

# Edisford Primary School

## Inspection report

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<b>Unique Reference Number</b>	119275
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326986
<b>Inspection date</b>	10 October 2008
<b>Reporting inspector</b>	Geoffrey Yates

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	240
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Alan Yearling
<b>Headteacher</b>	Mr Rob Pye
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Edisford Road Clitheroe Lancashire BB7 2LN
<b>Telephone number</b>	01200 422239
<b>Fax number</b>	01200 442923

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues; whether pupils were achieving as well as they can; whether pupils use their skills well in other subjects; the use of assessment information and the quality of pupils' personal development is. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a popular and over-subscribed average sized school situated just outside the town centre of Clitheroe. The percentage of pupils eligible for free school meals is below average. Pupils are predominantly from White British families. The school has an above average number of pupils with learning difficulties and/or disabilities. When children start school, they have skills and abilities lower than those typical for their age. The school has achieved a number of awards including the Healthy Schools' award. The school provides education for children in the Early Years Foundation Stage (EYFS).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an excellent school where pupils are proud to attend and they cooperate very effectively as one happy family. One parent summed up the views of many, 'Edisford is a first class school where my children enjoy everything it provides.'

The outstanding leadership and management recognised at the time of the previous inspection continues to provide a very purposeful environment where staff and pupils are determined to do as well as they can. As a result, pupils' achieve outstandingly well. The excellent skills of the headteacher ensure that the school establishes very challenging targets to maintain and raise further the excellent achievements gained by pupils over the past few years. Other major strengths of the school are the pupils' outstanding personal development and well-being, and the excellent provision for pupils' care, support and guidance. The academic guidance given to all pupils is excellent. The school's 'Rock Face' assessment system ensures tracking records are accurate and used exceptionally well to identify what each pupil needs to learn next. Pupils have many opportunities to assess how well they are doing and know what they need to do to improve. The pastoral guidance given to all pupils is especially strong. Because of the high expectations of members of staff, pupils have outstanding attitudes towards their work and say that 'working hard is what we do'. As a result, work is presented very well and pupils take pride in what they do.

Pupils enter Year 1 with skills that are below those expected for their age. They make outstanding progress and as a result achieve exceedingly well by the end of Year 6. Early indications are that in the 2008 national assessments pupils attained above the standards normally expected in English, mathematics and science at the end of Year 6. Current standards of work mirror that view. The key reason for this is excellent use teachers make of assessment information to ensure pupils make as much progress as possible. If pupils need additional support, they receive it, while pupils with above average skills are provided with appropriately challenging tasks.

Teaching and learning are of outstanding quality. Teachers receive very good support from classroom assistants. All members of staff know what they expect pupils to learn, with excellent use made in Years 3 to 6 of teaching basic skills in pupil groups based on prior achievement. All pupils are given plenty of opportunities to use their writing skills well in subjects across the curriculum. Staff have very good relationships with the pupils and their clear explanations help pupils feel confident about tackling their work. The school has reviewed the curriculum taking account of the needs and interests of the pupils. It is well planned and good use is made of curriculum themes. For example, during the inspection pupils across the school were involved in an 'Endeavour afternoon' with a range of activities which ensured learning was meaningful, challenging and fun! These activities enabled pupils to develop the skills necessary for their future economic well-being.

Pupils' outstanding personal development and well-being is linked to the high quality provision. The emphasis on pupils developing 'people skills' such as helping others and respecting each others views adds breadth to their education. Pupils' behaviour and their relationship with others are exemplary. Pupils make a very good contribution to the school community through the many responsibilities they undertake. Pupils on the school council and those who act as members of the Eco group take their responsibilities very seriously. Pupils know how to stay healthy. They participate eagerly in sport and have a very good understanding of how to stay

fit and what types of food and drink are good for you. Classrooms are bright and attractive places where pupils' work is valued. The school provides excellent support for the most vulnerable pupils. There is an excellent range of extra-curricular activities which are well attended and enjoyed by the pupils. For example, the choral activities are very popular and the school has produced its own compact disc entitled 'Bel Canto'.

Leadership and management are outstanding. The enthusiasm of the leadership and management team and the willingness of all the staff to listen to others' views are hallmarks of a commitment to make the school even better. The school has highly effective procedures for evaluating itself and has accurately identified what works well and what needs to improve. Members of the senior management team play a major part in ensuring changes are made that enable the school to continue being highly successful. Governors hold the school to account very well. The school provides excellent value for money and has an outstanding capacity to continue to improve.

### **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 2**

Children enter the EYFS with levels of skills that are lower than expected for their age. They settle quickly into the routines and clearly enjoy coming to school. They are cared for very well and welfare issues are paramount in the minds of all members of staff. Children develop self-confidence and learn to become increasingly independent, making good progress. Although standards are below what is expected as children move to Year 1 an increasing number are now reaching the goals set for this age. The quality of teaching and learning and the leadership and management are good. The use of the outside area lacks imagination and opportunities to extend work begun indoors are sometimes missed. The overall quality of the children's experiences provides a good foundation for their future learning.

#### **What the school should do to improve further**

- Ensure that effective use is made of the outside environment in the EYFS to support all areas of children's learning.

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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?	1
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?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

14 October 2008

Dear Pupils

Inspection of Edisford Primary School, Lancashire, BB7 2LN

What a fabulous school you attend!

Thank you for helping me when I recently visited your school. I enjoyed meeting you and finding out about your school. I found that your school provides you with an outstanding education and that you do some very exciting things. I particularly enjoyed watching the 'thought for the day session' and talking to a group of children at lunch-time. Your parents agree with me that your school is a very happy place.

These are the things that are particularly strong in your school.

- Your headteacher provides outstanding leadership and management.
- Throughout the school, your teachers have high expectations and very clear ideas of how to bring about improvements. As a result, it is an excellent school.
- You make excellent progress and your work is above average by Year 6.
- The singing I heard during lunch-time was very good. The Mama's and Papa's song is one of my favourites!
- You are all developing excellent attitudes towards your work and towards each other.
- You are very polite and your behaviour is exemplary.
- All members of staff look after and care for you exceptionally well.

There is still one way in which your school could be even better. I have asked your headteacher and governors to make sure that pupils in the Reception class can have access to a well-planned outside area where they can develop their interests and skills further.

Very best wishes

Yours sincerely

Geoffrey Yates

Lead inspector