

# The Edmunds Primary School

Lobwood, Worsbrough Bridge, Barnsley, South Yorkshire, S70 5EP

**Inspection dates** 22–23 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils' achievement is inadequate because too many pupils do not make the progress of which they are capable, especially in reading and mathematics.
- Pupils' attainment in reading, writing and mathematics is too low in Key Stages 1 and 2.
- Teaching is inadequate. Teachers do not have high enough expectations of what pupils can achieve and this leads to inadequate achievement, especially in reading and mathematics.
- Teachers do not use well enough information about the progress pupils make. Work set in lessons does not match pupils' needs appropriately.
- Teaching in the Early Years Foundation Stage classes does not give children enough opportunities to learn by exploring and making choices, especially outside.
- Behaviour and safety require improvement. A few pupils do not attend school frequently enough and leaders have not done enough to stop this.
- The school's judgements on how well it is doing are not accurate and are too generous. As a result improvement plans have only limited impact as they lack the correct priorities and clear targets for raising achievement.
- Senior leaders do not track pupils' progress closely enough to know how well they are doing. Leaders do not check the quality of teaching thoroughly enough.
- Since the last inspection, pupils' progress and the quality of teaching have declined. School leaders have not done enough to reverse this decline.
- Governors have not taken effective action to hold school leaders to account. Leaders and governors do not demonstrate the capacity to bring about sustained improvement.

### The school has the following strengths

- Most pupils behave well in lessons and around the school and they enjoy good relationships with staff.
- Pupils say they feel safe and trust their teachers to care for them.
- Parents are generally supportive of the school and value the contact they have with staff.

## Information about this inspection

- Inspectors observed 16 part lessons, of which two were joint observations with the senior leaders. In addition, inspectors made short visits to lessons and to learning areas. Inspectors observed senior leaders reporting back to teachers on the quality of their teaching.
- Meetings were held with pupils, the Chair of the Governing Body and the school's senior staff. The lead inspector met with a representative of the local authority.
- Inspectors spoke informally to parents as they brought pupils to school and considered the responses of 27 inspection questionnaires completed by members of staff. There were too few parent responses to the online questionnaire (Parent View) to support analysis by inspectors.
- Various documents were examined. These included external reports, school data on achievement, minutes of the governing body's meetings, monitoring of the quality of teaching and performance management, development plans, records of pupils' attendance, behaviour records and safeguarding documentation.
- During the inspection, pupils in Year 6 were undertaking an outdoor activity event outside of school.

## Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- This is an average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below the national average.
- The proportion of pupils known to be supported by the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and children who are looked after.
- The proportion of pupils identified as disabled and those who have special educational needs is nearly three times the national average. The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Rapidly improve teaching so none is inadequate and much more is good or better by ensuring teachers:
  - learn how to use information about pupils in their classes accurately and consistently when planning and teaching lessons so all pupils are challenged appropriately, and work better matches the needs of pupils with different levels of ability
  - have regular opportunities to observe good teaching in the school and beyond
  - make sure pupils know their targets and what they need to do to work towards them
  - provide appropriate opportunities for children in Early Years Foundation Stage to explore and develop their own ideas, especially in communication and language and literacy, both indoors and outside.
- Raise standards in reading, writing and mathematics in order that pupils make at least good achievement by:
  - ensuring all teachers fully expect pupils, including the most able, to achieve their very best and make at least good progress
  - ensuring younger pupils read daily to an adult and that teachers fully develop effective links between home and school
  - providing more opportunities for pupils to undertake practical mathematics activities, to solve problems and to use their mathematical skills in different subjects
  - making sure teaching assistants and other adults are deployed more effectively, so pupils' time in lessons is not wasted, and ensure support in lessons is helping pupils to make better progress.

■ Improve behaviour so it is at least good by:

- improving pupils' attitudes to their work so they are better involved with their learning
- continuing the work to eradicate the very occasional incidents of racial misunderstanding
- improving pupils' attendance still further so it is at least in line with the national average.

■ Improve the impact of leadership, management and governance at all levels by:

- developing a coherent and accountable leadership structure that enables leaders to review and evaluate their areas of responsibility, and to take charge of making improvements quickly
- developing still further the school's data-tracking systems so assessments are taken into the classroom at all times and leaders have a better understanding of where pupils are up to in their learning
- checking whether actions taken by the leadership have been successful
- making sure leaders check the quality of teaching more thoroughly, and use performance management better to drive up the quality of teaching
- making certain all governors challenge leaders effectively and therefore fulfil their roles to ensure the school is a good school
- ensuring all governors receive the training they need so governors can be certain actions taken to improve the school are having the desired impact
- an external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils' progress is too slow, especially in reading and mathematics. The progress made in reading, writing and mathematics by pupils in Key Stage 2 has been below national average for the last three years. Lesson observations and scrutiny of pupils' books show that too many of the current pupils are making slow progress. Progress is faster in Year 6, but in other year groups it is not rapid enough to raise attainment further.
- At the end of Key Stages 1 and 2, too few of the most-able pupils are reaching the higher levels of which they are capable in reading, writing and mathematics, and particularly in reading.
- Attainment has declined since the last inspection at both key stages. Pupils' standards at the end of Key Stage 1 improved in 2013, but are still well-below national averages in reading, writing and mathematics. The percentage of pupils who reached the expected Level 4 at the end of Key Stage 2 was well-below the national average in reading, writing and mathematics. It was especially low in reading with a wide gap between the school and national figures. These standards represent inadequate progress from pupils' individual starting points.
- Although improving, the proportion of pupils who reached the expected standard in the phonics (letters and the sounds that they make) screening check at the end of Year 1 was well below the national average in 2012 and 2013.
- The quality of pupils' learning, attainment and progress is too variable across year groups. When the work is challenging, pupils' attitudes to their work is good. When work is not well matched to pupils' abilities, these positive attitudes diminish and a number of pupils do not pay attention.
- Pupils' achievement in writing, although below the national average at both Key Stages 1 and 2, is better than in reading and mathematics. This is because the pupils have good opportunities to write throughout the day in a wide range of subjects.
- The gap in attainment for pupils who are supported by pupil premium funding narrowed in 2013. Attainment in the reading and writing of pupils who were known to be eligible for free school meals was a term behind other pupils in the school. In mathematics, the attainment of pupils known to be eligible for free school meals was two terms behind the pupils who were not.
- Disabled pupils and those who have special educational needs make the progress that is expected of them. Sometimes, these pupils make good progress because their learning needs are well met and intervention by adults is well targeted. However, less-able pupils make inadequate progress because work is not properly matched to their needs and abilities. This is particularly the case for those who have difficulty with reading and basic mathematical skills.
- The school is failing to promote equality of opportunity because there is too much variability in terms of the progress made by different groups of pupils and especially by the most able.
- When children join the Nursery, most have basic skills that are well below those typical for their age, particularly in communication and language. The proportion reaching a good level of development is well below the national average. Children make expected progress from their starting points across the Early Years Foundation Stage. Children do not make better-than-expected progress because they are not given enough freedom to explore for themselves in the outdoor learning environment. Also, children do not have access to good enough provision to support the development of their literacy and mathematics skills either inside or outdoors.

### The quality of teaching

### is inadequate

- Over time, teaching is inadequate. During the inspection, the majority of teaching seen in all key stages was either inadequate or required improvement. Teaching is not good enough to secure the rapid progress necessary to improve the outcomes for all pupils. Pupils are underachieving across the school, most are making inadequate progress and not reaching the levels of which they are capable.
- Teachers do not take into account what pupils already know, and can do, and so teachers fail to

ensure activities meet precisely the needs of different abilities. Often, work is too easy for the most able and too difficult for other pupils.

- The system of targets for pupils has not been implemented thoroughly enough to make sure pupils know at what level they are working and how well they are doing. Nor does it motivate and guide pupils to achieve further.
- Teaching assistants do not always support pupils' learning well enough during introductory activities or during the closing stages of lessons. Teachers do not routinely check how much progress pupils make when they are working with assistants.
- Teachers do not ensure pupils read to other adults often enough, especially lower down the school where the need for practice and regular assessment is important. Pupils say they would like more reading opportunities. Year 2 pupils are clear that being a good reader is important.
- There are very few examples of good or better mathematics teaching. The focus of much of the work is solely around number counting and number bonds. Teachers do not plan practical activities to make mathematics exciting for pupils. They provide few opportunities for pupils to engage regularly in problem solving. The pace of mathematics lessons is often slow.
- The teaching of writing is better because teachers offer pupils many opportunities to write and engage them more in the way they can link their learning to other subjects. Pupils are often given plenty of opportunities to explore with their learning, which often results in well presented and well thought out, finished pieces of writing.
- There are examples of good practice in the school, but these teachers are not being used as examples for other teachers, nor are they being allowed to mentor other teachers. Frequently, teachers do not have high enough expectations of what pupils, particularly the most able, can achieve.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils are polite, friendly and welcoming. They have generally positive attitudes to learning and try to do their best. However, in the considerable number of lessons where work set for pupils is not well matched to their abilities, pupils sometimes lose interest, though they rarely misbehave. Pupils say that they care for each other. They enjoy being on the school council and being responsible for looking after playground equipment.
- The school keeps a wide range of records relating to pupils' behaviour including lunchtime incidents and racist incident logs. However, it does not draw all this information together to discover patterns. Nor has it been able to eradicate all racist comments and actions from a very small number of pupils.
- Pupils feel safe in school and parents at the school gate are generally satisfied with the school.
- Most pupils have a secure knowledge of how to stay safe when using the internet. They are aware of different forms of bullying. Pupils are confident that any poor behaviour is dealt with promptly and effectively by the school.
- Although still below the national average, attendance is improving. Even so, a significant minority of pupils still do not attend school on a regular basis and senior leaders have been slow in raising further the attendance rates.

### **The leadership and management**

### **are inadequate**

- Leadership at all levels has not been, and still is not, strong enough to make essential changes to teaching and as a result pupils' achievement has continued to be well-below national averages for the last three years. Leaders' evaluation of their own practice and of the school's overall effectiveness is inaccurate and overgenerous.
- Leaders have not monitored effectively the quality of teaching. As a result pupils' progress is too slow and this situation has remained unchallenged so support to help those falling behind has not been given quickly enough. Performance management is not used effectively to drive up the

quality of teaching, as advice to teachers is not linked to raising standards in the classroom or to improving achievement. Targets do not link clearly enough to the Teachers' Standards.

- Although leaders track achievement, systems are often overly complicated. Leaders do not analyse this information effectively. In addition, leaders do not ensure teachers use the information they collect about what pupils know and can already do to plan lessons. Reading diaries and home-school links are not fit for purpose and do not support learning.
- Senior leaders have taken on too much responsibility for improving the school and with too little involvement from middle leaders. This means there is no whole-school strategy for feeding information from subjects, year groups or key stages to create a coherent, whole-school improvement plan.
- The local authority has an accurate view of the school. With its support, leaders have correctly identified a set of priorities to improve the school. These focus on improving the quality and consistency of teaching, developing leadership and accelerating progress and raising attainment in reading, writing and mathematics. However, impact is so far limited and school leaders have not taken the necessary action or set clear targets to improve outcomes in these areas quickly enough.
- The majority of parents spoken to during the inspection expressed confidence in the school, especially with the care and support staff show to their children.
- The school develops pupils' spiritual, moral, social and cultural skills appropriately. Systems are firmly in place to address any occasional misunderstandings linked to cultural diversity. There are well-established links with schools in the local area and sporting links are growing.
- A good plan is in place to access the new primary school sports funding. Although it is too early to judge its impact on the levels of pupils' skills, developments such as bringing better-qualified sports coaches into school have already increased pupils' focus on sport.
- The range and content of subjects taught do not fully meet the needs of all learners. There are only a few opportunities for pupils to read daily and for pupils to use their mathematical skills in practical contexts so that they can apply what they have learnt. However, better opportunities are provided for pupils to use their writing skills in other subjects.
- All statutory requirements with regard to safeguarding are met.
- Newly qualified teachers should not be appointed.
- **The governance of the school:**
  - Governance is inadequate because governors have not challenged the school's leaders strongly enough about the quality of teaching and the inadequate achievement of pupils. Governors are committed to the school and to making the school successful. However, until recently, the governing body did not have an accurate view of the school's inadequate overall effectiveness and its weaknesses. They now have an accurate picture of the school's position and have been supported well by local authority intervention. In the past, governors have been overly reliant on the headteacher and have not formed an independent view of pupils' performance or how effectively leaders were working to improve the quality of teaching. They have not held school leaders to account and have had little influence on the school's direction. Nor have they established any link between teachers' pay and the progress of their pupils. Governors, however, do know how the school is using the pupil premium funding to boost the attainment and progress of the pupils for whom it is intended. The governing body has also ensured arrangements for safeguarding are met.

## 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

<b>Unique reference number</b>	132754
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	426005

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>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Cawthorne
<b>Headteacher</b>	Sharon Mapplebeck
<b>Date of previous school inspection</b>	24 May 2011
<b>Telephone number</b>	01226 289096
<b>Fax number</b>	01226 241768
<b>Email address</b>	s.mapplebeck@barnsley.org

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