

# The Edmunds Primary School

## Inspection report

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<b>Unique Reference Number</b>	132754
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	316006
<b>Inspection dates</b>	5–6 February 2008
<b>Reporting inspector</b>	Lynne Davies

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

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<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 on roll</b>	
School	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Cawthorne
<b>Headteacher</b>	Ms Sharon Mapplebeck
<b>Date of previous school inspection</b>	31 March 2003
<b>School address</b>	Lobwood Worsbrough Bridge Barnsley South Yorkshire S70 5EP
<b>Telephone number</b>	1226 289096
<b>Fax number</b>	1226 241768

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school serves an area with well below average social and economic circumstances. Almost all the pupils are from a White British background and the percentage of pupils from minority ethnic groups is much lower than found in most schools. The proportion of pupils eligible for free school meals is well above average. A larger than average percentage of pupils has learning difficulties and/or disabilities. The school has a Healthy School Award, Investors in People status and an Activemark Award for sport. There have been several changes of staff during the past year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The Edmunds Primary is a satisfactory school with good features, principally in the personal development of pupils and the care, guidance and support they receive.

Parents support the school and value the 'safe and happy environment'. Pupils say they enjoy school and feel safe, they are confident they will receive help when they need it.

Pupils' personal development is good as a result of the good level of care and guidance they receive. A small percentage of parents express concerns about behaviour and the school's reward systems. The inspection found behaviour is satisfactory overall, although many pupils behave well and the reward system is fair. Occasionally, a small minority of pupils behave inappropriately but staff manage any incidents effectively so there is minimum disruption to others. The majority of pupils are polite and show consideration towards each other and respect to adults. Older pupils have many roles and responsibilities allowing them to make a significant contribution to school life.

Children enter the Nursery with skills well below those typical for their age. They make good progress through the Foundation Stage as a result of good teaching and a well planned curriculum, which is responsive to children's needs.

Standards and achievement in English, mathematics and science throughout the school have not been good enough in the past, particularly by the end of Year 6. However, the test results in 2007 at the end of Key Stage 2 showed an improvement and this represented satisfactory progress for this group of pupils. Rigorous checks on pupils' progress are beginning to give the school a far greater insight into their potential and achievement. As a result, pupils' progress is improving. Standards at the end of Year 2 and Year 6 are below average overall and achievement is now satisfactory.

The quality of teaching and learning is satisfactory overall. Much is good but there is some inconsistency. Where teaching is good it is well planned to meet pupils' differing needs but it is less effective when the pace of lessons is too slow and pupils are less clear about what they are meant to learn. The curriculum is satisfactory and appropriately focused on the basic skills of literacy and numeracy. However, pupils have too few opportunities to use these skills in other subjects across the curriculum. Music and personal, social and health education are good features and enhance pupils' learning experiences well.

Leadership and management are satisfactory. Self-evaluation is satisfactory and the school priorities are correctly focused on raising standards and achievement.

The school has sharpened its systems for tracking pupils' progress and these now provide good information about their achievement and where additional help is needed. Senior managers use this information effectively to set pupils targets for improvement and to plan support. However, not all teachers who have responsibilities for specific subjects are involved enough in leading whole-school initiatives and raising achievement. The issues raised at the last inspection have been largely addressed. The school's understanding of what needs to be done to further improve standards and achievement gives it a satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

The quality of provision in the Foundation Stage is good. Most children join the Nursery with skills that are well below those typical for their age; many have poorly developed language, communication and social skills. Although children make good progress, they do not reach the expected goals as they enter Year 1. Children achieve well because their learning is well planned and provides them with interesting engaging activities. Their progress is carefully checked and recorded allowing teachers to tailor the learning to children's individual needs. In this stimulating environment children thrive. They learn to cooperate with each other and develop positive attitudes to learning. The good opportunities for children to learn through play and effective direct teaching contribute well to their good progress. Both classes have good access to outdoor learning and opportunities to explore, run, climb and ride. A particular feature of the Foundation Stage is the creative use of movement and dance; it was a delight to see children's happy, calm, motivated expressions as they moved to music. Excellent teamwork ensures children have a smooth transition between the Nursery and Reception classes.

### What the school should do to improve further

- Raise standards and achievement in English, mathematics and science throughout the school.
- Develop the leadership and management skills of all teachers who have specific responsibilities so they play a greater part in leading whole-school initiatives and raising achievement.
- Provide more opportunities for pupils to use their basic skills across a range of subjects.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Effective action is leading to improvements in pupils' standards and achievement. The hard work and determination of staff and pupils and an intensive programme of support from the local authority have helped the school to improve pupils' rate of progress. Pupils join Year 1 with standards below those expected. In the 2007 tests at the end of Key Stage 2, standards were below average but showed significant improvement on the previous year. Standards at the end of Year 2 have been typically below average over recent years. At both key stages the number of pupils with learning difficulties varies quite significantly and can sometimes be high compared to the national average. This impacts on test results. Pupils with learning difficulties and/or disabilities also make satisfactory progress.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities to discuss moral and topical issues and gain a good understanding of their rights and responsibilities. They say they feel safe in school and parents echo that view. Parents say, 'it's caring here and everyone is welcoming'. Pupils are confident they can rely on adults to help them with problems. They enjoy their lessons and the majority behave very well. However, some find it more difficult to deal with their emotions and resort to inappropriate behaviour. Pupils' good awareness of the need to make healthy lifestyle choices by eating the right food

and exercising has been acknowledged through the Healthy School award and Activemark. Pupils make a good contribution to the school community and develop good life skills as school councillors, peer group buddies and playground leaders. The school council is currently involved in the recruitment of staff and they are taking their responsibilities very seriously. They understand they need to ask the candidates difficult questions and challenge them so the right appointments are made. Attendance is broadly average and the school works hard to improve it.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with some good features. Careful assessments ensure that activities are generally matched to pupils' needs, although in some lessons pupils are insufficiently challenged. In most lessons, pupils know what they need to learn and what they need to do to succeed. In Year 6, pupils are encouraged to think carefully, with partners, about what they have done well and how they could improve their work. Whole-school targets focus attention on the next steps in learning. In some lessons, the pace of learning is slower and pupils are not as clear about what they are supposed to learn. As a result, they lose concentration and do not make as much progress. Effective teaching assistants sensitively provide extra support for pupils with learning difficulties and/or disabilities and as a result, they make satisfactory progress.

### **Curriculum and other activities**

#### **Grade: 3**

The satisfactory curriculum meets all statutory requirements. There is an understandable focus on raising standards and achievement in English, mathematics and science which is beginning to pay off. However, there are too few opportunities for pupils to apply their basic skills across other subjects of the curriculum. Pupils' music skills are enhanced well through the part-time, school based specialist teacher and also some support from a teacher from a local academy. There is a varied range of extra-curricular activities that are greatly enjoyed by the pupils and impact well on their personal development. Provision for the development of pupils' social skills is an area of strength. Pupils learn to understand their emotions and how to relate to others from a very young age. For example, younger pupils explore their feelings through role play and puppets.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Procedures for safeguarding the well-being of pupils are in place and meet statutory requirements. There are suitable procedures for child protection. The school works well in partnership with outside agencies to meet the needs of vulnerable pupils and skilled and committed teaching assistants effectively support them. Effective support is in place to help pupils overcome their emotional and behavioural difficulties. Parents appreciate the pastoral care their children receive; they believe the school, 'gives children confidence'. Pupils' academic progress is carefully tracked and they have targets to improve their work. The school is actively seeking a more effective parent partnership. The recent

appointment of a Parent Support Advisor is helping to engage more parents and is, for example, assisting the school in its efforts to improve levels of attendance.

## **Leadership and management**

### **Grade: 3**

The leadership team has maintained a firm focus on raising standards in the midst of significant staff changes. The headteacher's calm, purposeful leadership style and rigour in holding staff to account for pupils' progress has helped to raise achievement through the school whilst maintaining the good personal development of pupils. The governing body has a core of long-standing and well trained personnel who actively support the school and who are developing a more challenging role in holding the school to account. Leadership skills are effective in literacy, numeracy and science. However, in other subjects they are less well developed.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Inspection of The Edmunds Primary School, Barnsley, S70 5EP

On behalf of myself and my colleague I would like to thank you very much for welcoming us to your school, talking about your plans and showing us your work. We very much enjoyed the time we spent with you.

Your school is satisfactory with some good features. Everyone takes great care of you so you feel safe at school. You are developing a good knowledge of how to be fit and healthy and how to stay safe. All the jobs you do in the school council and in the playground help to make your school a happy and welcoming place. We hope the interviews for new staff go well, we know the school council have thought very hard about the questions they should ask.

We would like your school to look at ways of raising the standards of your work in English, mathematics and science. Also, we would like teachers to help you use the skills you learn in literacy and numeracy in all your other lessons, to challenge you to achieve your very best. We have asked all your teachers who have specific responsibilities for different subjects to get more involved in making the school better.

We wish you the very best for the future and hope you all continue to enjoy your time at The Edmunds Primary School.