very occasionally, lessons do not challenge pupils enough to allow them to make the best progress they could. However, overall, pupils succeed well and leave Year 6 with attainment which is broadly average. The school is particularly successful at helping vulnerable pupils reach challenging targets. Pupils' behaviour is good and they are kind and tolerant towards each other. Their attendance is broadly average. Pupils feel safe and have a good understanding of how to avoid unsafe situations. They show a good commitment to the school and wider community through a range of responsibilities and involvement in projects and events in the local area. Pupils have a good understanding of the needs of others and display this through fund-raising efforts.

The quality of teaching and use of assessment is good. Teachers make good use of games, puzzles and information and communication technology (ICT) to motivate pupils. Lessons are often brisk and challenging. Occasionally, teachers miss opportunities to deepen pupils' learning through sharply focused and challenging questions. Marking is good overall but sometimes does not provide pupils with guidance on how to improve, the main purpose of their work. The curriculum is well planned to make learning relevant and based on themes pupils find exciting. A wide range of visits and visitors contribute well to pupils' experiences of history, art, music and modern languages. Pupils' welfare is central to all the school's work and safeguarding is good. There are rigorous procedures to identify and support vulnerable pupils and their families which contribute well to the good care, guidance and support the school provides.

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

- Increase the rates of pupils' progress further by:

**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

- ensuring that teachers use questions and other strategies well to deepen pupils' learning and encourage creative and thoughtful responses
- making full use of marking and feedback to guide pupils to understand the main purpose of the lesson and ensure they address any issues raised.

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

**2**

Pupils of all abilities take pride in their work. They respond well to teachers' often high expectations. Pupils eagerly explain that they enjoy their learning and are keen to achieve well because they have clear targets to aim for. They speak purposefully about their lessons and work well collaboratively and individually. They make effective use of good reference material such as dictionaries and thesauruses and resources to help them structure their own work. This makes a good contribution to the development of the pupils' skills for their future learning.

Children start the Early Years Foundation Stage with skills that are well below those typically expected for their age. By the end of Year 6, pupils' attainment in English and mathematics is broadly average. There is a positive trend of improvement in attainment evident in tests and assessments since the last inspection. Pupils often make good progress in their speaking and listening skills because of the strong focus all staff give to acquiring a rich and relevant vocabulary. Progress in reading, writing and mathematics is good at both key stages. On a very small number of occasions the rate of progress is slower because pupils are not challenged to think things out deeply enough and their response to questions is too superficial. Overall, pupils are involved in improving their own work well, but not consistently so.

Pupils have a good voice in school improvement through their involvement in planning aspects of the curriculum and the role of the school council. They played an important role in determining the future of local libraries through their letter writing and poster campaigns. Pupils show a good commitment to healthy lifestyles through participation in sporting clubs and activities. They are reflective in response to well-planned personal and social education lessons and first-hand links with other schools locally and abroad. As a result pupils have a good understanding of social and moral issues, such as racial and social differences.

**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

*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>2</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>2</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 and teaching assistants work closely together to ensure pupils of all abilities make good progress. Detailed lesson plans contribute to the needs of different groups of pupils being well met. In many lessons teachers challenge pupils to think deeply and solve problems by independently applying and reviewing the skills and knowledge they already have. Expectations are often high and pupils strive hard to meet them. However, occasionally, teachers do not question the pupils deeply enough and do not encourage them to express the most creative and thoughtful ideas they are capable of. Overall, good quality marking and feedback helps pupils improve their own work by providing challenging targets and helping them take steps to meet them. For example, teachers use 'marking ladders' for pupils to self-check their own, and others, work. Sometimes, however, the marking and feedback focuses more on peripheral skills rather than the central purpose of the activity and teachers do not consistently ensure pupils address the issues raised.

Imaginative themes and visits make learning increasingly exciting and stimulating. Literacy skills are well promoted through other subjects. The curriculum leadership teams are successfully developing opportunities for the application of numeracy skills, although this is not yet fully embedded. The school makes particularly good use of the local and global environment for studies in art, geography, history and science. This is reflected in good quality displays of pupils' work throughout school. The school is involved in several

**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

partnerships with other schools and groups to contribute to learning and personal development through many subjects. Pupils have good opportunities to learn another language and participate in musical events. Parents and carers make a positive contribution to pupils' learning through homework projects and use of the school's website.

The school has good procedures to support pupils who are vulnerable due to their circumstances. Enthusiastic and knowledgeable staff maintain detailed records of these pupils' personal development and academic progress ensuring that their needs are well met. Their work is successful in breaking down significant barriers to learning. The school provides a good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

*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?**

Leaders and managers have ambition and passion for the school, which are effectively transmitted to colleagues, the governing body and parents and carers. The senior leadership team has been strengthened by the appointment of a deputy headteacher since the last inspection. The school is committed to promoting equality of opportunity and fighting discrimination of any sort. Good systems for tracking pupils' progress are used to check that individuals make the progress of which they are capable. Adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. This ensures that all groups of pupils have access to learning matched well to their needs and equality of opportunity is good. Rigorous monitoring and support from senior leaders and managers have ensured good improvements to the quality of teaching and learning. Staff morale is high. However, the school recognises the need to further embed the best practice, particularly in the developing monitoring role of curriculum teams, to iron out the few inconsistencies in provision and boost learning and progress still further.

Robust policies and record keeping contribute to good quality procedures for safeguarding. The headteacher and her team have a good understanding of the needs of the community. They forge increasingly strong links with parents and carers through training, homework and good levels of communication. The school plays an integral role in local events, including historical projects, working with different faiths and holding special celebrations. Through some first-hand experiences pupils develop a good understanding of different cultures and the promotion of community cohesion is good overall. The governing body is supportive and challenging to the school. It has good procedures for

**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

keeping well informed about all aspects of school life and to ensure that resources are deployed well. As a result the school gives good value for money overall.

*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>2</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>2</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 which are generally well below those typical for their age. They are particularly low in their communication, language and literacy development. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. The proportion of children attaining the expectations for their age increases at a good rate across the Early Years Foundation Stage but by the start of Year 1 their attainment is still below average. There are good induction systems to support children and to quickly settle them in to the Nursery class. Links with parents and carers are quickly and firmly established from the initial home-visit and regular opportunities to stay and work alongside children. This contributes well to the smooth start children make. Children feel safe and are supported by robust welfare arrangements. There are effective systems, including the use of ICT, to share information on children's progress with parents and carers. Fun and imaginative programmes help children make good progress in early reading and writing. There is an increasing focus on developing children's vocabulary for learning, such as appropriate mathematical and scientific words, which is helping prepare them well for future learning. The learning journeys and other records of children's work are engaging for parents, carers and children, and used well to plan their next steps.

There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. The school makes good use of a large area and stimulating resources to provide children with different outdoor experiences. Occasionally, however, opportunities are missed to engage children in activities to promote learning outdoors to the level achieved inside. Children

**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

make good use of ICT resources to develop basic skills and learn more about the world around them. The Early Years Foundation Stage leader and staff team know the strengths and weaknesses of provision well and take effective steps to set priorities for future action. As a result the Early Years Foundation Stage is well placed to continue to improve.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

About a sixth of parents and carers responded to the questionnaire, which is fewer than usual. They are supportive of the school and proud of the education offered to their children. A small minority of parents and carers feel that the school does not manage unacceptable behaviour effectively enough. The inspection team investigated these opinions. The views of the parents and carers are reflected in the findings of the inspection because virtually all aspects of its work, including the support the school gives to parents and carers, are good compared with similar schools.

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

Ofsted invited all the registered parents and carers of pupils registered at The Edmunds 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	63	11	31	2	6	0	0
The school keeps my child safe	22	63	13	37	0	0	0	0
My school informs me about my child's progress	19	54	16	46	0	0	0	0
My child is making enough progress at this school	17	49	15	43	3	9	0	0
The teaching is good at this school	20	57	15	43	0	0	0	0
The school helps me to support my child's learning	17	49	17	49	1	3	0	0
The school helps my child to have a healthy lifestyle	23	66	12	34	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)	17	49	14	40	0	0	0	0
The school meets my child's particular needs	22	63	12	34	1	3	0	0
The school deals effectively with unacceptable behaviour	14	40	17	49	3	9	1	3
The school takes account of my suggestions and concerns	17	49	16	46	2	6	0	0
The school is led and managed effectively	21	60	13	37	1	3	0	0
Overall, I am happy with my child's experience at this school	24	69	11	31	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



26 May 2011

Dear Pupils

**Inspection of The Edmunds Primary School, Barnsley, S70 5EP**

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you and seeing you in your lessons and around school.

These are some of the things we found out about your school.

- You go to a good school and standards are average.
- You really enjoy your lessons and make good progress overall.
- Very occasionally some of you could make even more progress.
- Your behaviour is good and you take good care of each other.
- You have a good understanding of how to keep healthy and do well in different sporting activities and competitions.
- You are very proud of your involvement in keeping Worsbrough library open.
- The quality of teaching is good and you are given interesting things to learn.
- On a few occasions we think that teachers need to ask you more challenging questions to help you think more deeply.
- We also think that teachers could sometimes help you more when marking your work, by telling you clearly what you need to do to improve it.
- The headteacher, her staff and the governing body run the school well.

To help your school become even better, I have asked your headteacher and the governing body to:

- Help you make the best progress you can by
  - making sure all lessons help you think deeply and carefully
  - making the best use of marking and feedback to help you thoroughly improve your work.

You can help by making sure that all your work is the best it can be and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).**