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Mrs Sally Snooks
Headteacher
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Dear Mrs Snooks

Short inspection of Edgewick Community Primary School

Following my visit to the school on 14 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You were appointed to the post of headteacher since the school was last inspected. You and the governors appointed a deputy headteacher during the last school year. Working together, you have successfully created a highly aspirational culture in which pupils are encouraged to achieve the best possible outcomes. Your continued development of a team of highly effective middle leaders is supporting improvement well. More effective teaching in key stage 1 is leading to an increasing proportion of pupils reaching expected standards in reading, writing and mathematics.

The move to the new school building since the previous inspection is also having a positive impact on pupils' learning. You have resources in the new building which are readily accessible for pupils to use in support of their learning. We observed pupils taking part in a range of exciting, practical learning tasks in mathematics. We identified younger pupils with very specific learning needs, successfully dividing large numbers, using appropriate mathematical apparatus with effective support from skilled teaching assistants.

You, the leadership team and teachers have ensured that teaching is now highly focused and improved. This has helped to increase the progress that disadvantaged pupils made in reading and mathematics in key stage 2 last year compared to the previous year. The leadership team has successfully tackled both areas for improvement from the

previous inspection. In mathematics, pupils throughout key stage 2 are now making rapid progress in their learning. At the end of Year 6, pupils' progress in mathematics since joining Year 3 was above average in 2017 and well above average in 2016. The leadership team has successfully improved the quality of teaching, which is strengthening pupils' achievement. There is good capacity for further improvement.

Your governors have a secure understanding of the many strengths of school. They recognise, for example, the need to improve pupils' achievement in reading, which was highlighted by the slight dip in progress last school year. Occasionally, pupils' reading books are not well enough matched to their learning needs. Some are too easy while others are too hard for pupils to read.

In lessons we visited, and in books we looked at, it is clear many teachers and teaching assistants are taking great care when modelling what they expect of pupils. However, this is not consistently the case around school. Occasionally a few teachers do not have high enough expectations of pupils.

Your school improvement plan rightly contains a section focused on increasing the proportion of pupils who reach the higher than expected outcomes in reading, writing and mathematics. We saw how much of a priority this is when, during the joint learning walk, most-able pupils spoke about their work not always being challenging enough for them.

We talked about information regarding governors, the latest safeguarding and child protection policy and more precise information about the impact of additional funding for school sports and disadvantaged pupils which is missing from your school website. You will soon rectify this.

Safeguarding is effective.

Together with members of your leadership team, you have ensured that all safeguarding arrangements are fit for purpose. There is a highly effective culture of safety and care which permeates school life.

Your staff go the extra mile to ensure that pupils are in school, safe and learning. During the inspection staff were heard being most insistent with a parent that pupils should be in school unless they are ill. Staff collect pupils and bring them to school if necessary, as happened during the inspection.

Your system for ensuring that stringent checks are carried out before staff members are employed is robust. Your school business manager keeps meticulous records of the checks. The chair of the governing body regularly scrutinises the record of checks to ensure that it meets legal requirements.

Inspection findings

- From low individual starting points, all groups of pupils make good progress in their learning to the point of leaving school in Year 6. Senior leaders, parents and governors speak of pupils being successful in their learning after leaving Edgewick because of the good educational foundations for learning established in your school.

- Pupils' progress is continuing to accelerate. The latest school performance information and work in pupils' books shows that most pupils are making fast progress in their learning.
- Pupils have positive attitudes to learning. They enjoy lessons which are exciting and interesting. Pupils behave well and respond positively to their teachers. This helps learning to proceed well in lessons.
- Improvements in standards attained at the end of key stage 1 in reading, writing and mathematics last year were brought about by more effective teaching. Current pupils are well on track to reach higher standards this year. You are aware of the need to increase the proportion of pupils reaching greater depth throughout school by providing a consistently high level of challenge for the most able pupils.
- Teaching assistants support learning effectively. They skilfully help groups of pupils, such as disadvantaged pupils and those pupils who have special educational needs (SEN) and/or disabilities, to be successful in their learning.
- Changes to leadership since the previous inspection have aided improvement and the school continues to improve. There is strong capacity among leaders and managers, including governors, to improve the school further.
- Teaching continues to improve well. Some inconsistencies in the degree of teacher expectation and the care taken in modelling expectations for pupils still remain.
- When reading to the inspector, pupils either found their books too easy or too hard to read because insufficient care had been taken to match the books to their specific learning needs. This is not helping pupils to achieve well enough in reading.
- In recent years those pupils in receipt of SEN support have not attended school as regularly as other pupils. The leadership team have reversed this trend. This group of pupils are now attending more regularly than other pupils.
- The school website does not currently comply with legal requirements.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- inconsistencies in the quality of teaching are eliminated by making sure that all teachers model their expectations consistently well and have the highest expectations of pupils
- reading books are more carefully matched to pupils' learning needs and abilities
- learning tasks for the most able pupils are more challenging
- the school website complies with legal requirements.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Coventry. This letter will be published on the Ofsted website.

Yours sincerely

Declan McCauley
Ofsted Inspector

Information about the inspection

During this inspection, I met with you and your deputy headteacher, four governors and a representative of the local authority. In addition, I spoke with the chair of the governing body by telephone and met briefly with the whole staff. I listened to several pupils from Year 1, spanning a range of abilities, reading their current reading books, which they had been given the previous Friday. I scrutinised a range of school documentation including safeguarding records, plans for school improvement and your self-evaluation summary. Together with you and your deputy headteacher, I undertook a learning walk, visiting all classes. We observed teaching and learning and scrutinised a range of pupils' work in their books. I held informal discussions with pupils during their lessons about their work. I met with parents before school and considered the 13 responses to Parent View, Ofsted's online survey, and their associated free-text comments. There were no responses to the Ofsted's pupil survey or the staff survey.