



St Edward's Church of England Voluntary Aided Primary
School
Inspection Report

Unique Reference Number 102328
Local Authority Havering
Inspection number 276696
Inspection date 26 September 2006
Reporting inspector Vanessa Ward

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

Type of school	Primary	School address	Havering Drive
School category	Voluntary aided		Romford
Age range of pupils	3-11		RM1 4BT
Gender of pupils	Mixed	Telephone number	01708 745971
Number on roll (school)	683	Fax number	01708 764623
Appropriate authority	The governing body	Chair	The Reverend S J Waine
		Headteacher	Mrs Petula Allen
Date of previous school inspection	27 November 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

St Edward's Primary school is considerably bigger than most primary schools. A large majority of the pupils are White British. Other pupils come from a range of minority ethnic groups, the largest being of Black African heritage. The pupils come from a mix of social backgrounds. The proportion of pupils with learning difficulties and disabilities, including those with statements of special educational need, is below average. A smaller proportion than is usually found is entitled to free school meals. At the time of the inspection, the headteacher had been in post for three weeks.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Edward's Church of England Primary School is a good school. It provides a good quality of education and has several outstanding features. High levels of care for the pupils and a focus on the individual are central to all that the school does. This contributes to the pupils' outstanding personal development. Pupils say they 'feel proud to be part of the school'. They behave extremely well and show very positive attitudes to learning. Through participation in the wide range of sporting activities provided and daily opportunities to eat very healthily, the pupils gain excellent knowledge about healthy lifestyles. Their comprehensive understanding of how to keep safe is constantly increasing through the school's vibrant curriculum and the very effective procedures for managing behaviour. The school's intensive focus on teaching basic skills and giving pupils meaningful opportunities, such as taking responsibility for organising fund raising, help them to prepare very well for life beyond school.

The outstanding curriculum and good teaching make learning very interesting for the pupils. These aspects stimulate pupils' enjoyment of learning and promote their good achievement. The school makes excellent links with other agencies to promote the pupils' academic development and their well-being. Pupils' personal development is enriched by a strong focus on spiritual, moral, social and cultural development. The strength of the relationships within the school helps pupils to feel very secure. They accept responsibilities very readily and greatly value the opportunities they are given to influence school development.

Pupils' achievement is good and standards are above average. The effective provision in the Foundation Stage gives the children a good start to their learning. Pupils continue to make good progress through Years 1 to 6, so that by the end of Year 6, standards in English, mathematics and science are above average. However, standards in mathematics are not as high as those for English and science. The school has started to take action to raise standards in mathematics and improvements are beginning to show, but more needs to be done.

In the few weeks since the headteacher was appointed, she has established a strong sense of teamwork among staff and governors, and shares well her vision as to how to move the school forward. All levels of management work effectively together to promote school improvement. The school's analysis of its strengths and weaknesses is accurate and is followed by appropriate action to bring about school improvement. A good example is a recent successful initiative to raise standards in writing.

Parents greatly appreciate all that the school does. They say that their children are given 'lots of excellent opportunities to have fun as well as learn'.

What the school should do to improve further

- Raise achievement in mathematics so that standards equal those reached in English and science.

Achievement and standards

Grade: 2

The pupils' achievement is good. The children enter the school with skills that are typical of those found in most three-year-olds. The good provision in the Foundation Stage enables them to make good progress. By the end of the Reception year, most children reach the expected standards in all areas of learning. The good teaching from Years 1 to 6 builds on this good start and pupils continue to make good progress. By the end of Year 6, standards are above average. A recent focus on writing has considerably improved standards in English, and the school is continuing to focus on the achievement of boys in reading and writing. Although above average, mathematics is the relatively weaker subject and the school is working hard to raise standards. The school's tracking procedures are being used well to monitor pupils' progress and provide additional support where needed. This is currently helping pupils who have fallen behind in mathematics to catch up. Analysis of data indicates that all groups of pupils make good progress, with pupils who have learning difficulties and disabilities sometimes making very good progress.

Personal development and well-being

Grade: 1

The school's excellent promotion of healthy eating provides pupils with a very healthy diet and comprehensive understanding of healthy lifestyles. They take part very enthusiastically in the many opportunities the school provides to enjoy sport and take exercise. The school council is very effective and has been instrumental in increasing the range of equipment available for both outdoor and indoor playtimes. Participation in events such as interviewing potential new staff, links with a local special school and old people's home, helps them develop very valuable skills for life beyond school. Pupils feel very safe and secure in school and are very confident that any bullying will be quickly resolved. One child commented that, 'even one bully is one too many in our school'. Pupils take on responsibility very willingly and conscientiously, providing care and support for each other at playtimes through the 'buddy bench' and peer mediator system.

The pupils' spiritual, moral, social and cultural development is outstanding. They care for and value each other. Pupils have a strong sense of right and wrong and appreciate the opportunities they are given to discuss issues in class. Their social skills develop very well through paired and team work. The excellent range of visits and visitors to school provide pupils with a rich understanding of different cultures and traditions.

Quality of provision

Teaching and learning

Grade: 2

Very good relationships boost pupils' confidence and promote self-esteem. Discussion in pairs, for example, to find the answer to a mathematical challenge, successfully encouraged discussion and enhanced social development. Pupils know that, 'the teachers always help us if we don't understand'. This makes them into confident learners and contributes to their good progress. For example, children in a Reception class had sufficient confidence to stand in front of the class and take part in a counting activity with the teacher.

Teachers share the purpose of the lesson with their pupils very effectively. This helps them to know what they are expected to learn and to reflect on their progress at the end of the lesson. Support staff work well with small groups of pupils, including assisting those with learning difficulties and disabilities. As part of the drive to raise standards, the school is increasing teachers' knowledge and understanding of teaching and learning in mathematics.

Curriculum and other activities

Grade: 1

The curriculum is enhanced very effectively by an excellent range of enrichment activities which enhance pupils' academic, personal and social development. Special events, such as an arts week, multicultural month and regular lessons in French, greatly enrich the provision for the pupils. Adjustments to the curriculum enable pupils of all abilities to participate fully. Examples include special activities for gifted and talented pupils. In the Foundation Stage, the stimulating curriculum and excellent resources support the children's good progress. The school places a strong focus on teaching basic skills across different subjects and this helps to reinforce learning in English, mathematics and science. Pupils speak very enthusiastically about the wide range of clubs that are provided, and uptake is high. This provision does much to encourage pupils to take exercise and to develop very positive attitudes to school life.

Care, guidance and support

Grade: 1

The outstanding quality of care, guidance and support provided by the school establishes an environment in which pupils feel greatly valued. Parents affirm this overwhelmingly, saying that, 'the school genuinely cares about each individual child'. All aspects of health and safety are successfully promoted and monitored. Systems for behaviour management are well understood by pupils and are very effective. Liaison with outside agencies is very successful in supporting the well being and development of all of the pupils, and those with learning difficulties and disabilities in particular. Academic guidance is good. The school sets targets for pupils, and involves them successfully in reviewing their progress. Support for pupils when they join the school,

and when they prepare to move on to the next stage, is very comprehensive and well considered.

Leadership and management

Grade: 2

The leadership and management of the school are good and contribute significantly to the good progress made by the pupils. The new headteacher is supported very well by her deputies. She has a clear vision to improve the school and recognises that there are opportunities to use the many talents among the large staff to build on existing success. The influence of subject leaders over teaching and learning in their subjects has been increased and this work is continuing. Governors fulfil their statutory responsibilities and have a good understanding of the school's strengths and weaknesses. They provide the headteacher with a good balance of support and challenge.

The school's process for evaluating its strengths and weaknesses and in planning for school improvement is comprehensive. The process successfully involves the staff and governors and seeks and values the views of parents and pupils. The school recognises that achievement is not yet as good as it could be in mathematics and is working hard to improve attainment.

Successful initiatives, such as promoting healthy eating, improving provision and challenge for higher attaining pupils, and raising standards in writing, have contributed to recent school improvement. The success of these initiatives indicates that the school has good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

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

Text from letter to pupils explaining the findings of the inspection

Thank you for making me feel welcome when I inspected St Edward's recently, and for talking to me about your school. It was very useful to listen to what you had to say about what you enjoy doing.

Your parents and carers think that your school is a good place to be and I agree with them. You told me that you enjoy being in school and feel safe there. All of the grown ups look after you extremely well and you know that they will always help you if you are upset or worried.

Your teachers give you lots of interesting things to do and you told me how much you enjoy visits and special events. You do well in national tests, particularly in English and science. Your teachers are currently helping you to do better in mathematics and I have asked them to continue with this so that you improve even more.

You eat lots of fruit and vegetables in school and are involved in many sports. These things help you to be healthy. You behave extremely well and show that you care for each other, and this helps to make your school a happy place. I am pleased that you enjoy sharing your ideas for making your school better through your school council.

Your headteacher, teachers and governors, are good at finding ways to improve your school. I know that you will help them as much as you can.

I hope that you will carry on enjoying school and working hard.

Yours sincerely

Vanessa Ward

Lead inspector