



# Edisford Primary School

## Inspection Report

**Unique Reference Number** 119275  
**LEA** Lancashire  
**Inspection number** 280511  
**Inspection dates** 2 November 2005 to 3 November 2005  
**Reporting inspector** Graeme Clarke

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

<b>Type of school</b>	Primary	<b>School address</b>	Edisford Road
<b>School category</b>	Community		Clitheroe
<b>Age range of pupils</b>	3 to 11		Lancashire, BB7 2LN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01200 422239
<b>Number on roll</b>	214	<b>Fax number</b>	01200 442923
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Paul Dakin
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mr R Pye

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 2 November 2005 - 3 November 2005	<b>Inspection number</b> 280511
-----------------------------	-----------------------------------------------------------------	------------------------------------

---

© Crown copyright 2006

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

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school serves the west of Clitheroe, where most socio-economic indicators are close to the national average. The school's roll, which has steadily increased since 2001, includes 29 children who attend the Nursery part time. Very few pupils start or leave the school mid year. Almost all pupils are of white British origins, but 5% are from a Pakistani and Bangladeshi heritage. A below average percentage of pupils take free school meals and the proportion of pupils who have learning difficulties and/or disabilities is also below average. The school has achieved the Active Mark Gold award, Investors in People status and the Basic Skills Quality mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Edisford is an excellent primary school with an exceptional community spirit in which staff and pupils work and learn together. The school is altogether too modest when judging itself, although this reflects a view the staff share that everything can be improved. It really is outstanding in most respects.

New leadership since the last inspection has made marked improvements on all fronts. Pupils make excellent progress from the Foundation Stage to Year 6. Over this time, and in comparison with similar schools, the school adds substantial value to the quality of their education. Although progress by 5 to 7 year olds in reading is slower than other aspects of their learning, very determined efforts are already addressing the situation. The school's exemplary approach for tracking pupils' progress enables teachers to set challenging targets. Pupils enthusiastically enjoy striving to meet them and aspire to greater achievement. The quality of teaching is excellent and a powerful factor in promoting excellent progress. Parents rightly comment on how the school's very effective work to ensure their children's personal development has much improved behaviour. In particular they value their children's growing confidence and self-assurance, and how their children enjoy coming to school and taking part in the wide range of activities that enhance the curriculum.

Exceptionally strong senior leadership has developed the school's relationships and standing with the community. Governors have a sound grasp of its strengths and areas for development. They hold the headteacher in very high regard for the way he has led and improved the school. It gives extremely good value for money and is very well placed to improve further.

### What the school should do to improve further

- There are no key issues.

## Achievement and standards

### Grade: 1

Children aged under 5 get a flying start, and make very good progress. They quickly become confident and independent learners who, as a result of well planned imaginative, creative and fun activities, show interest and motivation in what they do.

Assessments at the age of 7 in 2005 show a steadily improving picture of average to above average standards in writing and mathematics especially, although reading standards declined. In the statutory 2005 assessments in Year 6, English standards were close to the national average, and mathematics and especially science were well above.

Determined efforts to raise achievement have paid off. The school quickly identified the problem with reading and its recent emphasis upon raising standards is leading to

rapid and marked improvements. It has gained the Basic Skills Quality mark and, since 2003, has sustained a significant improvement in standards attained.

Edisford adds a great deal of value to all its pupils' knowledge, skills and understanding. Children who have learning difficulties and/or disabilities are very well supported. Parents are delighted with their children's progress. Compared with similar schools, the school improved its standing to be in the top 15% nationally in 2004, and has maintained this position this year. This is a major accomplishment which reflects pupils' progress and achievement of the highest order.

## **Personal development and well-being**

### **Grade: 1**

Pupils' attitudes to school and their spiritual, moral, social and cultural development are excellent.

Almost all pupils attend well: they love coming to school where they work hard and behave very well. Through excellent relationships with adults, pupils learn to recognise their worth as individuals and to respect one another.

All pupils learn to reflect on their place in the world, to accept responsibility and to make careful decisions. The school council seeks pupils' views and by promoting a 'thought for the day' makes an important contribution to spiritual development in all classes. Parents and pupils value highly the school's very effective use of rewards in helping pupils choose how to behave well. As they move through the school, pupils develop self-assurance and maturity and are a pleasure to be with.

Pupils know about the importance of diet and care for themselves in having a healthy lifestyle. They make the most of the many physical activities available in school. They have outstanding social skills, are developing literacy and numeracy skills well, and use information and communication technology competently, which prepares them well for both the next stage in their education and their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Inspectors observed many excellent lessons and found that pupils benefit greatly from outstanding teaching. The headteacher's leadership has successfully fostered a very strong team of teachers and teaching assistants who work really well together. The setting arrangement, named after rock crystals and higher and higher mountains, is hugely successful in raising pupils' aspirations. This arrangement, coupled with teaching that is closely aligned to pupils' abilities, makes a most significant contribution to pupils' progress and achievement.

Well planned lessons draw on the school's thoroughly effective system for tracking achievement, and are backed by the close eye teachers keep on each pupil's progress. Teachers' flair and enthusiasm, imaginative, interesting and challenging activities for

the whole class, groups and individuals, and the very good relationships they foster all lead pupils to enjoy lessons and be avid learners. Parents comment on how pupils 'always seem happy both in themselves and in their work'.

## **Curriculum and other activities**

### **Grade: 1**

The headteacher and staff share and realise a vision of making every minute and every child matter. They re-examine their provision constantly so that pupils can gain as much as possible from both the opportunities in school and through the valuable links with many community associations. The curriculum, which is of an excellent quality, includes a rich variety of opportunities for pupils to broaden their experience.

All the statutory components are there: in the areas for learning in the Foundation Stage and in lessons which cover the subjects of the National Curriculum for older pupils. The school uses time wisely, for example 'Golden Time' at the end of the week offers exciting and interesting activities, such as movie making and crown green bowling, as rewards for good behaviour and work. Furthermore, parents and pupils greatly appreciate the wide range of clubs offered before and after school. This extensive programme of mostly sports-orientated, extra-curricular activities led to the school receiving the Active Mark Gold award.

## **Care, guidance and support**

### **Grade: 1**

The school makes outstandingly successful provision for pupils' well-being and development. All staff show a very high level of consideration for the welfare of pupils and the governors have ensured the school has rigorous procedures to assure health and safety. Parents feel that their children are safe and secure learners and are pleased with the confidence they develop.

The school's 'Rockface' procedures for tracking pupils' progress very effectively help teachers to set challenging targets for pupils' work and to plan lesson activities accordingly. Pupils, know how well they are doing, and aspire to higher levels of achievement as a result of the information and support they receive. The school endeavours to work closely with parents, for example to help pupils make good progress with reading. Diligent arrangements for recording the progress of pupils who have learning difficulties and/or disabilities ensure that they too are very well supported and their progress is properly reviewed in accordance with guidance and regulations.

## **Leadership and management**

### **Grade: 1**

The headteacher provides exemplary leadership and, in a relatively short period, has established a school community where everyone involved has great confidence in what they do and a high degree of respect for each other. Teachers and other staff know pupils very well. Indeed, for them, every child does matter.

Governors ensure that the school works very properly within regulations for the curriculum, that money is allocated appropriately and spent wisely, and that the well-being of every child is assured. Although governors have a good knowledge of the quality of work in school through detailed and informative reports from the headteacher, their first hand knowledge of the school is not as full as it could be. The school's modesty in judging its provision reflects its view that there is always scope for improvement.

The leadership of the school is exceptionally well informed about pupils' learning and progress through the 'Rockface' system. The leadership also enhances its very clear overview of the school's work by observing teachers and assistants in lessons, and giving positive feedback to help them improve. The award of Investors in People status reflects the quality of the school's carefully aligned training activities, which do much to ensure the quality and coherence of the whole staff team. Evaluations of strengths and weaknesses clearly inform the priorities for development which focus rightly upon raising attainment. Determined and dedicated leadership has been primarily responsible for the substantial improvement in pupils' progress and achievement, conduct and personal development since the last inspection. In turn, leadership gives the school has an excellent capacity for further improvement.

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



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House  
33 Kingsway  
London WC2B 6SE  
T 0207 421 6800  
F 0207 421 6707

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

Edisford Primary School

Edisford Road

Clitheroe

Lancashire

BB7 2LN

4 November 2005

Dear pupils,

After our visit to inspect your school we would like to tell you what we found. I am sure that you already know that we were really pleased with everything that we saw, both in lessons and when we were around and about the school. Thank you all very much for the help that you gave us.

Some of you in Years 5 and 6 may remember the last inspection which took place when you were much younger pupils. Since then Mr Pye, who came as your head teacher after the last inspection, and your teachers have made big improvements to all aspects of the school.

Children get a flying start in the Nursery and make very good progress in learning to work and play with each other, and about words, numbers and natural things. Pupils aged 5 to 7 also make very good progress, especially in mathematics, science and with their writing. Some pupils find reading difficult and the school is working with your parents to help everyone learn to read well. Pupils aged 8 to 11 make the best progress. The pupils who left school last summer did very well in their tests (SATs), especially in mathematics and science. The results were much better than in many schools similar to yours in other parts of the country.

Your teachers and the assistants who work with you are very enthusiastic about helping you to learn. We especially liked the way they made lessons enjoyable and interesting for you. We also like the system for keeping a record of how well you are doing, setting you targets to improve, and helping you to do better

We know too that your parents are rightly pleased about the way the school helps you to work and relate to each other, that you behave very well, and that you grow in confidence as you get older. We are pleased that you have told us that you enjoy coming to school and taking part in lessons as well as in the wide range of activities and clubs before and after school, and during the Golden Time on Friday afternoon.

Mr Pye and the staff have worked very successfully to develop your school, and to develop strong relationships with your parents and other people who live and work in the community nearby. Everyone associated with the school is proud of it, and is certain that it will continue to improve.

Yours sincerely,

Graeme Clarke  
Lead Inspector  
Annex B