

St Edward's Catholic Primary School

Newhall Road, Swadlincote, DE11 0BD

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders have been ineffective in addressing a key issue relating to early years provision that was identified at the previous inspection. Hence, leadership and management are inadequate.
- The quality of teaching has declined markedly since the previous inspection; leaders have not provided staff with consistently clear guidance to ensure that teaching improves. Not enough teaching is of the expected standard and is inadequate.
- Teachers are not using the information from their assessments accurately enough. As a result, the most-able pupils are not always suitably challenged and the quality of support for disabled pupils and those with special educational needs is uneven across the school.
- The provision in the early years is inadequate. Not enough children are equipped with key skills in reading, writing and mathematics to ensure that they are well prepared to enter Year 1.
- Leaders are not ensuring that rates of progress between different groups are similar across the school, particularly between boys and girls and disadvantaged pupils and others in the school.
- Pupils' achievement is inadequate. Not enough pupils are making fast enough progress in mathematics across Key Stage 2.
- Pupils are not being provided with enough work to support them in applying their learning in mathematics across a range of subjects.
- Pupils' presentation of their work and the quality of handwriting are weak. Pupils' skills in grammar, punctuation and spelling lag behind their ability to write for different purposes.
- Leaders of subjects are not fully involved in checking on the quality of teaching and securing essential improvements.
- Teachers' marking is not supporting pupils to make fast enough progress.
- Pupils' behaviour requires improvement. Teachers do not always ensure that pupils concentrate well enough during lessons.
- A few pupils say that very occasionally they can get apprehensive at school. Hence, the school's work to keep pupils safe requires improvement.
- Governors are not holding leaders to account sharply enough for the impact their actions have on pupils' achievements.

The school has the following strengths

- Pupils' attendance is above average. Pupils say they enjoy coming to school and they like attending the various before-and after-school clubs that the school provides.
- The primary sports premium funding is used well. Pupils take part in a wide range of participative and competitive sports.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils are well prepared for life in modern Britain.
- Pupils have many opportunities to write about various subjects in a range of styles.

Information about this inspection

- Inspectors observed pupils' learning in 13 lessons taught by seven teachers.
- Inspectors looked at pupils' workbooks in a range of subjects.
- Inspectors met with two groups of pupils from Key Stage 1 and Key Stage 2 and listened to pupils reading.
- Meetings were held with: senior leaders; leaders of English and mathematics; the leader responsible for disabled pupils and those with special educational needs; the leader of the Early Years Foundation Stage; representatives of the local authority; and members of the governing body.
- Inspectors spoke informally to parents before and at the end of the school day. Inspectors also considered the school's own survey of the views of parents as well as 65 responses to the online Ofsted questionnaire, Parent View.
- Inspectors considered questionnaires completed by 18 members of staff.
- Inspectors looked at a range of documentation including: the school's self-evaluation; plans for improvement; minutes of meetings of the governing body; the school's most recent data on pupils' achievement; and information relating to teaching, behaviour, attendance and safeguarding.

Inspection team

David Carter, Lead inspector

Her Majesty's Inspector

Susan Blackburn

Additional Inspector

Full report

In accordance with the Education Act 2005, 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

- The school is slightly smaller than the average-sized primary school.
- The large majority of pupils are from White British backgrounds. A small minority come from minority ethnic groups. Few pupils speak English as an additional language.
- The proportion of girls who attend the school is higher than what is typically found nationally.
- The proportion of pupils for whom the pupil premium provides support is below average. This is additional funding to support pupils known to be eligible for free school meals and those children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportions of pupils who enter or leave the school other than the usual times of entry are below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The early years provision comprises of a Reception class for four-year-olds who all attend full-time.
- The school runs its own breakfast club that is managed by the governing body.
- There have been some staffing changes in the last two years at senior leadership level. A new assistant headteacher has been appointed as well as a leader responsible for promoting the Catholic life within the school.
- The governing body has recently been reconstituted. This has meant that a number of governors are new to post.

What does the school need to do to improve further?

- Improve the quality of teaching, including in the early years provision, so that it is at least good by:
 - ensuring that teachers raise their expectations of what pupils can achieve
 - directing teachers to use their information about pupils' achievements more precisely to plan work that is suitably challenging for the most-able pupils as well as provide a more consistent level of support for disabled pupils and those who have special educational needs
 - making sure that teachers check more closely on pupils' understanding during lessons, thereby moving learning forward more quickly for those who are doing well and providing more structured support to those who are finding the work difficult
 - checking teachers' marking provides clear guidance to all pupils so they can quickly make necessary improvements to their work
 - developing adults' skills in the teaching of phonics (the linking of letters and sounds)
 - ensuring that teachers place an increased focus upon the teaching of English grammar, punctuation and spelling
 - improving the accuracy of the assessment in each area of learning in the early years to enable suitable activities to be planned for children to move their learning forward more quickly
 - making sure that children have enough suitable opportunities to learn outdoors as well as indoors in the early years.
- Raise pupils' achievement by the end of Key Stage 2 by:
 - providing pupils with more activities to enable them to develop their skills in solving problems and their ability to reason

- making sure that handwriting is taught more systematically across the school and that teachers raise their expectations of the quality of pupils' presentation of their work
- raising the achievement of disadvantaged pupils by making better use of the pupil premium funding
- accelerating boys' progress so that it is similar to that made by girls across the school
- ensuring that all pupils demonstrate positive attitudes to learning during lessons through listening carefully to teachers' presentation of learning and introductions and that a closer eye is kept on their work rate.

■ Improve the effectiveness of leadership and management by:

- introducing routine checks so that governors and senior leaders track the progress of the different prior attaining groups of pupils so that underachievement can be identified and appropriate actions taken to secure good progress
- drawing together more sharply information about the quality of teaching across the school, including in the early years, to provide staff with clear guidance on how to improve, and ensuring that this is followed up with regular and detailed feedback
- providing staff with clear guidance on how to use information from their assessments to inform their teaching
- ensuring that subject leaders are more closely involved in checking on teaching in their areas of responsibility and in driving and securing improvements to provision and outcomes
- ensuring governors check more closely on the extent to which leaders' actions are having a positive impact on pupils' achievements
- making sure that the systems for the performance management of all staff are robust and that the policy is followed in relation to rewarding teachers.

External reviews of governance and of the school's use of the pupil premium should be undertaken to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Senior leaders have not been able to halt the decline in the quality of teaching across the school and the subsequent fall in standards at the end of Key Stage 2 in the last three years. As a result, the quality of teaching, pupils' achievement and the early years provision are inadequate.
- Senior leaders have not tackled the key issue that was identified at the previous inspection relating to improving the quality of the outdoor learning for children in the Early Years Foundation Stage. Leaders are too reliant on external support that has been provided by the local authority following the school being identified as one that was causing concern in the autumn term of 2014. Actions are not being followed up rigorously enough to improve the quality of teaching rapidly and securely. Consequently, leaders lack the capacity to drive essential improvements quickly enough.
- The headteacher gathers a range of information, drawn from a range of sources, to inform judgements about the quality of teaching in each class. Staff are provided with feedback on how to improve their practice. However, the development points are not followed up rigorously enough to ensure that individual staff act consistently on the advice that they receive in order to improve or that there is a consistency of approach in following whole school policies relating to teaching and learning. Consequently, weaknesses are not being addressed in a systematic way leading to inconsistencies in the quality of provision.
- Senior leaders have an over-generous view of the quality of teaching and pupils' achievement. This is because systems of assessment in reading, writing and mathematics are not fully embedded and this is leading to judgements of the rate of pupils' progress not being accurate. In turn, this is not helping teachers to plan activities that appropriately challenge pupils of different abilities to help them make good progress.
- Equality of opportunity for pupils is not well promoted. Senior leaders are not tracking the progress of different prior-attaining groups of pupils. As a result, they are not able to hold leaders to account for the progress of these groups of pupils. Consequently: the most-able pupils are not being challenged to ensure that enough reach the standards that they are capable of; gaps in achievement between boys and girls are too wide in Year 3 and Year 6; and gaps in attainment between disadvantaged pupils and other pupils are too wide for the oldest pupils.
- Leaders responsible for mathematics have not been able to play a full role in checking on the quality of teaching and in leading their subject. Their checks have enabled them to accurately identify that the most-able pupils are not being challenged sufficiently and that pupils are not given enough work to support the development of their skills in solving problems and their ability to reason. However, the leaders for mathematics have not had enough opportunities to work with teachers to secure essential improvements in these areas.
- The leader responsible for English has not ensured that the quality of teaching of phonics is improving quickly enough to tackle the legacy of underachievement in the Early Years Foundation Stage and Year 1.
- The role of the subject leader in subjects other than English and mathematics is under-developed. Staff with responsibility for these subjects have not developed their skills in checking on the quality of teaching and learning and the extent to which this is having a positive impact on pupils' achievement.
- Senior leaders have used the pupil premium to support eligible pupils' personal development as well as to provide bespoke support with the intention of improving their work in English and mathematics. While this is ensuring that they are fully included in all aspects of the curriculum, the extent to which this is having a positive impact on their academic achievement is variable. While gaps in attainment have narrowed between eligible pupils and others in Years 3 and 4, these gaps remain too wide in Years 5 and 6.
- Senior leaders have ensured that the curriculum is broad and balanced and provides pupils with different types of learning opportunities. Pupils are provided with various activities that effectively promote their spiritual, moral, social and cultural development. The school has maintained its tradition of supporting

pupils to participate and excel in music, sport, and the wider arts.

- Pupils are taught in assemblies and lessons the importance of respect and tolerance for those of different backgrounds and faiths. Senior leaders clearly promote the importance of good relations between all pupils, irrespective of background or circumstance, as well as tackling discrimination. This is seen in pupils' polite and courteous behaviour during the school day. Pupils have a good understanding of the beliefs of others and spoke knowledgeably about the importance of respecting others. As a result, they are well prepared for life in modern Britain.
- The headteacher has astutely evaluated the impact of the use of the primary school sport premium in similar schools and has used this information when drawing up the strategy for St. Edward's. This has resulted in effective use of the funding to enable: professional development for staff to improve their skills in the teaching of physical education and sport; coaching for pupils in school time in a wide range of sports; broadening the range of after-school provision for pupils; and enabling pupils to access a range of competitive events. She keeps detailed records about each pupil and the activities that they are undertaking and the extent to which this is improving their behaviour, attitudes to school, and skills in sport. Pupils say that this is one of the reasons why they enjoy coming to school.
- Governors and senior leaders seek the views of parents on an annual basis to inform their strategic plans. The most recent surveys paint a more positive picture about the school than the responses that have been captured on Parent View. Around one in three parents who responded to Ofsted's survey indicated that they would not recommend this school to another parent and that the school does not respond well to the concerns that are raised. This represents a significant number of parents who have little confidence in the school.
- The headteacher acts as the designated officer for the safeguarding of pupils and she is vigilant to ensure that arrangements for safeguarding meet statutory requirements. Pupils are kept safe at school. Nevertheless, the school's work to keep pupils safe and secure requires improvement. This is because a few pupils express their concerns about the extent to which they feel safe.
- The local authority has provided a 'light touch' approach to supporting the school since its previous inspection following the awarding of outstanding school status. However, at the beginning of this academic year, in discussion with the headteacher, they recognised the school's weaknesses and the school was identified as one which was causing concern. As a result, they produced a plan of action in the autumn term 2014 which superseded the school's own improvement plan. As part of implementing the plan, the local authority has deployed teaching and learning consultants to help improve the quality of teaching. While this has resulted in tentative signs of improvement, aspects of the school's work have not been embedded sufficiently to ensure that the school is providing an adequate standard of education for its pupils.
- Senior leaders should not seek to appoint newly qualified teachers.
- **The governance of the school:**
 - The governing body are supportive and committed to undertaking their roles. They have developed, with senior leaders, a clear vision of what they want to achieve. Nevertheless, governors are not challenging senior leaders sharply enough to ensure that all groups of pupils achieve well.
 - The Chair of the Governing Body checks closely on the rate of implementation of key actions that are identified in the local authority's support plan for the school. Due to a reconstitution of the governing body, however, other governors are at an earlier stage of development in providing challenge and support to the school's leaders. Too much emphasis has been placed on checking the rate of improvement, compared to considering how the school is performing against similar schools nationally. As a result, governors have an over-generous view of the work of the school and how well the school is performing.
 - Governors have put in place a system to manage the performance of the headteacher. However, their checks on staff performance management arrangements are not robust enough. Governors are unsure of how classroom performance is linked to pay progression.
 - Governors are aware of how they are using the additional funding to support disadvantaged pupils' personal and academic development. However, they have not challenged senior leaders sufficiently to

ensure that this money is being spent wisely. Hence, gaps in attainment between current disadvantaged pupils and others are widening for the oldest pupils because they are not making the same rates of progress in writing and mathematics. Consequently, the school is not making wholly effective use of the pupil premium funding.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. While the large majority of pupils is keen to learn, a small minority of pupils sit quietly but do not always pay enough attention to teachers' comments. Teachers do not always have high enough expectations of the extent to which pupils should pay attention to their teaching points. As a result, pupils' learning suffers.
- Teachers do not always identify quickly enough when pupils lose motivation or their work rate drops. This is particularly the case when the work is not sufficiently challenging or where expectations are not made clear about the amount of work which pupils have to complete by the end of the lesson.
- Pupils are usually polite, courteous and well-mannered as they move around the school. Pupils' behaviour at breakfast club, during breaktimes and in the dining hall results in a calm and friendly atmosphere. Relationships between adults and pupils are generally positive.
- Pupils are aware of the systems for rewards, which differ according to the pupil's age, as well as sanctions. The 'reflection room' is used to good effect to support potentially vulnerable pupils who can demonstrate challenging behaviour.
- All members of staff who completed questionnaires feel that the school ensures that its pupils are well behaved and that the school deals effectively with bullying. That view is not wholly shared by parents or pupils. Around one in three parents who completed the online questionnaire disagreed or strongly disagreed that the school manages pupils' behaviour well and a similar proportion felt that bullying is not dealt with effectively. Pupils confirmed that bullying happens but say they are confident that issues are sorted out. This correlates with the school's records, which do show incidences of racist language, although, these are relatively rare. Nevertheless, pupils' behaviour is not consistently of a good enough standard in lessons or around the school for it to be judged as 'good'.
- Pupils' attendance has improved over the last three years and is well above average. Pupils say that they enjoy coming to school, and in particular attending the breakfast club and the wide range of after-school activities that the school provides.

Safety

- The school's work to keep pupils safe and secure requires improvement. Most pupils who were interviewed said that they feel completely safe in school. A few pupils cited incidences of fighting and bullying that have occurred in school and conveyed that very occasionally, they can get a little scared in case an incidence occurs that is unseen by adults. This view is shared by one in five parents who completed the online questionnaire who believe that their child does not feel safe in school.
- The school's systems for safeguarding pupils demonstrate a commitment to ensuring that pupils are safe. This is seen through: appropriate checks being made on adults who work or visit the school; the depth of understanding of statutory requirements in relation to safeguarding pupils shown by leaders; the importance attached to staff training; and clear systems, which have been enacted, for the recording and reporting of safeguarding concerns. The school's security systems are also robust.
- Senior leaders gather the view of pupils on the extent to which they feel safe. Nevertheless, senior leaders have not identified the root causes of pupils' perceptions and put in place actions to address their concerns.
- Senior leaders have ensured that the curriculum provides a range of activities to help pupils to know how to stay safe; pupils have a good understanding of how to stay safe in a range of situations within and beyond the school day. Pupils are taught well about safety and are well aware of the dangers associated

with using the internet and social media. Pupils are also taught well about road safety and the dangers to one's health posed by the use of alcohol and drugs.

The quality of teaching is inadequate

- The effectiveness of teaching has declined since the last inspection and is now inadequate. Teaching of the youngest pupils in the Early Years Foundation Stage does not ensure that children's knowledge, skills and understanding are increased sufficiently so that they make a good start to their education.
- Teachers' expectations of what pupils can achieve are not always high enough. Teachers are not using information from their assessments of pupils' progress accurately enough to plan activities that are suitably challenging to those of different abilities. The most-able pupils are not always provided with work which challenges and extends their thinking. These pupils told inspectors that they often find the tasks that they are given to be 'too easy'.
- The teaching of mathematics is weak. Teachers are not providing pupils with enough activities to enable them to apply their basic skills in solving problems in mathematics or across a range of subjects.
- The teaching of phonics has not been effective enough in the early years or Key Stage 1 to ensure that pupils' knowledge and skills are developed quickly enough. Adults' lack of subject knowledge in the teaching of phonics is preventing pupils from developing a good understanding of sounds and how to apply them in their early reading work.
- Teachers check on pupils' progress and their level of understanding during lessons. However, teachers are not always adept at providing precise guidance to pupils to challenge pupils further or to support them if they are finding the work challenging.
- Senior leaders have recently updated the school's approach to the marking of pupils' work. However, the quality of marking remains too variable. Teachers' comments are not always precise enough to help pupils to understand how to improve the quality of their work. Pupils are given too few opportunities to show how they have improved the quality of their work and this is not always followed up and checked closely enough by teachers. Consequently, marking is not having a significant impact on supporting pupils to make faster progress.
- Teachers do not have high enough expectations of the quality of the presentation of pupils' work. There is a lack of a common approach to the teaching of handwriting. As a result, pupils' recorded work in a range of subjects is not of a good standard.
- The quality of support provided for disabled pupils and those with special educational needs is uneven. As a result, there is not a consistent pattern across the school of this group of pupils making steady progress. Teaching assistants provide support through intervention programmes as well as within lessons. However, the quality of support is variable, as reflected in the school's own progress data for this group of pupils.
- Teachers have ensured that the teaching of English grammar, spelling and punctuation has been given greater focus following the Year 6 outcomes in 2014, which were below national averages for all pupils. Despite this, pupils' skills in this aspect of their work, as seen in their books, still lag behind their skills in developing the content of their writing.
- Pupils are given regular opportunities to write in their English books as well as in a range of subjects, including work linked to their topics. This is contributing to improved rates of progress in this subject.

The achievement of pupils is inadequate

- Pupils' achievement is inadequate. Historically, standards of attainment have been high at the end of Key Stage 2. In 2013, standards fell to being no better than broadly average where they have remained since. Not enough of the current Year 6 pupils have made expected or more than expected progress in reading, writing and mathematics during their time in Key Stage 2.
- Children in the Early Years Foundation Stage do not make enough progress from their starting points. As a

result, not enough children are well prepared to start in Year 1.

- The quality of pupils' learning in mathematics is inadequate. Pupils lack skills in being able to solve problems or being able to reason. In 2014, not enough of the Year 6 pupils made expected or more than expected progress in mathematics across Key Stage 2.
- Pupils' knowledge and understanding of phonics is underdeveloped. The proportion of pupils reaching expected standards at the end of Year 1 in 2014, was below average. None of the pupils who did not meet the expected standard at the end of Year 1 in 2013, passed the retake at the end of Year 2 in the following year. Not enough children in the Early Years Foundation Stage or Key Stage 1 are developing their skills quickly enough in being able to link letters and sounds.
- The proportion of pupils attaining the higher levels at the end of Key Stage 2 in 2014 was similar to that found nationally in mathematics, and slightly above in reading and writing. However, fewer pupils attained these high levels in English grammar, punctuation and spelling (the technical aspects of writing). Although leaders have recognised that this is a weaker aspect of the school's provision and have put in place additional support, pupils' skills in the technical aspects of writing still lag behind those in being able to improve the quality of the content of their work.
- The most-able pupils are not being suitably challenged during lessons. As a result, not as many pupils are on track to attain Level 5 in 2015, in reading and mathematics, as there were in 2014.
- The very few disadvantaged pupils in the Year 6 cohort in 2014 made better progress than others across Key Stage 2, particularly in writing. Their combined attainment in reading, writing and mathematics was slightly below that of all pupils nationally as well as others in the school. Their attainment in reading was above other pupils nationally by one term and in writing by two terms. However, their attainment in grammar, spelling and punctuation was behind by nearly two terms and in mathematics by two terms.
- Disadvantaged pupils attained standards that were slightly below their classmates in the 2014 Year 6 cohort. Disadvantaged pupils were behind others by nearly two terms in mathematics. Nevertheless, they attained above others in the class by: one term in reading and writing; and half a term in grammar, punctuation and spelling.
- There is a mixed picture of attainment and the progress being made by current pupils in the school. In Years 3 and 4 disadvantaged pupils are making similar rates of progress to other pupils. As a result, there are not significant gaps in attainment between the two groups of pupils. However, there are wide gaps in attainment between disadvantaged pupils and others in the current Year 5 and 6 cohort. As a result, disadvantaged pupils in Year 6 are five terms behind their peers in reading, writing and mathematics combined attainment. While a number of disadvantaged pupils in this cohort also have special educational needs, which is partly the reason why the gaps in attainment are wide, disadvantaged pupils have not made the same rates of progress as others in writing and mathematics across Key Stage 2. The progress that they have made in these subjects is weak.
- The progress made by disabled pupils and those who have special educational needs is uneven across the school. In 2014, pupils who have special educational needs made less progress than others in the Year 6 class whereas the large majority of current pupils are making expected progress. Senior leaders are inclusive in their approach and are keen to ensure that the academic and personal needs of potentially vulnerable pupils are met. Nevertheless, the achievement of disabled pupils and those who have special educational needs requires improvement because not enough are making good rates of progress.
- Over the last three years, girls have made better progress than boys across Key Stage 2. This pattern remains for the current Year 6 pupils with girls making faster progress than boys in reading and writing and similar progress in mathematics. Girls' attainment at the end of Key Stage 1 was higher than that of boys overall and higher in reading and writing. Currently, girls are making faster progress than boys in Key Stage 1 in reading, writing and mathematics.

The early years provision**is inadequate**

- Children do not make sufficient progress in developing their knowledge, skills and understanding, particularly in basic skills, during their time in the Early Years Foundation Stage. As a result, the proportion of children in 2014 who achieved a good level of development in reading, writing, number and their understanding of shape, space and measures were below those found nationally. The number of current children on track to secure a good level of development this year is well below average. Consequently, the school is not ensuring that children are well prepared to enter Year 1 because they are failing to equip them with the skills to help them to make a positive start in Key Stage 1.
- The leader of the Early Years Foundation Stage has not put in place an effective system for assessing children's progress. As a result, senior leaders and staff do not have a shared view of achievement and have a lack of understanding of how to promote learning effectively in order to improve the achievement of children. The children's learning journals are not used effectively to accurately identify how well children are doing or to identify the next learning steps for individual pupils.
- Leaders are not tracking closely enough the extent to which provision is supporting the different groups of pupils and putting in place suitable plans to address underachievement. As a result, disadvantaged children are not being supported well enough and are not achieving as well as others in the setting or as well as similar pupils nationally.
- The teaching of phonics and early reading is weak. Adults are not always modelling correctly initial sounds and children are not developing their knowledge and skills quickly enough to support them in their reading.
- Children do not have access to a range of stimulating activities that engage them in their learning. Senior leaders have acquired resources to improve the quality of the outdoor learning environment but these are not being used effectively. Children were observed for a whole session during which not one child chose to undertake their independent learning activity outdoors. Activities that are provided, both indoors and outdoors, are not always suitably engaging and challenging enough to sustain children's interest. As a result, too often children lose focus which affects their rate of learning. Consequently, the quality of teaching is inadequate.
- Adults have put in place suitable arrangements for ensuring that children are kept safe. Children generally behave well and tend to get on well with each other; occasionally children can misbehave particularly if the activity that they are doing is not challenging or when staff are not checking on their learning closely enough.
- Senior leaders have identified that the quality of leadership and provision in the Early Years Foundation Stage is a weakness. However, they have not maintained a close enough eye on the extent to which external support provided by the local authority is improving teaching or the extent to which it is having a positive impact on children's achievements.

What inspection judgements mean

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

School details

Unique reference number	112906
Local authority	Derbyshire
Inspection number	461545

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Adrian Roberts
Headteacher	Jayne McQuillan
Date of previous school inspection	03 October 2006
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